


# Charter Renewal

# Petition Submission

# July 11, 2016

# APPLICATION PACKAGE CHECKLIST

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

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

# CHARTER APPLICATION COVER PAGES

**Check one:** ___New Start-Up ___New Conversion

x__Start-up renewal ___Conversion Renewal

If renewal, when was the original charter term start date? July 2012

If renewal, for how many charter terms has the school been in existence? 1

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

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

Avondale Education Association

_____

**Name of Proposed Charter School:** The Museum School of Avondale Estates

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

DeKalb County School District

**Contact person:** Andy Huff Board Chair

Name Title

**Contact address:** 923 Forrest Blvd

Decatur, GA 30030

**Telephone number of contact:** [redacted]

**E-mail address of contact:** andy.huff@themuseumschool.org

**Charter School Name**: The Museum School of Avondale Estates

**Type** Locally Approved Start Up (Locally-approved Start-up, State Chartered Special School, Career Academy, Jointly Authorized, Virtual)

**Approved by the** DeKalb County **Board of Education on** _____

**Grade Levels Served**: K-8

**Ages Served** 4-14

**Proposed Opening/Renewal Date** July 2017

**Proposed Charter Term** July 1, 2017 – June 30, 2022 (If this is a renewal petition with a term other than 5 years requested, please give the rationale for the requested term length)

**Mission Statement** The mission of The Museum School of Avondale Estates is to inspire students, teachers, and the community to collaborate to develop strong critical thinking, interpersonal, and academic skills in our students which will prepare them for real-world success.

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

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Yr 1 | 60 | 60 | 60 | 60 | 66 | 66 | 72 | 72 | 48 | | | | | 564 |
| Yr 2 | 60 | 60 | 60 | 60 | 66 | 66 | 72 | 72 | 72 | | | | | 588 |
| Yr 3 | 60 | 60 | 60 | 60 | 66 | 66 | 72 | 72 | 72 | | | | | 588 |
| Yr 4 | 60 | 60 | 60 | 60 | 66 | 66 | 72 | 72 | 72 | | | | | 588 |
| Yr 5 | 60 | 60 | 60 | 60 | 66 | 66 | 72 | 72 | 72 | | | | | 588 |
| Yr 6 | | | | | | | | | | | | | | |
| Yr 7 | | | | | | | | | | | | | | |
| Yr 8 | | | | | | | | | | | | | | |
| Yr 9 | | | | | | | | | | | | | | |
| Yr 10 | | | | | | | | | | | | | | |

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

# O.C.G.A. § 50-36-1(e)(2) Affidavit

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

1) _____ I am a United States citizen.

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

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

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

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

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

_____.

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

Executed in _____ (city), _____(state).

_____

Signature of Applicant

_____

Printed Name of Applicant

SUBSCRIBED AND SWORN

BEFORE ME ON THIS THE

___ DAY OF _____, 20____

_____

NOTARY PUBLIC

My Commission Expires:

**DeKalb Charter Information & Petition Questions**

The DCSD Charter School Petition Guidelines questions are aligned and consistent with questions published in the GADOE Application. ALL questions and sub-questions must be individually labeled and answered. Corresponding tips are located at the back of this manual.

Including the SBOE application, the petitioner should copy the following form as the first page of their DCSD charter petition:

**Name of Proposed Charter School:** The Museum School of Avondale Estates

**Check one:** ___ New Start-Up ___ New Conversion

__x_ Start-up renewal ___ Conversion Renewal

___ College & Career Academy

If renewal, when was the original charter term start date? July 2012

If renewal, for how many charter terms has the school been in existence? 1

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

Avondale Education Association

**Contact person:** Andy Huff Board Chair

Name Title

**Contact address:** 923 Forrest Boulevard

Decatur, GA 30030

**Telephone number of contact:** [redacted]

**E-mail address of contact:** andy.huff@themuseumschool.org

**Grade Levels Served:** K-8

**Ages Served:** 4 - 14

**Proposed Opening/Renewal Date:** August 2017

**Proposed Charter Term:** July 1, 2017 – June 30, 2022

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

| Year/Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2017-2018** | 60 | 60 | 60 | 60 | 66 | 66 | 72 | 72 | 48 | | | | | 564 |
| **2018-2019** | 60 | 60 | 60 | 60 | 66 | 66 | 72 | 72 | 72 | | | | | 588 |
| **2019-2020** | 60 | 60 | 60 | 60 | 66 | 66 | 72 | 72 | 72 | | | | | 588 |
| **2020-2021** | 60 | 60 | 60 | 60 | 66 | 66 | 72 | 72 | 72 | | | | | 588 |
| **2021-2022** | 60 | 60 | 60 | 60 | 66 | 66 | 72 | 72 | 72 | | | | | 588 |

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## I. THE CASE

**1. Why do you want a charter?**

The Museum School seeks a charter to continue its successful implementation of the museum model.

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

A charter offers The Museum School the autonomy and flexibility necessary to continue its innovative program. As a charter school, The Museum School is afforded opportunities to push the status quo and traditional programming by researching and pioneering innovative strategies, programs, and initiatives.

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

With the broad flexibility waiver granted to charter schools The Museum School will waive policies that inhibit innovation and preclude school-based decisions specific to school needs. Specifically, the school is able to waive personnel and curriculum policies that don't align with our mission or student needs.

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

An Avondale Estates parent proposed the creation of a community charter school in July 2008. Public meetings were held at Avondale Estates City Hall. Over 120 individuals and families joined the membership list, including the city's mayor, several city commissioners, and prominent business people. A majority of the volunteers were parents in the community who were interested in their children attending the charter school. Additionally, several non-parent donors and volunteers recognized the value of a high-quality community school. All volunteers had a vested interest in the long-term success of our school. They formed the core of the original initiative and were substantially involved in developing the charter petition. The renewal petition has been developed as a collective effort among the board, staff, parents, and community. Work on the renewal petition began in Fall 2015, and included a close examination of the school's strategic plan, performance on academic, organizational, and financial goals. Completing the renewal petition has been a valuable opportunity to reflect on current performance and future growth.

Parent and community involvement are central to our mission. Community is an essential part of school life. Relationships between the school, families and the community reinforce our goal of teaching children to be people of character. Key examples of how we maintain involvement from parents, community members and other interested parties are provided below:

Parents/Legal Guardians

When enrolling their children, parents or legal guardians sign a parental agreement indicating their commitment to be involved in the education of their children through volunteer service hours. The volunteer service requirement per household per school year is 15 hours per child with a maximum of 30 hours. The Museum School has established a strong Parent Teacher Organization (PTO). The PTO provides program ideas, resources, support, and volunteer leadership training. The Museum School and the PTO have established consistent communication between parents, teachers and administrators.

Governing Board and Board-level Committees

Parents and community members serve on the governing board and on Board-level committees that serve the school, initiate and maintain partnerships with museums and other organizations, and participate in a variety of events and activities that connect students to their community.

School-Based Task Forces and Sub committees

Task forces evaluate and procure a variety of vendors and services. Examples include after school program, school lunch, uniforms, and transportation. Sub-committees focus on broader projects, such as nutrition, student recruitment, and technology, and continue through the school year.

Museum Partners and Extended Community

The museum concept is based on strong community involvement. By design, curriculum and resource partners of The Museum School become an integral part of our school community. They collaborate with our educators on curriculum and provide students with on-site learning expeditions. This approach engages the broader community and the students. At the end of each quarter, our school becomes a museum and invites the community to visit. Our students serve as ambassadors to the community and

showcase what they have learned inside and outside the classroom. Neighborhood businesses, local residents, and others are welcomed partners at the school.

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

The Museum School serves students from diverse cultural and socio-economic backgrounds who share the common experience of exploring in an innovative public school setting. The Museum School is unique in Georgia and has an educational model that recognizes that children learn best through personal experience and hands-on discovery. The Museum School offers a choice for families seeking a different model of education. Giving families options ensures that more children will be able to attend a school that meets their needs, and more parents will feel secure in their child's public school education. That security motivates families to invest in the community through home ownership, support of local businesses, and volunteerism. The most direct way to measure community interest is via applications and enrollment. During open enrollment in February 2016, we received 581 applications for 72 positions. Currently, we have a waiting list at every grade level K-7. We have experienced tremendous support from our community. Community members and local businesses have donated their time, talents, and services to enhance the academic program of The Museum School.

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

The Museum School has a wait list for every grade K-7. See Appendix 23.

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

We contacted the region's most outstanding museums and institutions, explained our educational model, and created formal partnerships based on specific curricular needs. The Museum School continues to seek out partners that align with its mission and curriculum.

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

See sample partnership agreements in Appendix 30.

Alliance Theatre, Atlanta Botanical Garden, Atlanta History Center, Alliance Theatre Institute for Educators and Teaching Artists, ArtsNow, Georgia Aquarium, Fernbank Museum of Natural History, High Museum, Michael C. Carlos Museum and Zoo Atlanta.

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

The mission of The Museum School is to inspire students, teachers, and the community to collaborate to develop strong critical thinking, interpersonal, and academic skills in our students, which will prepare them for real-world success. The Museum School offers the accessibility of a public school with the organizational and curricular innovation of a museum school model. Thus, beginning at the neighborhood level, students develop a strong sense of community, independence, responsibility, and respect for the impact of their decisions and actions on others. These skills inspire them with the confidence to identify and manage problems at the local and global level.

**a. Please provide specific examples of and documentation regarding programs that would be offered by your school that are not offered in any existing schools in DCSD.**

Our academic program implements the museum school model, in which we partner with museums to achieve high academic standards by creating inquiry-based, collaborative learning units. Instruction is focused on each student's individual learning style, readiness, and prior understandings and experiences. This teaching model allows all of our students to move beyond basic proficiency and toward academic excellence. Our year is organized so that teachers have mandatory professional development to ensure

they have the tools to provide differentiated instruction. Operating as a charter school allows us to implement this unique but proven model that is aligned with the Georgia Standards of Excellence and is not available in any other Georgia public school. As detailed in Section II, museum learning leads to a deeper understanding of material and higher student achievement.

## II. ACADEMIC OBJECTIVES, PLANS, AND WAIVERS

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

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

The Museum School met this goal each year, as applicable, of its previous 5-year charter.

See Appendix 34.

The Beating the Odds analysis is a cross-sectional, fixed effects regression model that uses the following factors from the CCRPI school-level dataset, GaDOE student record file, and GaDOE CPI[1] data.

a. Student-based Factors:
   - % African American
   - % Hispanic
   - % White
   - % Other
   - % Free/Reduced Lunch
   - % Students with Disabilities
   - % English Learners
   - % Gifted

b. School-based Factors:
   - School Size (FTE)
   - Student/Teacher Ratio

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

Goal 2: The Charter School will demonstrate proficiency on the CCRPI.

The Museum School met this goal each year, as applicable, of its previous 5-year charter.

See Appendix 35.

A. Measure 1: The Charter School's CCRPI score shall be better than both the State and local district in each year of the charter contract.

B. Measure 2: During each year of the charter term, the percentage of students meeting or exceeding the grade-level specific Lexile measure, an indicator of Post Elementary School Readiness as measured through CCRPI, will be better than both the State and local district in each year of the charter contract.

Goal 3: Each year, by subject and grade level, the Charter School will exhibit growth on a national norm-referenced test.

The Museum School met this goal each year of its previous 5-year charter. See Appendix 36.

A. Measure 1: For each year of the five-year charter term, 65% of all students in grades K-8 will meet or exceed their RIT growth learning projections, as developed by NWEA.

Goal 4: Student achievement will meet or exceed DeKalb County School District and state of Georgia student achievement averages.

The Museum School met a similar, CRCT-based goal, each year of its previous 5-year charter. See Appendix 37.

A. Measure 1: The Charter School's percentages of Level 3 and 4 scores on the Milestones shall exceed state and local averages in each year of the charter contract.

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

We engage in rigorous assessment of students to drive curriculum and supplementary programming. Additional detail is provided in sections 4a – 4j below.

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

Assessment instruments include norm-referenced tests such as Measures of Academic Progress (MAP), criterion-referenced tests (Milestones), and limited performance-based measures (GKIDS). MAP is administered 3 times each school year, with the August assessment serving as baseline data. Diagnostic reading assessments, such as Developmental Reading Assessments and Fountas and Pinnell, are administered two - three times per year to gauge students' reading levels. We participate in all required EL, Gifted, Special Education, EIP/REP testing for the purposes of screening, monitoring, and eligibility.

**Georgia Milestones Assessment**

The Georgia Milestones Assessment is administered in grades 3-8 according to Georgia DOE guidance. The action plan that is created as a result of the analysis of Milestones data is shared with the appropriate Board committees and used to guide the creation of school-wide instructional goals for the upcoming year. 2015 Milestones results are included in Appendix 37.

**MAP (Site-Specific NRT)**

The Measures of Academic Progress (MAP) is a nationally recognized norm-referenced test developed by the Northwest Evaluation Association. MAP is used in grades K-1 in reading and mathematics and for grades 2-8 in reading, language arts, and mathematics. This computerized, adaptive test assesses the level at which students are performing, using the chronological age of the student as a starting point. Each test individualizes for the student being assessed. MAP data are included in Appendix 36.

**Georgia Alternate Assessment (GAA)**

The Georgia Alternate Assessment will be administered to students whose IEPs require such an option under the guidance of state and federal regulations. Teachers will comply with GAA guidelines under the

supervision of the Special Education teacher to compile student portfolios for the GAA.

**GKIDS Assessment**

The GKIDS (Georgia Kindergarten Inventory of Developing Skills) assessment is administered to all students enrolled in Kindergarten at The Museum School.

**ACCESS for ELLs**

ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is an English language proficiency assessment given to Kindergarten through 8th graders who have been identified as English language learners (ELLs).

**Formative Assessment**

Formative assessments are standards-aligned periodic assessments administered throughout units of study to assess concept mastery of each student. Assessments are designed by the instructional staff utilizing assessment best practices and are backward-mapped from unit objectives and the Georgia Standards of Excellence for the appropriate grade level. The Formative Assessment data is regularly compared with MAP and Milestones data to ensure assessments are accurately identifying growth goals.

**Diagnostic Assessment**

Literacy assessment is conducted using tools such as running records, the Developmental Reading Assessment (DRA), and/or the Fountas and Pinnell Benchmark Assessment System. Diagnostic reading assessments are one on one reading conferences where children read aloud from a specifically selected text. Diagnostic assessments are given two - three times per year and individual student results are tracked from year to year.

**Authentic Assessment**

Through authentic assessments, teachers assess students as they perform real-world tasks, demonstrating meaningful application of content and skills. Instructional staff members use authentic assessments regularly to assess student progress. Assessments range in frequency from daily (journals) to quarterly (museum exhibits). Authentic assessments include but are not limited to the following:

Travel Journal Assessment

Travel journal portfolios are established and maintained for all students. Travel journals are created during each learning module and provide a place for students to question, record information, and reflect on learning expeditions. The journals are assessed by the teacher throughout each learning module for evidence of student understanding and mastery of GSE.

Performance Assessment/Exhibit Night

Student performance is evaluated based on pre-established criteria that have been reviewed with students. Exhibit night performance may include oral presentation, conducting an experiment, or teaching a skill or concept to other members of the class, school, and/or community.

Portfolios

A systematic collection of student work over a period of time that exhibits students' work and progress is gathered. Portfolios are used to measure students' progress towards statewide standards using school-wide rubrics.

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

Each fall, *all* K-8 students will take the MAP assessment in the areas of reading and math, plus language usage in grades 2-8. In the fall, teachers of $4^{th}$ – $8^{th}$ grade students will have the opportunity to review Milestones scores from the previous spring. Through careful analysis, teachers will identify specific domains of strength and growth for students in the areas of ELA, Math, Science, and Social Studies. As a result, teachers will use this data as they finalize planning, pacing, and grouping. Diagnostic reading assessments provide teachers with a reading level baseline.

**c. Describe how the school will benchmark student growth.**

Baseline data is collected at the beginning of the school year or at the time of a student's registration. Data includes report cards, standardized testing (i.e. norm-referenced tests and/or Milestones data if available), qualitative data from staff, and Special Education documentation, if applicable. To assess gains made over a period of time, individual student's scores on the Milestones, DRA and MAP are

tracked beginning with Year 1 scores. This data allows the school and board to look at trends over a long range of time, which will influence instructional, curricular, and staffing choices.

At the student level, individual assessment results are distributed to families as soon as they are received. The reports include current overall scores and more specific areas of strength and challenge, for example, domain or strand scores. In addition, the reports offer information related to individual student growth over the current school year and as evidenced over the previous school years.

At the school level, a variety of reports and presentations are provided to the school, with grade- and classroom-specific data. For example, a report on MAP data is created specifically for each grade level, allowing faculty to evaluate student growth. The school conducts training sessions on utilization of annual test results with staff members throughout the year.

Data releases are prepared to share with Board members and the broader community. Releases are first presented to the Board and then released generally to the public through press and website.

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

MAP is administered to all K-8 students three times during the school year, August, December and April. The data collected from these assessments provides teachers with information, specific to individual students, on areas of strength and growth, aligned directly to reading, math, and language usage domains and strands.

The Milestones Assessment, administered to $3^{rd}$ – $8^{th}$ grade students each spring, provides staff, students, and parents with an overall outlook as to students' level of understanding and mastery of state standards. The Milestones assesses students in all subject areas – ELA, Math, Social Studies, and Science. This formal assessment provides the school with valuable data that impacts individual student learning plans and goals and school wide curricular programs.

Informal assessments within the core academic areas take place frequently at The Museum School. These assessments are evident through a variety of forms and mediums. Pre-post assessments, weekly check-ins (i.e. Friday 5's), and exit tickets are implemented in each classroom throughout the school. This varied

approach to informal assessments allows the teachers to do quick check-ins frequently to evaluate students' mastery of the current skill in addition to "previewing" students' understanding of future skills and concepts. This system assists teachers as they plan weekly and daily lessons that truly align with students' needs. The formative and summative assessments are administered in all core subject areas.

**e. Explain how the charter school will work with the local school system to participate in all state-mandated assessments.**

As required by the state, The Museum School participates in the Milestones, GKIDS, and ACCESS for English Language Learners. The Museum School complies with all requirements of the Single Statewide Accountability System.

The school has designated a School Testing Coordinator who attends all county-level trainings and workshops to ensure accurate school testing procedures and school-based training. The School Testing Coordinator trains staff and monitors the administration of these assessments. This coordinator and others administering the test use established guidance in administering assessments (including the State Assessments Handbook and State Accommodations Manual). The School Testing Coordinator will continue to work with the DeKalb County School District liaison(s) to ensure that materials are disseminated and collected from The Museum School in the same secure manner as for all DeKalb County schools. The School Testing Coordinator and Principal are responsible for test storage and security once the tests are distributed to The Museum School. Certified personnel (teachers, counselors, administrators) administer all state assessments. The Museum School will adopt the same testing schedule as DeKalb County School District. The Museum School plans for test and assessment costs by including an assessment line item in its annual budget.

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

The school's implementation of MAP and formative assessments allows teachers and staff to diagnose educational strengths and needs of students and to plan appropriate instructional opportunities for

students. Each summer, the school conducts a Data Carousel protocol involving all certified staff members. Achievement, growth, attendance, and parent/student survey data is displayed in a carousel format. Staff members rotate individually or in small groups, analyzing the data, noting patterns and trends, and making general and specific data-based observations. After the rotations, teachers work in small group and large group settings to identify trends and patterns and then apply these findings to the new school year's school improvement plan.

The school's administrative team, including its Instructional Support teacher, is extremely active in diagnosing strengths and needs of students and supporting teachers with relevant instructional planning. The Instructional Support teacher in particular supports teachers throughout the school year in identifying student needs and adjusting instruction, as appropriate.

MAP is aligned with the common core standards and provides teachers with reports outlining school, class, and most importantly, student areas of strength and growth. MAP is administered three times per year and is followed by deliberate analysis and targeted instruction. Fall MAP reports are discussed at the school level at the board's Academic Excellence Meeting and the school's Data Committee Meeting. Overall trends and patterns are identified and discussed and become learning topics at future data and leadership committee meetings. Fall MAP reports are discussed at grade levels as teachers analyze the data through student data protocols, assessment spreadsheets, data binders, and work sample reviews. At this level, teachers are identifying grade-level areas of strength and growth and then altering weekly instructional plans to address these specific areas. Teachers create assessment spreadsheets comparing student performance on MAP to performance on other assessments.

Winter MAP data tends to be the most impactful and influential of the three MAP administrations. As a result, the data is again analyzed at the school level (involving the Academic Excellence Committee and Data Committee), the grade level, and the class/individual level. Analysis at these levels helps teachers and staff identify those strategies and interventions from the 1$^{st}$ semester that worked, as evidenced by Winter MAP data trends, and those strategies and interventions that need to be modified in order to better

meet students' needs.

Formative assessments throughout each learning unit also provide teachers with an excellent opportunity to collect and analyze current data, leading to adapted instruction and planning aligned to student needs. These frequent, yet simple and brief, assessments allow teachers to keep a constant gauge on student understanding and areas of need. As a result, teachers can plan for immediate re-teaching or remediation or enrichment and curriculum compacting.

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

All students will be administered the MAP assessment within 6 weeks of enrollment, or within the next testing window, in order to provide teachers and parents with baseline data. MAP data allow the school to identify skills and concepts that individual students have learned and diagnose instructional needs. Because the test dynamically adjusts to a student's performance level, it can be utilized to monitor academic growth over time and make instructional decisions at the individual, classroom and school level. MAP is administered three times per year and is aligned to national content standards. Scores are reported as norm-referenced, achievement and growth, providing different perspectives on an individual student's learning. The ability to administer the assessment several times per year allows for close monitoring of the progress of individual students. MAP results are maintained test after test, so teachers and parents can measure progress year after year.

Students are evaluated on a continuous basis by teachers and staff in all areas of instruction, including math, language arts, foreign language, science and social studies. Pre-and post-assessments, along with other frequent formative assessments, are regularly administered. These assessments allow teachers to track individual and group progress towards grade level goals throughout the year. The assessment plan enables teachers to differentiate instruction, address specific needs and monitor growth.

The purpose behind all student assessment is to show faculty how to improve instruction and achievement for all students. The principal and senior staff members assist teachers to disaggregate data and analyze

assessment results to see students' areas of strengths and weaknesses. The faculty interpret the scores and find the most effective ways to address areas of low performance.

Assessment data is used to provide information for the following purposes: To identify strengths and weaknesses in skill development, individualize instruction, diagnose strength and weaknesses of groups, revise/select curriculum materials, revise/select methods of instruction, counsel students, assist in placement of students in special programs, determine revisions needed in the curriculum and issue progress to parent(s)/guardian(s)/stakeholders. The assessment system provides data to stakeholders at the Board, school, and classroom levels for decision-making. Board members are provided ongoing information on key indicators through annual reports from the principal, as well as periodic reports from the principal and senior staff members.

All classroom teachers meet with the Principal individually each fall to review baseline data and discuss instructional strategies and interventions as a result of this data. These meetings are designed to focus on individual student needs and instructional planning but also provide the principal with a glimpse of class, grade-level and school wide trends and patterns.

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

The Museum School complies with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements. Specifically, The Museum School follows the statewide K-8 accountability assessment program to ensure school accountability for goals of improved student achievement. The Museum School complies with the levels of performance defined on each assessment instrument. The Museum School includes all related data in its annual report.

Through MAP testing, The Museum School has access to nationally comparative results, allowing the school to compare its results to the results of a national norm of over 5 million peers and utilize those results to further increase student achievement. The Museum School reviews disaggregated data related to student achievement, attendance, length of intervention periods, and other relevant topics and areas. The

school's performance on these indicators is compared to the performance of the state and local district. Further, The Museum School thoroughly reviews and analyzes its annual CCRPI score.

The Museum School participates in State-led on-site audits as described in O.C.G.A. 20-14-35. If the school is a recipient of an award through the Office of Student Achievement, the school agrees to comply with all award guidelines and requirements. The Museum School agrees to maintain the confidentiality of identifiable individual student performance data.

**i. Describe how the charter will adhere to all assessment guidelines and procedures as outlined by the State Assessment Handbook, the State Accommodations Manual and other state and local guidance on assessment.**

The Museum School adheres to and complies with all requirements, guidelines, processes, and procedures outlined in the State handbooks and manuals, in addition to the local assessment guidance. All participating staff members are trained as required, security measures are met and expectations exceeded, and all guidelines are implemented with precision.

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

Applicable Museum School staff members attend all required test administration trainings held by DCSD. The School Testing Coordinator organizes and facilitates a smooth testing environment and process throughout the school year. The School Testing Coordinator attends all DCSD test administration trainings, including but not limited to Milestones, GKIDS, and ACCESS. As applicable and as requested by the district, additional staff members may also attend the trainings. For example, the school's EL teacher may accompany the testing coordinator to the ACCESS training. The Museum School will make necessary accommodations to ensure all relevant staff members attend required trainings including offering coverage, substitutes, and opportunities to redeliver the information to other relevant staff members. The Museum School carefully plans for test training dates to ensure appropriate documentation

is prepared prior to the training and applicable staff members are prepared.

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

The school implements research-based curricular programs and strategies to ensure that student performance objectives are consistently met. The Museum School uses assessment to make data-driven decisions about instruction and to improve teaching and individual learning. Variable methods of measurement provide an opportunity to discover how each student learns best and to adjust instruction accordingly. Individual teachers analyze assessment data at a class/individual student level. Additionally, teachers meet one-on-one with the school's principal to discuss class and individual school data. This in-depth data meeting kicks starts additional focused instruction and planning. School-level goals and progress are shared with the board level Academic Excellence Committee and full Board quarterly.

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

Within the context of the museum school model, the following curricular foci are implemented: Curriculum is organized into 9-week thematic units across Social Studies and Science in grades K-5 and across all content areas in grades 6-8. Integrating a common theme across content areas enables students to see relationships between content areas and internalize key concepts.

The core values of The Museum School are: Responsibility, Respect, Sustainability, Cooperation, Creativity, and Kindness, which we emphasize in our curriculum. Our curriculum is not only based on research-based practices and state standards but also these core values. Each core value is integrated into the curriculum of the school not just as separate character education objectives, but as lenses integral to the examination of all content matter.

The Museum School has adopted an educational model focused on acknowledging a diverse array of learning styles while acquiring knowledge from a variety of experiences and people. Through this model, students make visits to museums and institutions that provide them with extraordinary opportunities to

gain knowledge of diverse histories, philosophies and cultures.

The Governing Board of The Museum School believes that significant theory, research, and evidence support the premise that the curriculum and delivery model described above will continue to produce exceptional results. Specifically, we look to "Multiple Intelligence" theory, constructivist theory, and the demonstrated success of Normal Park Museum Magnet School (Chattanooga, TN) as examples supporting the effectiveness of The Museum School model.

The Museum School concept draws heavily on constructivism, a philosophy of learning founded on the premise that, by reflecting on experiences, individuals construct their own understanding of the world. They generate their own rules and mental models that are used to make sense of their experiences. Constructivism calls for a de-emphasis of standardized instruction, but not the elimination of learning standards. It promotes using standards-based curricula customized to the students' prior knowledge. Under the theory of constructivism, instructors tailor their teaching strategies to student responses and encourage students to analyze, interpret, and predict information. Students' interests are explored, and lesson plans are drawn that encourage those interests. Students have access to primary sources, which provides them with a more direct experience upon which to construct their developing knowledge. By taking part in judging their own progress through reflection and self-assessment, students at The Museum School develop a sense of responsibility for and ownership of their own learning.

The Museum School will follow all county and state requirements regarding the incorporation of the Georgia Standards of Excellence into the school's curriculum. The Museum School's instructional staff participates in training and staff development opportunities annually to ensure a full understanding of the state standards.

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

See Appendix 11.

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

**Reader's Workshop**

The Museum School will incorporate a variety of materials and programs aligned directly with the Reader's Workshop Model. Lucy Calkins' Units of Study for Teaching Reading K-5 will serve as the school's primary reading program. This Units of Study program includes research-based tools and methods specifically developed to help readers build text complexity and foundational reading skills. Pearson's Good Habits Great Readers will serve as a supplementary program to the Calkins units. This series is based on leveled books and guided reading programming. As a result, the series includes an outstanding number of leveled books aimed at K-8 learners.

Words their Way 2 kits along with Fountas and Pinnell Reading Assessment kits will be purchased allowing teachers to regularly administer diagnostic reading assessments. These in-class assessments provide teachers with up-to-date information related to students' individual reading levels and overall reading growth and progress. Teachers use this data to tailor future reading instruction, including small group learning targets, individual reading goals, and mini-lesson topics.

**Writer's Workshop**

The Museum School will incorporate Lucy Calkins' Units of Study in Opinion, Information, and Narrative Writing, K-8 program. This series offers grade-level specific plans for teaching state-of-the-art writing workshops that help students meet and exceed standards. The Units of Study program is designed to support writing workshop and includes tools and strategies for teaching opinion/argument, information, and narrative writing.

**Math Workshop**

To effectively implement Math Workshop, The Museum School will purchase math manipulatives, games, and partner games for students to use and explore during math rotations. Students will also use apps and programs on laptops/iPads, including IXL Math, Moby Max, and XtraMath, as detailed below.

**Pre-AP ELA and Math**

The Museum School has purchased College Board's Springboard ELA and Math Programs for grades 6-8. The programs are fully aligned to college and career readiness standards and provide students with a springboard to AP classes in high school.

**Handwriting Without Tears**

The Museum School has purchased Handwriting Without Tears materials for Kindergarten – 3rd graders. This handwriting program is correlated to Common Core Standards and offers students an easy-to-learn program designed to improve fine motor skills, creative writing skills and overall handwriting mastery.

**Technology Licenses**

The Museum School will continue to subscribe to the following software, license-based technology programs: Brain Pop Jr., Brain Pop, IXL Math and Language, RAZ Kids, and Accelerated Reader. These varied programs present concepts and skills across the disciplines in an engaging, interesting format. Each of these programs support the school's hands-on, real world approach to learning.

**d. Describe the educational innovations that will be implemented.**

The staff members of The Museum School are committed to promoting deep understanding of curricular materials in our students. We accomplish this through the use of research-proven instructional methods, including differentiated instruction and inquiry-based, collaborative, real-life, active learning. Our instructional methods are student-centered, individualized, and project-based in order to create active learners who are creators and participants—not just passive receivers—of human knowledge- and art-making.

**The Museum School's Pedagogy**

Initially, our museum pedagogy focuses the curriculum through themes in science and social studies, expanding these to interdisciplinary units as students' grade, interests, and skills warrant. Students explore four (4) themes each academic year, each in a 9-week block. At the beginning of each quarter, the theme is introduced and students begin their individual "travel journals." They begin by developing a list

of essential questions about the theme to be studied, often beginning their questions with "I wonder…." Each thematic unit is prepared by the grade level teachers, together with museum educators from the relevant museum partners, using the Understanding by Design (UbD) process. The content of each unit is driven by the Georgia Standards of Excellence and aligned accordingly. By working backwards from the exhibit to be created at the end of the unit, teachers ensure that essential questions are explored and that the applicable performance standards have been thoroughly addressed.

Approximately every other week, students travel to a partner museum to explore select artifacts directly related to their studies. Teachers lead a seminar-style discussion at the museum. Students reflect on their learning in their travel journals through a variety of methods including drawings, poetry, fiction/nonfiction writing and more.

At the end of each unit, students in each grade collaborate to produce an exhibit that demonstrates what they have learned. These exhibits include museum pieces as well as written placards to describe them. They also include scientific experiments or dramatic representations of the subject material. Quarterly, the school actually becomes an exhibit hall, inviting the community in to view the student-created exhibits. Students act as docents, teaching parents and other community members about what they have learned.

**Inquiry-Based and Experiential Learning: The Museum School Model**

From Lauren Resnick's core tenets of teaching and learning to William Sedlacek's noncognitive variables, experiential learning is proven in education research and practice to be the best way to reach all modalities of learners and is integral to the development of critical thinking skills. The museum model enables the integration of experiential learning into instructional delivery, practice, and assessment.

The Museum School does not see museums as places with static exhibits where learning is passive; rather, we regard them as places for learning, exploration, activity, imagination, and creativity. Successful museum schools collaborate with the museum to develop a curriculum, plan for teacher development, and create an environment where both parties prosper from the relationship.

The school's faculty works to create interdisciplinary themes and units that guide learning expeditions

into museum environments. The Museum School partners with local museums and institutions to develop creative, readiness-appropriate unit and lesson plans that incorporate specific objectives, assessments, and learning activities. Curricular partners are referenced in question 1, part 4.

Students visit the institutions to address specific inquiries they have developed. They then explore and investigate the material, often in a hands-on manner, but always with direct, personal experience. Finally, students analyze and reflect on their investigations to form a new understanding of the material. This understanding is then shared with the community in the form of a museum exhibit for all to experience.

**Community Service Learning**

Each grade-level designs one unit per academic year in which students share their learning with stakeholders in the community. From 1st grade field guides at Zoo Atlanta to student-designed 7th grade expeditions at the Georgia Aquarium, Museum School students continue to impact the greater community. The Museum School recently expanded their relationship with Avondale Elementary School through an economic standards-based garden project. 3rd grade students from both schools collaborated to plant new items in the garden, aiming towards harvesting and selling the goods. The Museum School looks forward to continuing this tradition through many years.

**Workshop Strategies For Literacy Building**

The Museum School uses guided reading to teach literacy, engaging small groups of students in tailored fluency and comprehension activities. Reader's Workshop teaches literacy through both independent reading and small group guided reading. Students advance at their own pace using a system of leveled texts and individualized lessons geared to student reading ability. They are encouraged to choose books at their individual reading level, thus taking responsibility for the learning process. Small groups of four to six children work on different activities based on need, strengths, or preferences and group membership is fluid. Writer's Workshop is a second component of a balanced literacy program that assures that writing is a daily activity, beginning in Kindergarten. Fluency is built through continuous, repeated exposure to the writing process. The format includes story planning, revision, teacher editing, and instruction in the

mechanics of grammar. Students write about their own experiences, resulting in increased creativity and motivation.

**Workshop-Based Math**

The math curriculum will be presented in a workshop format similar to Reader's and Writer's Workshop. Math Workshop/Guided Math is a structure for teaching where the teacher supports each child's development of math proficiency through the context of a small group. Working with children in small groups provides powerful possibilities for reaching all levels. Students engage in learning opportunities where the teacher focuses on a particular concept, strategy, or skill, allowing teachers to re-teach, reinforce, and/or expand. Differentiation is achieved as students are in different groups and instruction is geared towards the individual needs of the student so they can learn exactly what they need to know at their instructional level. Groups are changed weekly as the standards change. Math Workshop/Guided Math combines proven best practices as reported by Marilyn Burns, Robert Marzano, and Carol Tomlinson by incorporating hands-on teaching, problem-solving, differentiation, and opportunities for practice.

**Instructional Use of Technology**

Students and staff have access to a variety of technology, including iPads, laptops, and electronic whiteboards. These tools impact instruction by offering material to students in an engaging, interactive format.

The Museum School recognizes technology as an area of growth and has created a Technology Committee to review and edit the school's technology strategic plan. The plan will align with the school's mission and goals as well as the technology standards outlined by AdvanceEd. Developing a comprehensive technology plan was noted as an improvement priority in the AdvancEd Exit Report (see Appendix 28) following The Museum School's successful accreditation visit in January 2015. Effective, productive student-based and teacher-based technologies that are directly aligned with increased student achievement are of critical importance to The Museum School.

**Positive School Culture**

Teachers at The Museum School help create a positive learning environment as they model the habits that will be instilled in students, including respect for and celebration of each member of the community, personal responsibility for the school, the materials, and the classrooms, and willingness to contribute wholeheartedly to the success of the school. To further enhance the classroom environment, The Museum School works to maintain high levels of family and community involvement to further recognize the achievements of students.

Positive school culture is evident in numerous programs and initiatives at The Museum School. All $6^{th}$-$8^{th}$ grade middle school students are members of a gender-based advisory group. These groups meet twice a week and cover a range of topics including college and career readiness, friendship, bullying, and social issues. All K-8 students participate in monthly village meetings where grade-levels come together to celebrate individual, class, and school accomplishments. K-8 homerooms are paired up with "buddies" for activities and programs including Read Across America, Student Publishing Days, and partner reading.

**Implementation of Marzano's Research-Based Strategies School-wide**

In 2001, Robert Marzano (with Pickering and Pollock) published a meta-analysis of research accumulated over thirty years in the seminal work *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement.* From literally thousands of comparisons, nine categories of instructional strategies were identified that were proven to be effective. These "best practices" inform the following activities that The Museum School students engage in: 1) Identifying Similarities and Differences, 2) Summarizing and Note-Taking, 3) Reinforcing Effort and Providing Recognition, 4) Homework and Practice, 5) Nonlinguistic Representations, 6) Learning Groups, 7) Setting Objectives and Providing Feedback, 8) Generating and Testing Hypotheses , 9) Cues, Questions, and Advance Organizers

**Differentiated Instruction**

Another benefit of museum- or project-based learning is that it can be easily adapted to individual

learners, not only by the teachers but also by the students themselves, teaching them both leadership and collaboration skills. Carol Tomlinson (2000) notes that students learn in a variety of ways and have differing interests, so the best school instruction is fitted to a diverse student population through the process of differentiation. The teacher using museum pedagogy adapts the instruction to students' readiness, interests, and learning profiles.

**Professional Development**

The Museum School recognizes the crucial role effective teachers play in delivering quality instruction and raising student achievement. In-depth sessions held during summer months ensure that all faculty are familiar and comfortable with the school's unique curriculum, philosophy, instructional methods, and discipline policies. Professional development is also scheduled during the school year and is based on staff needs as determined by observations and conferences. Teachers are also given opportunities to select options that pertain to their grade, as well as content areas.

The Museum School offers relevant and meaningful professional development opportunities to all staff members. Front office staff, assistants, administrators, support staff, and certified teachers all have the opportunity to participate in on- and off-campus PD workshops, trainings, and conferences. Staff members redeliver content and material as appropriate following these sessions. Monthly Professional Learning Communities, based on teachers' TKES identified areas of growth, are extremely valuable as teachers collaborate to develop skills and strategies in specific, relevant areas of growth.

**e. Provide a clear explanation of how the innovations will increase student achievement.**

Though the Museum School's innovations vary in type, audience, and implementation, they all directly impact student achievement, as evidenced by the school's academic success during its first charter term. Innovational instructional practices like the workshop model, Marazano's Research-Based Strategies and the museum model directly increase student achievement. The innovations also impact student achievement indirectly through programs like professional development for teachers and staff. Positive school culture greatly impacts student achievement as evidenced through the implementation of these

innovations: positive behavior support, integration of core values, and modeling of core values.

**f. Describe why the innovations are appropriate for this unique school.**

The innovations described are ideal for The Museum School's hands-on, real world learning model. The experiential learning, inquiry-based model aligns well with the academic and behavior innovations. These innovations help build students into productive citizens, far extending the Museum School's reach beyond eighth grade. The methods above have proven successful and direct drivers of increased student achievement.

**g. Describe the anticipated teacher-to-student ratios and the rationale for maintaining these ratios.**

Small class size is crucial to the school's successful integration of a differentiated model. Class sizes and ratios, detailed below, are our maximum. The Museum School will utilize wait lists to ensure full capacity. The school is very familiar with the state's Class Size Rule 160-5-1-.08 and strives to stay below state mandated ratios. Class size ratios are as followed with the school's goal being to work towards a full-time assistant in each classroom.

Kindergarten – 3rd grade 1:20, not to exceed 20/class

4th - 5th 1:22, not to exceed 22/class

6th – 8th 1:24, not to exceed 24/class

With the addition of certified staff in related arts (music, physical education, foreign language, art) and special education, the overall student ratio will be approximately 1 teacher to 15 students. Extenuating circumstances, such as retentions, enrollment of multiples, and mid-year grade promotion, may impact the maximum number of students per class.

**h. If this is a charter high school, describe how the charter high school will determine that a student has satisfied the requirements for high school graduation.**

The Museum School will not serve high school students.

**6. What are the school's plans for educating special populations?**

The Museum School serves all students that are eligible for enrollment based on available space. The only requirements for enrollment are residence within the school's attendance zone and adherence to State Rules regarding age on September 1 of a child's kindergarten year. Once these requirements are satisfied, students are eligible to attend.

The Museum School proudly serves a diverse group of students and expects the student body to continue to diversify. Diversity is prevalent and celebrated in the areas of race, ethnicity, cultural background, SES, special needs, and family lifestyles.

Special populations will be served in the least restrictive environment. Special education, EIP, and EL programs at The Museum School are specifically based on inclusive practices. Highly effective, certified teachers will be hired to ensure a high quality education for each of the students. Teachers and related staff will participate in applicable training and professional development.

The Museum School will comply with all local, state, and federal laws and guidelines in serving special populations of students.

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

The Museum School specifically meets the needs of identified gifted learners and high achievers in compliance with state law and regulations. After appropriate identification and assessment measures, teachers who hold gifted endorsement on their certificate will serve identified gifted learners the equivalent of five segments a week. Gifted education is provided through approved delivery models, including resource classes taught by gifted specialists, cluster grouping, advanced content classes, and collaborative instruction and planning with gifted specialists, classroom teachers, and museum personnel. Curriculum for gifted students will include advanced-content classes.

The Museum School uses several diagnostic instruments to identify gifted learners. The initial screening

process begins with scores from the norm-referenced MAP. Following this screening, The Museum School assesses all referred students using the Cognitive Abilities Test (CogAT) and the Torrance Tests of Creative Thinking (TTCT). The school uses the Gifted Rating Scales to assess motivation. Occasionally, secondary assessments are administered in the area of mental ability. These tests include the Kaufman Brief Intelligence Test (KBIT), Naglieri Nonverbal Ability Test, and Otis-Lennon School Ability Test (OLSAT).

The Museum School's comprehensive gifted program from screening to eligibility to servicing will continue to be fully compliant with state and federal mandates.

**8. Describe how the charter school will provide state and federally mandated services for students with disabilities. Include any diagnostic methods or instruments that will be used to identify and assess those students.**

The provision of services and due process procedures will be implemented for students with disabilities in accordance with all relevant Federal and State laws, rules, and regulations.

The Museum School is open to all students in kindergarten through 8th grade who live in the boundaries of the attendance zone. The Museum School complies with all special education requirements imposed by the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title 11 of the Americans with Disabilities Act (ADA) in addition to Georgia State Policy. Students with disabilities will be entitled to a free and appropriate public education (FAPE) provided at no cost to the parents, determined on an individual, case by case basis.

**Evaluation and Identification of Students with Disabilities**

The Museum School has developed a Student Support Team (SST) to identify and plan alternative instructional strategies for students experiencing academic and/or behavioral difficulties. The Student Support Team includes teachers, parents, administrators, the school counselor, school psychologist and special education personnel. Student Support Team intervention begins in the classroom with standards-based instruction and research-based interventions specifically designed to meet each child's needs. The

Student Support Team follows a problem-solving framework to address students with academic and behavioral difficulties that do not respond to whole class/small group strategies.

The evaluation and placement of students in Special Education programming complies with federal and state regulations and is initiated immediately following referral from an appropriate staff member. An initial parent conference is conducted to inform parents of the reason for the referral, procedures that will be used in the evaluation, and the rights and responsibilities of the parent.

Parents will receive a copy of "Procedural Safeguards" upon initial evaluation, at each subsequent IEP meeting, upon re-evaluation, upon receipt of a request for mediation or due process hearing, and/or when a change in the student's designation occurs. A licensed vendor will evaluate students or on-site, licensed professional and subsequent recommendations will be immediately implemented. Any student who is designated as a student with exceptionalities will have an initial IEP meeting and begin services with the Special Education teacher to ensure IEP compliance and monitor student progress.

**Development, Review and Revision of IEP's**

IEP's are developed by a team according to federal and state regulations. The IEP includes annual goals, necessary related services and environments, supports, accommodations and parameters for participation in state and local assessments. IEP meetings, which include one of the student's general education teachers, parents, the Special Education teacher, relevant service providers, and an administrator, are held based on the IEP's re-evaluate and review dates, as new developments in a student's IEP require, and as needed based on classroom performance. An interpreter will be provided at no cost to families whose home language is not English. The IEP is closely monitored by the Special Education teacher and implemented by all staff members. Professional Development and ongoing support from the Special Education teacher facilitates the involvement of all instructional staff in the progress tracking of all Special Education students.

The Special Education teacher and School Psychologist review student records in advance of the school year and convenes the IEP team as needed to plan necessary services for the coming year.

**Integration of Special Education**

The Museum School has a strong emphasis on early identification and intervention for learning and behavioral differences. All efforts are made to serve exceptional students in the regular classroom to the maximum extent appropriate in accordance with the least restrictive environment (LRE) guidelines mandated by federal law. The special education program seamlessly integrates into the general education classroom. Frequent, ongoing professional development and support for all instructional staff includes special education strategies and modifications. Services are provided according to an IEP developed by a team of professionals and parents who determine eligibility based on an evaluation by a qualified school psychologist as well as teacher input and observations.

**Delivery of Special Education and Related Services**

The Museum School provides services to special education students according to their Individualized Education Plans (IEP). All procedural safeguards are met in terms of parental consent, and qualified school personnel will provide services. Services and due process procedures are provided for students with disabilities in accordance with all relevant Federal and State laws, rules, and regulations.

**Facility**

The designated facility and all proposed modifications to the site complies with the ADA and Section 504, as well as any other related laws.

**Discipline of Students with Exceptionalities**

The Museum School will continue to comply with all special education laws and regulations. Students with disabilities will be entitled to a free and appropriate public education (FAPE) provided at no cost to the parents, determined on an individual, case-by-case basis. The Museum School will continue to handle all discipline issues in accordance with Federal regulations and State guidelines.

The school-wide guiding principle for discipline is Responsive Classroom. Responsive Classroom has been demonstrated to reduce the amount of instructional time missed for disciplinary proceedings. IEP's and federal and state regulations guide all disciplinary action. Students receiving Special Education

services will be provided with the appropriate education program by The Museum School in the case of expulsion, until a more appropriate education provider has been secured by the parent.

**Addressing Disputes**

Parents of students with exceptionalities are in contact with the Special Education teacher not just at IEP meetings, but in frequent teacher-initiated communiqués. All federal and state regulations will be used to guide mediation of disputes on-site. Special education parents with concerns that are not rectified by the school administrator will be given access to the Governing Board as outlined in the grievance policy. Parents are given a copy of the Grievance Policy upon enrollment of their student in The Museum School. Parents are provided with a copy of their rights as a parent at all IEP and 504 meetings. In addition, The Museum School will immediately notify the relevant state designee upon receipt of a complaint made by a parent/guardian or student concerning section 504 and/or Individuals with Disabilities in Education Act. The school will furnish a copy of such complaint and cooperate fully in the investigation, defense, and resolution of such complaint.

**Record Confidentiality**

All hard copies of records pertaining to students with exceptionalities and related confidential materials are supervised by the Special Education teacher and kept in locked files. Confidential records stored electronically are password protected and accessible only by the Special Education teacher, school leader, and other allowable staff (School Psychologist, related staff). The Museum School also maintains a list of names and positions of those staff allowed to view student records. Staff access of records is monitored by utilizing a password and access tracking software system. All staff who access records (including interpreters used in IEP meetings and licensed vendors) sign a confidentiality agreement.

**Technical Assistance and Training**

Ongoing Professional Development is administered to all staff to address IDEA, ADA, Section 504, and related guidelines in serving the needs of Special Education students. Applicable personnel participate in state and district trainings as they become available. The school has implemented internal policies to

ensure full compliance of all special education laws, rules, and statutes. These policies are based off of the GA DOE Special Education Rules Implementation Manual.

The Museum School assesses its Special Education staffing needs often to ensure that all students are being served based on the settings and services identified in their IEP. The Museum School's comprehensive special education program from eligibility to servicing will continue to be fully compliant with state and federal mandates.

**9. Describe methods, strategies and/or programs for students receiving supplemental education services. These services should be provided pursuant to SBOE Rule 160-4-5-.03 and the Elementary and Secondary Education Act/No Child Left Behind.**

To the extent The Museum School is required to provide supplemental educational services pursuant to SBOE Rule 160-4-5-.03 and related legislation, The Museum School staff will disseminate all required notices to eligible students and their families and ensure that all necessary information is transmitted to the appropriate local or state agencies. Required SES will be implemented, monitored, and assessed according to federal and state regulations. SES will be administered by a licensed vendor under contract with the school, and that contract will be dependent upon satisfactory assessment of programming and student progress that will be implemented by The Museum School.

**10. Describe methods, strategies and/or programs for meeting the needs of students at-risk of academic failures through remediation.**

The Museum School will follow all requirements of SBOE Rule 160-4-5-.01 as well as all related state and federal laws regarding the identification and implementation of intervention and remedial services for students who qualify for such services. The Museum School's students enrolled in the Early Intervention Program (EIP) and remedial education program (REP) will not exceed the maximum percentage of students permitted according to state law and regulation.

The Museum School will follow state guidelines regarding identification of students who qualify for the intervention and remediation programs. The school will create its policies and procedures based on the state's Early Intervention Program Manual and Remedial Education Program Manual.

MAP scores are used as an initial screener to determine potential eligibility for EIP and REP services. EIP and REP teachers consult with classroom teachers to confirm placement in the respective programs. The Museum School plans to continue implementing the Pull-out Model and Augmented Class Model in order to serve the identified EIP and REP students. Through these models, certified teachers pull out or push in to the general education classroom providing instruction to identified IEP/REP students. Student progress is monitored through informal and formal classroom assessments, in addition to MAP and Milestones scores.

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

The Museum School is committed to meeting the needs of its ELL learners. The school has trained and employed a certified ELL teacher in order to meet the needs of its ELL population through push-in and pull-out services.

**a. A description of the special language instructional program to be provided to ELLs that is designed to teach English, as well as general curriculum and who on staff will coordinate this effort.**

The Museum School includes a Home Language Survey in its registration materials for new students. If any student identifies a language other than English in that survey, The Museum School administers the W-APT assessment to determine whether the student is eligible for language assistance. If it is determined that the student is eligible for language assistance, that student will be identified as an English Language Learner (ELL) and will be reported as such on the next FTE count.

Services are provided for English Language Learners in accordance with all applicable Federal and State laws, rules, and regulations. Specific service models typically include but are not limited to an English

immersion model and a pull-out model. The ELL teacher provides small group instruction for beginning English students through pull-out sessions while assisting the regular classroom teachers with instruction for students with more intermediate and advanced English proficiency. The Museum School endeavors to provide services for ELL students and printed materials for their families in their native language wherever possible. Interpreters will be made available at no cost to the students' families for IEP meetings.

The Museum School plans to make staffing adjustments as necessary as student enrollment increases and as the ELL program increases. All staff members participate in Professional Development that bolsters their understanding and application of frameworks used to facilitate ELL learning. ELL students are exposed to the same learning opportunities and activities as the entire Museum School population. The Museum School employs the ELSA device to assist with translation during face-to-face conferences and phone conferences.

The Museum School's comprehensive ELL program from eligibility to servicing will continue to be fully compliant with state and federal mandates.

**b. A provision indicating that ELL students will not be excluded from curricular and extracurricular activities in school because of the inability to speak and understand the language of instruction.**

ELL students are exposed to the same learning opportunities and activities as the entire Museum School population. ELL students will not, at any time, be excluded from curricular and extracurricular activities at The Museum School as a result of the inability to speak and understand the language of instruction.

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

The school monitors the progress of ELL students through a variety of informal and formal assessments. The ELL teacher collaborates closely with general education teachers to ensure that instruction is aligned. All ELL students are required to participate in standardized and periodic assessments, with appropriate

modifications for home language utilized as necessary. ACCESS will be administered to ELL students annually. Further, all appropriate accommodations, as detailed in each student's individualized plan, will be applied during Milestones testing. The school will follow the district and state guidelines regarding exit criteria.

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

Museum School extracurricular programs and activities directly enrich and support the school's vision, mission, values, and curriculum.

**Museum School Staff-sponsored activities**

| **Activity** | **Gr Level** | **Sponsor** | **Location** | **Fee** |
|---|---|---|---|---|
| Beta Club | $4^{th} – 5^{th}$ | TMS Guidance Counselor | TMS | $40 |
| Chorus | $2^{nd} – 6^{th}$ | TMS Music Teacher | TMS | $30 |
| Destination Imagination | $3^{rd} – 5^{th}$ | TMS Gifted Teacher | TMS | $35 |
| Math Club | $5^{th} – 8^{th}$ | TMS Math Teacher(s) | TMS | $0 |
| Model United Nations | $6^{th} – 8^{th}$ | TMS SS Teacher | TMS | $0 |
| Principal's Council | $2^{nd} – 8^{th}$ | TMS Principal | TMS | $0 |
| Robotics Club | $5^{th} – 8^{th}$ | TMS Science Teacher | TMS | $0 |
| Running Club | $1^{st} – 8^{th}$ | TMS Teachers and Staff, Atlanta Track Club | TMS | $0 |

**Middle School Sports ($6^{th} – 8^{th}$ grade)***

| **Sport** | **Sponsor** | **Location** | **Fee** |
|---|---|---|---|
| Soccer | TMS Coach | varied | $0 |
| Basketball | TMS Coach | varied | $0 |
| Volleyball | TMS Coach | varied | $0 |

| | | | |
|---|---|---|---|
| Cross Country | TMS Coach | varied | $0 |
| Swimming | TMS Coach | varied | $0 |

*The Museum School participates in the Metro Atlanta Athletic Conference (MAAC). The purpose of MAAC is to organize and promote athletics programs that foster fair play and friendly rivalry for boys and girls through interscholastic competitions that encourage good sportsmanship among contestants, schools, and communities. The school includes a variety of charter and private schools throughout metro Atlanta.

Through the school's after care program vendor CONNECT, K-8 students are able to participate in numerous extracurricular activities including Ballet, Tae Kwon Do, 3D Lego Robotics, Hip-Hop Jazz, Ballet, Jazz/Tap, Art, Piano Lessons, Tennis Lessons, Ballschule, and Yoga. All CONNECT classes and extracurricular classes take place on The Museum School's Campus. Fees for these 8-14 week courses are $99 – 252. Scholarships are available for families in need of additional assistance.

The general Connect fees for the 2015-2016 school year are listed below. Scholarships are also available for families in need of additional assistance.

Afternoon/Evening Program: 2:50PM to 6:30PM

Daily Rate ..... $16.99 Daily Rate - Staff Children..... $7.99

Daily Drop-in ..... $19.99

Monthly Rate ..... $279.99 Monthly Rate - Staff ..... $139.99

Daily Rate (Free /reduced Lunch) $9.99 Monthly Rate (Free/Reduced Lunch) $179.99

See Appendix 5 – Connect Proposal.

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

The Museum School's unique and innovative model requires waivers as identified in Appendix 51.

## III. ORGANIZATIONAL OBJECTIVES, PLANS, AND WAIVERS

**14. State the school's Organizational Goals and Measures.**

Organizational Goals—The fulfillment of the following organizational goals will be reported annually by the Charter School as part of their Annual Report. Note—academic and financial goals are presented in their respective sections.

Goal 1: The Charter School shall ensure all Governing Board Members receive effective training as required by O.C.G.A. 20-2-2072.

A. Measure 1: All Governing Board members shall participate in initial training and annual training thereafter.

Goal 2: The Charter School shall promote a positive school experience that engages students, parents, and teachers.

A. Measure 1: According to data reported by the Governor's Office of Student Achievement Report Card, in each year of the charter, the percentage of students absent 15 days or more shall not exceed 10% and shall improve by at least 2 percentage points annually until the percentage of students absent 15 days or more is below 5%.

B. Measure 2: Each year, 90% of parents will indicate that they are at least "satisfied" with the overall quality of their child's education as measured via an annual survey conducted at the conclusion of the school year, in which the options are very unsatisfied, somewhat satisfied, satisfied, and very satisfied. The survey response rate will be at least 85% of parents surveyed.

C. Measure 3: Each year, 90% of teachers will indicate that they are at least "satisfied" with the overall quality of their job as measured via an annual survey conducted at the conclusion of the school year, in which the options are very unsatisfied, unsatisfied, somewhat satisfied, satisfied, and very satisfied. The survey response rate will be at least 85% of teachers surveyed.

The Museum School met this goal each year of its previous 5-year charter.

Goal 3: The Charter School will minimize student attrition and maintain a sustainable enrollment size.

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

The Museum School met this goal each year of its previous 5-year charter.

Goal 4: The Charter School will retain highly capable instructional staff in order to facilitate academic excellence.

A. Measure 1: Teacher retention rates will be at least 85% annually (exclusive of retirement, life-changing events, and job promotions).

The Museum School met this goal 4 of the 5 years of its previous 5-year charter.

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

The actions and innovations below reflect instructional, financial and organizational best practices. The actions are aligned with CCRPI indicators and expectations as well as state and federal laws and regulations.

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

To ensure that the training is effective, relevant and complaint with O.C.G.A. 20-2-2072, The Museum School's Governance Committee will engage in an intense process to identify training topics and training vendors. Board self-assessments, questionnaires, and surveys will aid the Governance Committee in selecting training topics that are most applicable to the board. The Committee will implement a RFP process to find an approved trainer that will best align with the board's areas of growth and strength.

The Museum School will maintain a high student attendance rate and low attrition rate by offering students a model for learning that is meaningful, relevant, and engaging. Learning expeditions, project-based learning opportunities, and the school's hands-on learning models engages students, thereby increasing attendance rates and stabilizing the student enrollment count. The school's culture of shared-decision making contributes positively to the school's community while giving parents an authentic

voice. Parents are actively involved in task-forces and committees, sharing their perspective and guidance on a variety of operational topics. Parents have the opportunity to share feedback annually on a school survey. Museum School parents serve the school community and local community by donating volunteer hours.

Teacher satisfaction and retention are high priorities for Museum School administrators. As such, the school will continue to implement programs and strategies specifically designed to increase teacher autonomy, empowerment, and flexibility, leading to higher rates of teacher satisfaction. Shared decision-making is an integral part of the school's culture. The Leadership, Data, and Museum Model Committees are comprised of staff representatives from each grade level, department, and team. The committee members work with school leaders to analyze data, brainstorm solutions, problem solve and ensure that the school's mission is carried out daily. The Museum School will continue to offer robust, relevant, and rigorous Professional Development for staff to ensure opportunities for growth and leadership. Professional Learning Communities, based on individual teacher's areas of growth, continue to challenge teachers and aid them in developing skills specific to their growth areas. The Museum School will continue to offer a supportive mentor program to all new teachers to the school. The mentor/mentee program ensures that new teachers have the support they need to complete a successful first year at the museum school. Each of these initiatives and programs are evaluated annually to determine overall effectiveness. Following this data collection, programs are revised to reflect program strengths and address program challenges. Each of these innovations are aligned to the school's missions and core values and directly or indirectly impact student success.

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

The organizational innovations will increase the overall effectiveness and success of the organization because they are based on best practices and research. Further, each of these innovations engage and give a voice to some of the school community's most critical stakeholders—parents, students, and staff.

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

The Museum School's culture of innovation, exceeding expectations, and strategic planning is evident within each of the practices previously described. The innovations reflect the school's reflective nature, always growing and striving to improve. Most importantly, the practices and innovations listed demonstrate the school's focus on its highest priority - students and student success.

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

The Museum School's unique and innovative model requires waivers as identified in Appendix 51.

## IV. GOVERNANCE

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

The business and affairs of The Museum School are managed under the direction of the Board of Directors. The Directors adopt rules and regulations regarding the conduct of their meetings and the management of the Corporation as they deem proper and consistent with the Articles of Incorporation, Bylaws, the Charter, and the laws of the State of Georgia. All actions taken by the Board must ensure that the school adheres to this charter. The Board holds the Principal and staff accountable for the academic results and fiscal responsibility of the school. The Board provides additional support for the school by way of fundraising, marketing, establishing partnerships with museums and other community organizations in ways consistent with the mission, vision, and values of the school as stated herein.

**a. Identify each member of the governing board; describe the composition of the governing board (number of members, skill sets to be represented, how members are/will be representative of the school and the community, etc.; describe how and when board members will be selected, and the terms that governing board members will serve.**

**Board Structure**

The Governing Board is comprised of people with professional expertise in key facets of governance, including non-profit organizational leadership and financial expertise (See Appendix 1 for the Board's

credentials). To continue to enhance our effectiveness, we have joined the Georgia Charter Schools Association and attend their conferences and training workshops for Board members as needed.

The Governing Board of Directors ("the Governing Board") shall consist of not less than eleven (11) and not more than seventeen (17) voting Directors which shall include the following: parent/guardian representatives nominated by the community at large and elected by a simple majority vote of the Board; community representatives nominated by the community at large and elected by a simple majority vote of the Board; and up to two (2) representatives from museums or other community organizations which partner with The Museum School, as nominated by the community at large and elected by a simple majority of the Board. In an effort to encourage parent and community involvement from all geographical areas included in the attendance zone, the Board shall seek to include parents and community members from all such areas. Directors of the Board shall be elected at an annual or special meeting, which shall be conducted in accordance with these Bylaws. Directors shall be elected at each annual Directors' meeting; provided that if no such annual meeting is held or if the Directors are not appointed or elected thereat, the Directors may be appointed or elected at any special meeting of the Directors held for such purpose. The Principal shall serve as a member of the board in an *ex officio*, non-voting capacity. In an effort to encourage parent and community involvement from all geographical areas included in the attendance zone, the Board shall include parents and community members from all such areas.

**Board Terms**

The terms of the service for the members of the Governing Board shall be two years. Members shall be permitted to serve consecutive terms, with a three-term limit. Should a vacancy occur on the Board, a replacement will be selected according to the Bylaws. A member elected to fill a vacancy shall be elected or appointed for the unexpired terms of his or her predecessor in office. Directors who are officers shall serve as officers for a term of one year, and have a three-term limit as officers. Any member may be removed from office in accordance with the Bylaws.

**Board Recruitment**

Members of the board will be recruited not just for their role in the community, but because of the skill set they will offer to the school. The following areas of expertise will be targeted in recruitment in order to afford chairs of board committees: * Governance, grievance resolution, employment law * Development *Academic Excellence * Finance * Personnel * Facility

In addition to these targeted skill-sets for committee chairs, board members will seek new recruits who will round out the areas of expertise needed to maintain governance excellence.

The criteria by which Board candidates are selected for election will be standardized to ensure fair process. All new board candidates will be required to meet one of the following:

1. Service on a committee for at least 6 months
2. Completion of volunteer hours as specified by the governance committee.
3. Demonstrated commitment to The Museum School, as approved by 2/3 vote of the governing board.

These requirements enable current board members to assess the added value of each candidate and ensure each elected member is a viable, productive candidate committed to the mission of the school.

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

All decisions of the Governing Board will be made in accordance with the mission of The Museum School. The Board shall actively seek input from parents, museum partners, staff members and the Principal in the decision-making process. In addition to the annual reporting requirements of State Law, the Board will conduct an annual board assessment to ensure that the decisions and policy making are in line with the Charter, and the mission of The Museum School.

The Board Finance Committee works with the school's leadership to develop an annual budget. This annual planning and budgeting process will begin at least 120 days prior to the beginning of the fiscal

year and include projections for a five-year planning horizon. The Board of Directors will approve each annual budget and hold the school's leadership accountable for operating within the budget.

To oversee operations on a monthly basis, the Business Manager prepares financial statements comparing actual to budgeted revenues and expenditures for the Principal and the Board of Directors. The Treasurer of the Board (Finance Committee Chair) is responsible for reviewing the financial data, bank reconciliations, and payroll reports generated from a third-party provider monthly. This data is compiled into a summary that the Treasurer presents to the Board at each monthly meeting. As an additional check, the school is required to participate in an annual external audit and has received an unqualified opinion and clean audit report every year since its inception over the last six years.

In addition to a review of monthly financial statements, the Board of Directors and Principal determine the additional operational performance metrics, reporting frequency and processes desired to monitor the organizational and financial health of the school. Such metrics will be reported focusing on performance in operational, financial, employee, or other stakeholder categories.

The Business Manager, Finance Committee and Principal are responsible for executing the performance management process. The Board of Directors reviews the reports on a regular basis to ensure the financial stability of the school. They assign accountability for any issue that may arise and facilitate resolution of the issue.

The Principal's performance is evaluated in several ways: (1) a personal growth plan created by the principal in the summer and reviewed bi-annually by the Personnel committee, (2) a mid-year assessment conducted by the Board of Directors, (3) an end of the year assessment conducted by the Personnel committee to ensure the principal has successfully fulfilled the academic and institutional goals set forth in the charter, and (4) end of the year surveys of teachers, staff, museum partners, parents and students. Surveys are reviewed and analyzed by the Board, principal and/or the Personnel committee, as applicable for each type of survey. (5) The principal will be observed and evaluated by a board member or a member of the personnel committee using LKES. The board will ensure that the board member/personnel

committee member observing will be trained in the LKES assessment. Based on data collected during the year, the Board and Principal will design an improvement plan for the next school year.

**c. Please use the Governance matrix (found on the GADOE Charter School Division's website) to illustrate the level of autonomy your Governing Board will have.**

See Appendix 39.

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

All narrative is included in the Governance matrix, Appendix 39.

**e. Describe your plan for ensuring that you maintain a diverse board with broad skill sets.**

- Governance Committee hosts open houses semi-annually to meet with and field questions of interested community members
- Website provides interest form open to public to indicate interest. All submitted forms are reviewed by a Board member and contacted to discuss potential and background. They are provided details on open house and interview schedule.
- Maintain database of interested parties and review regularly when needs/opening arise or opportunities to enhance Board effectiveness and student achievement exist.
- Include information on committee and board service regularly via email, newsletters, social media, and school programs.
- Utilize skills and background matrix for evaluating Board members to insure objectivity and determine best fit for positions and Board diversity and innovation.
- Encourage school community to proliferate committee involvement and Board opportunities

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

At the discretion of Board, a member who is not meeting roles and responsibilities as stated in the Bylaws, may be removed from office by a two-thirds vote.

**g. Georgia law requires Charter Schools to provide initial training for newly approved charter school Governing Boards as well as annual governance training thereafter.**

In compliance with State code 160-4-09 and based on our ongoing commitment to excellence in governance, the Board will recruit the services of State Board of Education approved charter board experts to support the development of the board. The experts will be enlisted to provide training and guidance in implementing SBOE requirements and charter board best practices. Topics of training and support might include: development, governance best practices, budget/finance, facilitating educational excellence, the structure and growth of the Board of Directors. See Appendix 40 for Governing Board Training and Development Tracker.

**h. Describe your plan and timeline for securing a provider for your initial governance training as well as annual training thereafter.**

Each school year the Governance committee reviews the list of the SBOE approved experts in Charter School Board training. A selection of at least three vendors from the list are identified and solicited for services to potentially provide training to the board for the school year. Each vendor is asked to submit a proposal for consideration to provide training and guidance in implementing charter board best practices. Topics of training and support might include: charter school finance/QBE, governance best practices, facilitating educational excellence, the structure and growth of the Board of Directors. The Museum School board of directors practices an ongoing recruitment process for new board members. Each year an open house is hosted in order to educate potential board members on the Museum School and the responsibilities of board members. Additionally, interested parties are invited to submit their information and join one of the board level committees. Board member retention is of utmost importance and each board member is asked to commit for a minimum of a two-year term. Board members are asked annually to submit a letter of intent to return for service in the next school year.

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

Each individual currently serving on the Board has made a full disclosure of any potential conflicts of interest by fully completing the DeKalb County School System Charter School Petitioner Requirement Conflict of Interest Form. These forms are included as Appendix 2.

The policy-making board members and employees of The Museum School shall be prohibited from participating in discussions or voting on any matter relating to any business transaction or affair, which would cause an actual conflict of interest or give the appearance of a conflict of interest. In addition to the Board of Directors being responsible for self- monitoring, we have a conflict of interest policy. The policy requires these three crucial elements: 1) full disclosure of personal and business connections— provided at least annually at a minimum and when specific circumstances arise; 2) abstention from voting and discussion when conflict or potential conflict exists; 3) abstention from decision-making when conflict or potential conflict exists. Additionally, all Board members complete annual training on best practices in avoiding conflicts of interest.

**j. How will the governing board's role uphold the school's mission and vision?**

The Board has and will continue to take all necessary steps in order to ensure that it upholds the mission of the school. Specifically, each meeting of the Governing Board is opened with the reading of the school's mission statement and the school's values. Further, as part of the training for new board members, such new board members are required to read and review the mission statement, the values, the charter and the bylaws of the corporation. Additionally, each new board member is given a detailed description of the role of the board in the governing of the school, descriptions of the roles of each officer of the board, as well as the roles and responsibilities of each committee and must sign a board member agreement detailing these responsibilities. On a yearly basis, the Board conducts a self-review, which includes detailed questions about the performance of the board to date, specifically including whether or not the Board has followed the mission of the school.

**k. How will the governing board evaluate the principal's performance?**

The Principal's performance is evaluated in several ways: (1) a personal growth plan created by the principal in the summer and reviewed bi-annually by the Personnel committee, (2) a mid-year assessment conducted by the Board of Directors, (3) an end of the year assessment conducted by the Personnel committee to ensure the principal has successfully fulfilled the academic and institutional goals set forth in the charter, and (4) end of the year surveys of teachers, staff, museum partners, parents and students. Surveys are reviewed and analyzed by the Board, principal and/or the Personnel committee, as applicable for each type of survey (5) The principal will be observed and assessed by the chair of Personnel using the Georgia state mandated Leader Keys Effectiveness System (LKES). LKES is the assessment tool by the State of Georgia used to determine leader effectiveness

**l. How will the governing board ensure effective organizational planning and financial stability?**

The Board Finance Committee will work with the school's leadership to develop an annual budget. This annual planning and budgeting process will typically begin 120 days prior to the beginning of the fiscal year and include long-term projections. The Board of Directors will approve each annual budget and hold the school's leadership accountable for operating within the budget. To oversee operations on a monthly basis, the Business Manager prepares financial statements comparing actual to budgeted revenues and expenditures for the Principal and the Board of Directors. The Treasurer of the Board (Finance Committee Chair) is responsible for reviewing the financial data, bank reconciliations, and payroll reports generated from a third-party provider monthly. This data is compiled into a summary that the Treasurer presents to the Board at each monthly meeting. As an additional check, the school is required to participate in an annual external audit.

In addition to a review of monthly financial statements, the Board of Directors also reviews certain operational performance metrics as presented by the Principal to the board each month. Such metrics are reported with the Principal focusing his/her monthly update on performance in operational, financial, employee, or other stakeholder categories. The Business Manager, Finance Committee and Principal are

responsible for executing the performance management process. The Board of Directors reviews the reports on a monthly basis to ensure the financial stability of the school. The Board Chair assigns accountability to the appropriate committee chair for any issue that may arise and facilitate resolution of the issue.

The Board of Directors also conducts an annual self-performance review to ensure that it is meeting Board Roles and Responsibilities.

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

All Board meetings and committee meetings are open and announced to the public, parents are notified of all board meetings through the weekly school newsletter and the schedule for such meetings is made available to the parents and community members as required by the Open Meetings Act. Public comment is welcome and invited during all such meetings. We encourage and continually seek non-Board participation on Board-level committees to obtain input and facilitate succession planning.

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

The Governance committee will sponsor an information session a minimum of once per year. Governing board members will attend school based events, annual surveys are sent to staff/parents to assess knowledge base of school governance and where gaps are. The board reviews results of the assessment for process improvement. Quarterly emails will be sent to all parents encouraging participation by requesting they join or participate in some other way.

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

Each teacher communicates with parents at least weekly via email. Teachers also conduct parent/teacher conferences twice/year. The school sends out a weekly newsletter to all parents and maintains a Facebook page/Twitter account to communicate with families. Additionally, the Board summary meeting minutes will be posted on school premise and on the school website.

**18. Grievances**

**a. What will be school leadership's role in resolving teacher, parent and student grievances and other conflicts?**

It is our intention that most conflicts be resolved via an informal process. In the event that parents, students, teachers, or employees are not satisfied with the resolution, the grievance policy and process has been developed based upon best practices and DCSD policy and guidelines. A copy of this policy is attached in Appendix 41.

**b. What will the governing board's role be in resolving teacher, parent, and student grievances and other conflicts?**

Detail about the governing board's role in the grievance process can be found in Appendix 41.The Museum School will seek to resolve conflicts with the DCSD, should they arise, in a manner consistent with State Board of Education Rule No. 160-1-3-.01, which requires local boards of education to establish grievance procedures to resolve problems at the lowest possible organizational level with a minimum of conflict and formal proceedings. The Governing Board of The Museum School has already developed a working relationship with DCSD. We hope to build upon this relationship as we move in to the next phase of school development. Should any conflicts arise with DCSD, The Museum School Board Representative will first contact the DeKalb County Director of Charter Schools, School Flexibility. If a resolution is not achieved, The Museum School Board Representative will then contact the Superintendent of DCSD. If a conflict cannot be resolved via such process, in order to resolve the conflict in an expedited matter, the Board would enter into an agreement with the DCSD to have any disputes resolved via mediation. If mediation were to be unsuccessful, the Board and the local board would agree to a binding arbitration.

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

It is our intention that most conflicts be resolved via an informal process. Board members are encouraged to communicate with each other to resolve any interpersonal conflicts or other issues. In the event that the

conflict can't be resolved, the issue will be presented to the entire Board of Directors and brought to a vote.

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

Attached as Appendix 6.

**20. Provide a brief description for each governing board member that explains what role they will play on the board and why they were chosen to participate in the founding group.**

Governing Board members were chosen based on the criteria described in question 17. Officers and Committee Chairs were selected based on individual skill sets. Committees of The Museum School Governing Board are each chaired by a member of the Governing Board. The committees and their respective responsibilities are listed in Appendix 42. Board member resumes are attached as Appendix 1.

**21. In the appendix, please provide the proposed charter school's bylaws, pursuant to O.C.G.A. § 20-22065(b)(4).**

A copy of Avondale Education Association, Inc.'s current bylaws, dated December 15, 2015, is attached hereto as Appendix 12.

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

Sections 4.02 and 4.03 of the bylaws describe the method by which directors are elected or appointed to the Board. Section 4.08 of the bylaws describes the method by which directors may be removed from the Board. Section 4.04 of the bylaws states that directors serve two year terms, with a three term limit.

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

Section 4.01 of the bylaws provides that the Board of Directors shall consist of not less than eleven and not more than seventeen directors. Section 4.03 of the bylaws provides that the Head of School shall

serve as a member of the Board in an ex-officio, non-voting capacity. No other seats are reserved for specific constituents.

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

Section 2.01 of the bylaws provides that the corporation (Avondale Education Association, Inc.) has the power and authority to create and govern The Museum School of Avondale Estates, fulfill the mission of the Museum School of Avondale Estates, and perform all acts necessary or incidental to the above and to do whatever is deemed necessary, useful, advisable, or conducive, directly or indirectly, as determined by the Board of Directors, to carry out any of the purposes of the corporation. Section 3.01 of the bylaws provides that all authority of the corporation shall be vested in the Board of Directors. Section 4.01 of the bylaws provides that the Board shall oversee the general policies of the corporation as well as provide guidance and support to ensure the continued long-term strength of the corporation.

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

Current Board-level committees are: Governance Committee, Finance Committee, Academic Excellence Committee, Communication Committee, Development Committee, Facilities Committee, Personnel Committee, and Risk Management Committee. In addition, the bylaws authorize the Board to designate an Executive Committee.

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

The Board meets regularly on a monthly basis. The current Board meeting calendar is posted and maintained online at http://themuseumschool.org/welcome/board/board-meetings

Section 10.01 of the bylaws requires a minimum of six meetings of the Board per year.

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

Section 11.01 of the bylaws provides that a majority of the incumbent members of the Board shall constitute a quorum for transaction of business, and that, except as otherwise required by the Georgia

Nonprofit Corporation Code, the Articles of Incorporation, or the bylaws, all decisions of the Board shall be by majority vote of those present.

**22. Provide the complete and signed conflict of interest form for each proposed founding board member, located at the end of these Guidelines.**

Complete, signed conflict of interest forms from each member of the governing Board are attached as Appendix 2.

## V. CONTRACTS WITH EDUCATIONAL SERVICE PROVIDERS OR OTHER PARTNERS

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

N/A - The Museum School has not and does not intend to contract with an ESP, charter partner, or provide management or consulting services.

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

The only formal partnerships that The Museum School engages in are with curricular, educational partners as described in section III.

## VI. FINANCIAL OBJECTIVES, PLANS, AND WAIVERS

**25. State the school's Financial Goals and Measures**

**a. Financial objectives reflect where the school envisions itself financially at the end of the charter term**.

The fulfillment of the following financial goals and measures will be reported annually by the school in addition to the Annual Report.

Goal 1: The Charter School will be economically sustainable.

A. Measure 1: Each year, the school will operate in a fiscally sound manner as measured by an external audit that is submitted on time to the Department. See Appendix 52.

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

C. Measure 3: Yearly balance sheets will demonstrate that the school maintains adequate cash reserves.

D. Measure 4: The school will meet all Generally Accepted Governmental Accounting Standards (GAGAS) as demonstrated by external, annual audit reports.

E. Measure 5: The school will meet all financial reporting deadlines set by the Department. The Museum School's Board has developed a 5-year strategic plan that aligns with these objectives. The Museum School continues working toward these goals and maintains scorecards and a calendar to monitor progress.

The Museum School met this goal each year of its previous 5-year charter.

**b. Objectives emphasize fiscal health and sustainability**.

The core of the financial strategic plan of The Museum School is to maintain financial sustainability by ensuring adequate resources and managing resources effectively. The first step to financial oversight is creating and maintaining a Board approved operating budget. At each monthly Finance Committee meeting, the Committee reviews in-depth the School's monthly and year-to-date progress as compared to the budget. The Board Treasurer communicates the results of the review with the full Board each month as well.

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

The Board of Directors has appointed a Finance Committee consisting of Board Treasurer, several additional Board members, community members and the Business Manager who are responsible for the financial management of the charter. The Finance Committee meets each month to review financial statements and ensure that The Museum School is operating within the Board approved budget. The Finance Committee will recommend any budget adjustments if needed at a mid-year check in from the Board. The Finance Committee works with the school's leadership to develop an annual budget. The budget process begins 120 days prior to the beginning of the fiscal year. The first step is to meet with the

Principal to determine staffing and identify any new initiatives needed to fulfill the School's mission. The Finance Committee recommends the "draft" budget to the Board of Directors for approval, adjustments are made if needed and the "final" budget is approved by the Board of Directors. The Board of Directors holds the school's leadership accountable for operating within the budget. To oversee operations on a monthly basis, the Business Manager prepares financial statements comparing actual to budgeted revenues and expenses for the Principal and the Board of Directors. The Treasurer of the Board is responsible for reviewing the financial data and bank reconciliations and presents financial reports monthly to the Board of Directors. The reports include Profit and Loss Statement, Cash Flow Statement and Balance Sheet, an example is attached as Appendix 43.

As a final verification of the fiscal health of the School, the Board hires an external audit firm to conduct an annual audit. The Board expects to and has earned an unqualified opinion each year.

**d. See attached spreadsheet for 5-year revenue and expenditure projection.** See Appendix 19.

**e. Background of the school's Chief Financial Officer and Compliance with Georgia State Board of Education Rule 160-4-9.04**

Katherine J. Cota is currently serving as Chief Financial officer of The Museum School. Mrs. Cota is the Treasurer of the Board of Directors and Chair of the Finance Committee. Mrs. Cota holds a B.B.A in Accounting from Georgia State University and is currently a Tax Senior with Frazier & Deeter, LLC. She holds a M.S. in Accounting from Liberty University and holds a Georgia CPA license. With her degree, license, and 12 years of experience in business and financial management Mrs. Cota's credentials comply with the guidance for Georgia State Board of Education Rule 160-4-9.04.

**f. Representatives responsible for financial management of the charter and Crime/Fidelity Bond**

The school's Principal with the Business Manager continues to be primarily responsible for the day to day financial management of the charter. The performance of these functions will be closely monitored by the finance committee on a monthly basis. The Treasurer reports to the board of the school regarding the financial management of the charter at each board meeting.

We will continue to maintain during the entire length of the charter a Crime/Fidelity Bond in the amount of $1 million, covering all persons receiving or disbursing funds. While the Crime/Fidelity Bond is renewed annually, a bond has been in place since July 1, 2011.

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

The Museum School will continue to maintain emphasis on developing effective budgets and monitoring actual revenue and expenses as compared to the Board approved budgets. Additional details follow.

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

While the school has little control over revenue, effort continues to go into identifying appropriate use of the funds available to maximize impact in the classroom. By continuing to have monthly reviews of actual revenue and expenses vs. budgeted revenue and expenses, the Board of Directors along with the School's leadership will maintain the financial health of the School by being proactive regarding any changes that might be needed. Financial training for all Board of Directors ensures that all members can actively participate in the financial health of the School.

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

By setting the financial direction of the School through budgets and continually monitoring the adhesion to the budgets through monthly review and reports, the Board can maintain the financial stability of the School. The School will also continue to use historical data to monitor trends and adapt to any changes in financial performance.

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

By maintaining financial stability, the School is in a position to adjust as innovative ideas for the classroom arise. The school has a proven record for managing funding and expenditures proactively and in monitoring the changes in financial positions.

**27. Fundraising or Other Sources of Income**

**a. Please describe in detail the school's plans for securing other sources of funding.**

The Museum School does not rely on fundraising for financial sustainability; our primary operating budgets have been historically and will continue to be based on known sources of revenue from per pupil funding from the State and DeKalb County. To secure additional resources, the Development Committee of the Board works with The Museum School Foundation ("Foundation"), a separate 501(c)(3) organization whose primary purpose is to raise funds for capital development and other programs to benefit The Museum School. As discussed in more detail below, over the past four (4) years, the *Exceeding Expectations* Capital Campaign raised approximately $3.9M in grants, gifts, and receivables to fund renovation of the Forrest Hills facility The Museum School currently occupies.

In the fall of 2016, The Museum School and the Foundation will launch the *Inspiring Excellence* Capital Campaign to fund construction of a new media center. Initial calculations suggest that we will endeavor to raise approximately $1.5M over the three (3) years of the campaign to fund this project. The Foundation will follow its Strategic Plan, which focuses on key fundraising strategies, is reviewed with the Board of The Museum School on a yearly basis and is revised based on the previous year's results and upcoming annual budget needs.

As demonstrated by the success of the *Exceeding Expectations* Capital Campaign, The Museum School has already shown its ability to generate significant funding through individual and community donations, foundations, and grants.

The Museum School shall be solely responsible for the use of and accountability for any federal, state, or local grant or grant obtained from any private source. The Museum School shall also be solely responsible for the repayment of any loan or demand for the repayment of grant funds obtained by the school (although neither are currently outstanding). Funding by DeKalb County Schools shall not be affected by the charter school's receipt of any grant or funds from another source.

**b. Describe any planned fundraising efforts and who will lead and coordinate these efforts.**

The Development Committee and Foundation identify the following upcoming fundraising efforts:

- *Spring Parent Fundraising Campaign:* The Spring Fundraising Campaign focuses on garnering 100% participation from parents of students. On average, over 80% of Museum School families participate in the Parent Campaign.
- *Annual Silent Auction:* The Silent Auction is a key annual event that has a separate chair and associated subcommittee. Revenue generated by this event on average meets or exceeds $100,000.
- *Foundation and Outside Private Sources*: The Museum School and the Foundation have an exemplary record of raising funds for capital development.
- *State Facility Grants*: The Museum School has earned a state facilities grant each year that it has applied and will continue these efforts.

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

For the benefit of The Museum School, numerous parents and community members guarantee a line of credit with Fidelity Bank, which is currently in the renewal process. The previous line of credit agreement is attached in Appendix 44.

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

Evidence of our tax-exempt status is attached as Appendix 54.

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

The Museum School is not asking to waive specific financial policies. The school will, however, benefit from the flexibility offered through waivers related to the budgeting process. See Appendix 51.

## VII. STUDENT ADMISSIONS

**29. How will students be admitted to the charter school?**

The Charter School shall comply with the open enrollment and admissions provisions set forth in O.C.G.A. § 20-2-2066. Enrollment shall be open to any student in accordance with the following criteria:

**a. Attendance Zone.**

Enrollment shall be open to any student who resides within the attendance zone, which is defined as the attendance zone for Peachcrest and Avondale Elementary as drawn by the DeKalb County School District for the 2016-2017 school year. In the event space remains available at any grade level at the time of the application deadline set by the Charter School, the attendance zone shall be expanded to include the DeKalb County School District. The Charter School shall have a single lottery with all applicants if the number of applicants exceeds the number of spots. Demographic data demonstrate that the constituency of the Avondale and Peachcrest Elementary School zones is socioeconomically diverse and similar to that of DeKalb County as a whole.

**b. Please state the following enrollment priorities that apply, pursuant to O.C.G.A. § 20-2-2066(a)(1), in the rank order the school will use them.**

In accordance with O.C.G.A. § 20-2-2066(a)(1)(A), the Charter School shall give enrollment priority to the following categories of applicants and in the following priority:

i. Siblings of students enrolled in the Charter School; and

ii. Students whose parent or guardian is a member of the Governing Board of the Charter School or is a full-time teacher, professional, or other employee at the Charter School.

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

The Museum School enrolls any student who meets the residency and age requirements and submits a timely application unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such cases, all such applicants shall have an equal chance of admission through a random selection process. The Museum School does not discriminate in its enrollment procedures or educational

programs based on intellectual or athletic ability, aptitude, disability, race, class, gender, family structure, sexual orientation, religion, ancestry, or any other basis prohibited by law.

**Admissions Procedure**

Each fall, The Museum School will publicize and announce enrollment procedures to the entire attendance zone through its website, open houses, hand-outs, and direct mailings. Each January, currently enrolled students are re-enrolled unless his or her parent or guardian indicates to the school a desire to not return. From approximately February 1 to February 15, excluding weekends, The Museum School will have an open enrollment period for the school's attendance zone. Any such student shall be eligible to be enrolled provided that: 1) the student meets age and residency requirements and his/her grade level is offered and 2) the student's application has been completed and returned to the school no later than February 15, or the designated end of open enrollment. If the number of applicants exceeds the capacity of a program, class, grade level, or building, all students who submitted a timely application will have an equal chance of admission through a random selection process. The Museum School will only enroll students residing within the attendance zone with the following exception: a student whose parent or guardian is a full-time teacher, professional, or other employee or board member at The Museum School per O.C.G.A. 20-2-2066. Official notification will be provided by The Museum School to families of students with admission offers, who will then have fifteen (15) days to notify the school of their intent. Should a student or family decline admission or fail to respond within 15 days, that student will be removed from the roster and the slot will be offered to the first student of that grade level on the wait list until all slots have been filled. Lottery procedures are attached as Appendix 45.

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

If the number of timely applicants received by The Museum School exceeds the capacity of a program, class, grade level or building, The Museum School shall ensure that such applicants have an equal chance of being admitted through a random-selection lottery.

In order to participate in the lottery, applications must be received prior to the enrollment application deadline as established by the board. The lottery will take place within 5 days of the enrollment deadline. The lottery will be open to the public and advertised in advance. A non-biased 3rd party will witness and certify the validity of the lottery. During Open Enrollment, applications will be collected and qualifications will be verified.

Upon closing of each Open Enrollment period, if the number of qualified applications from applicants residing in the primary attendance zone exceeds the number of available seats for any or all grade levels, a random selection (Lottery), which shall be open to the public, will be conducted of those applicants residing in the primary attendance. If the number of qualified applications of applicants residing in the primary attendance zone does not exceed the number of available seats for any or all grade levels, but the total number of qualified applications from both the primary and secondary zones does exceed the number of available seats for such grade, then a Lottery will be conducted of all qualified applications for such grade.

All qualifying applicants will be contacted of date, time and place of Lottery via web-posting. Prior to the lottery, chips will be numbered from one through the total number of applications received. Each child will be assigned a random number. The assigned number will be recorded on an application roster along with the student's name, grade-level, applicable preferences, and siblings. The chips will be placed in specified containers for the applicable grades. All chips will be the same in weight and size.

It is not necessary for an applicant's parent/guardian to be present at the Lottery in order for an applicant to participate in the lottery. The lottery will be video recorded. The procedure will be explained to the audience. Preferences, Grade Order , Drawing to Select the Students, Wait List Process, Notification Process, Intent to Enroll Process, Questions will be answered prior to the beginning of the drawings. The order in which the grades will be drawn will be determined by ordering the grades beginning with the grade where the applications received exceed the available spots by the highest percentage and ending with the grade for which the opposite is true.

In order to make this process as transparent as possible, students with preference will be drawn (based on established grade order as detailed above) and placed on lists first. The random lottery to select students will then be conducted, drawing all names from each grade before moving to the next grade level. A 3rd party will draw names, pass the chip to the caller and verify that the caller is reading the correct number. As each student is selected, that student's assigned number will be placed on the class list, and that student's sibling will be added to the appropriate class list for that grade or any other grades. A sibling will be placed based on available space. If the class is at capacity, the sibling receives preference on the waiting list. The numbers will be recorded as they are pulled until all the seats at that grade level are filled. Once all seats are filled, all remaining names will be placed on the waiting list in the order in which they are drawn. A waiting list lottery for the applicants in the secondary attendance zone will be conducted for each class for which the applicants from the primary attendance zone exceed the number of available seats for that grade. The names of the applicants from the waiting list lottery will be placed on the waiting list after the names of any applicants from primary attendance zone.

A student cannot lose his/her seat on the class list after it has been awarded. After all names have been drawn and placed, waiting lists will be adjusted to award sibling preference. Sibling preference applies only when the sibling is placed on the class list, as opposed to placement on a waiting list. Student preference siblings will be moved up the waiting list based on their original order, bypassing singletons. Applications received after the Open Enrollment period will be placed at the end of the waiting list (for both the primary attendance zone and the secondary attendance zone) after the lottery has concluded, in the order in which they were received. If a class is not at capacity at the end of the lottery, additional students will be added as qualified applications are received, in the order they are received. If additional seats become available after the Lottery, they will be filled from the applicants, in order, on the waiting list. Sibling preference will be applied to the waiting list only at the time of the lottery. The waiting list order will not be adjusted after the time of the lottery, even if one sibling gets onto a class list.

Applications are only valid for one year. New applications for the following year will need to be submitted for next year's consideration. The waiting list does not carry over from year to year.

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

We actively welcome diversity in all regards, including but not limited to socioeconomic status, religion, ethnicity, race, and family structure within our school community. The Museum School endeavors to reach students of all backgrounds by taking an active role in the community. We believe that active school involvement in the community is a powerful tool for recruiting new families. From our standpoint, the only acceptable reason for a parent to not apply for his or her eligible child to attend The Museum School is that the parent decided our school model was not best for his or family. Our recruitment and communications teams continually evaluate outreach efforts and adjust them as needed to ensure no opportunities to inform families about our program are missed.

Components of our marketing plan include:

1) Post regular announcements and updates in various local news/media outlets

2) Have representatives at a variety of community festivals and events including AutumnFest, Scottdale Child Development Center's Parent Information Night and The Clifton School's Kindergarten Readiness event.

3) Share information about the school through community outlets by posting flyers in buildings such as public libraries, day care centers, faith-based organizations, after-school programs, and local businesses. A wide variety of sites have been chosen to ensure all groups are reached.

4) Maintain a comprehensive web site, promoted in all our communications, that serves as an easily accessible resource that invites families to learn more about The Museum School. It also includes a complete downloadable student application and enrollment instructions.

5) Invite community members to tour the school during set days and hours.

6) Promote community attendance at quarterly exhibit nights through the school marquee, invitations on the Web site, and through online communications and public announcements and events.

7) Maintain information on various social media outlets to offer real-time access to school information and events.

8) Address local community groups and business organizations formally and informally for the purposes of spreading information, raising funds, or forming partnerships.

9) Encouraging all parents to be advocates for the school and to share their positive experiences with others; in addition, encouraging parents from regions that are underrepresented in the school to become Museum School ambassadors to help increase our outreach in those areas

**f. How does the school plan to recruit students and maintain/increase enrollment?** Please include an enrollment application in the appendix (46).

The Museum School's leadership continues to evaluate and develop the recruitment plan outlined above as needed. Recruitment efforts aimed at *maintaining enrollment* include:

1) Grade-level and school-wide functions continue to reinforce a sense of connection between families and the school.

2) Active communication of school news and updates by the teachers and principal to highlight exciting activities and achievements by The Museum School staff and students.

3) Exhibit nights will continue to be a setting to highlight student learning and achievement and will continue to be instrumental in maintaining enrollment.

4) All enrolled families will be contacted in January to ensure they are planning on returning the following school year. Any families identified as unsure of their intent to enroll will be met with to determine what needs may be met to ensure maintenance of enrollment.

Efforts aimed at *identifying and capitalizing on recruiting opportunities*:

1) The principal and Recruitment Committee will review current enrollment trends to identify geographic areas where our outreach is lacking and determine strategies to increase awareness in those regions prior to Open Enrollment.

2) The principal will conduct exit interviews with families leaving the school to identify any areas for improvement. If possible, the Student Recruitment Committee will address these issues for further recruitment or maintenance of enrollment.

See Appendix 47 for the 2016-2017 Recruitment Plan.

**g. Attach the charter school's proposed annual calendar and a draft of the charter school's daily school schedule.** See Appendices 3 and 4.

## VIII. FACILITIES

**30. Describe the school facility that the charter school proposes to use.**

The Museum School occupies the former Forrest Hills Elementary School building, 923 Forrest Boulevard, under a 10-year lease from the DeKalb County School District. The lease expires June 30, 2022 with 2 successive five-year extension options.

**a. Is the facility new or existing? Describe the quantity and types of rooms.**

The school's site plan for this facility was carefully designed to reflect the school's deliberate focus on interdisciplinary learning and meeting the needs of students with specialized services.

Using the master site plan, we have completed extensive renovations to the facility. We will be completing Phase 5 of our master renovation plan (see Appendix 16) during the summer of 2016. At the end of that phase of construction, we will have:

| | |
|---|---|
| Classrooms | 25 |
| Admin. Offices | 5 |
| Science Lab | 1 |
| STEM Lab | 1 |
| Media Center | 1 |
| Meeting Spaces | 4 |
| Music Room | 1 |
| Art Room | 1 |
| Gifted | 1 |

| | |
|---|---|
| Special Education | 1 |
| EIP | 1 |
| Language | 1 |
| Workshops | 1 |
| Technology (computer) Lab | 1 |
| Warming Kitchen | 1 |
| Cafeteria | 1 |
| Gymnasium | 1 |

**b. Will the facility require renovations?**

We will be completing our fifth phase of renovations on the building during the summer of 2016 and will continue to work closely with the DeKalb County School District facilities team on all required plans and permits.

During the fifth phase of renovations, we will be adding a new technology lab and a language classroom. The facility's original front entrance will be renovated to create a welcoming lobby and gallery area for displaying student exhibits. In addition, we will relocate the school's administrative offices and convert the current temporary entrance back to classroom space. We will also create a new Warming Kitchen for the renovated Cafetorium from last phase, a new meeting space for small group learning and a new Teacher Work and Break Room.

These phase five renovations are fully funded by grants and money raised through the Museum School Foundation capital campaign, state-issued facilities grants and a small percentage of QBE funds. Additionally, we are exploring the addition of a newly-constructed Media Center building in January 2017. We have developed construction documents and have met with DeKalb County Schools facilities team to discuss and share those drawings. The Museum School Foundation is actively fundraising for this new 'Phase 6' construction. As we have in previous construction phases, we fully expect to be able to complete the additional construction without incurring any long-term debt.

**i. Please include a narrative regarding how the renovations will comply with all applicable local zoning and building codes and timetable to achieve compliance.**

The renovations meet all local building codes as is the responsibility of the architects developing the construction documents. There are no zoning issues, as we currently occupy a DeKalb County school property. The facilities also meet all federal ADAAA requirements and are in compliance with all Georgia Department of Education facilities department guidelines.

**ii. Any rehabilitation work necessary for this site to meet building codes applicable to schools must be completed before the start of the school year**

As described above, the facility currently meets all building codes required of a school.

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

Not applicable. The property has been operating as a school since 1952 as allowed by local zoning.

**c. What is the location of the facility?**

The Museum School is located at 923 Forrest Blvd, Decatur, GA 30030 in south-central DeKalb. The facility and its renovations are an example of the school's core value of sustainability – taking a vacant facility and creating a thriving school community. It is also centrally located for access to our many museum and educational partners.

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

N/A – The school does not intend to lease or contract with a church or religious organization.

**ii. Provide documentation of ownership or a copy of the lease of the facility.**

See Appendix 24.

**d. How does this facility meet the required space needed for the proposed school?**

Upon completion of Phase 5 construction in July of 2016 and the addition of the media center in 2017, the facility will accommodate our full capacity of 588 students. During the 2016-2017 school year, the facility will accommodate 540 students. This growth plan is consistent with the school's strategic and site

plans for disciplined growth.

**e. If applicable, schools must submit a School Site Selection Form for Site and Facility Approval for a site or facility not owned by the DeKalb Board of Education.**

The facility is owned by the DeKalb Board of Education.

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

We have a current lease with DeKalb County School District that is attached as Appendix 24. It includes total proposed facility costs and lease term.

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

We have a current CO for the facility that is attached as Appendix 27.

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

The school has an emergency safety plan that is reviewed annually. It addresses all local and state policies related to the health and safety of students and staff. It is attached as Appendix 20.

## IX. STUDENT DISCIPLINE

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

The Museum School utilizes the DeKalb County School District's Code of Conduct for Level 3-7 behaviors and interventions. To address lower level incidents and behaviors The Museum School has created an internal Accountability Plan (Appendix 26), aligned directly with the school's core values.

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

See Appendix 26.

**b. Provide a description of how the charter school will meet the federal due process requirements for students with disabilities, or students believed to have a disability, who are suspended or removed for disciplinary reasons.**

The Museum School will meet the federal due process requirements for students with disabilities, or students believed to have a disability, who are suspended or removed for disciplinary reasons. The Museum School will proactively provide professional development to all staff regarding these due process requirements to ensure full compliance. The Museum School will consult and follow all guidance as developed by DeKalb County School District and additionally, the State Department of Education's Special Education Rules Implementation Manual. The Museum School will continue to comply with all special education laws and regulations. The Museum School will continue to handle all discipline issues in accordance with Federal regulations and State guidelines.

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

Museum School students are expected to follow the school's dress code, wearing required uniform pieces (See Appendix 22). Parents/guardians are expected to assist and guide students in following the mandatory uniform dress code policy. The uniform is a symbol of unity, pride, and excellence. Though the school has selected a preferred vendor (Lands' End as of July 2016), only one item is required to be bought through the selected vendor. All other items may be purchased at the local retailer of parents' choice. Uniforms are provided to families that are in need of additional support.

## X. EMPLOYMENT & HUMAN RESOURCES

**35. Describe a plan for organization and management of faculty, instructional staff, and other employees of the charter school. Please include a copy of the faculty handbook in the Appendix.**

See Appendix 22.

A priority of The Museum School is its strategic organization and management of faculty, specifically in terms of identifying school needs and matching these needs with the correct employee with the correct number of hours. The Museum School is extremely methodical in its hiring to be sure that roles and

responsibilities of a position align perfectly with the number of hours of that position. As a result, many front office and support positions are only part-time due to the nature of the position and the needs of the school. The Principal works closely with the board level Personnel Committee on an annual basis to develop a roster that reflects this methodology and is financially sound and sustainable.

The Museum School employs certified staff members in the following positions: classroom teachers, support teachers (i.e. EIP teachers), support staff positions (i.e. School Counselor, Media Specialist), exploratory/connections teachers (i.e. Art, PE, Music), Special Education teachers, and Administrators. Instructional Assistants (paraprofessionals) assist teachers in K-5 classrooms with instructional-based tasks and projects. All paraprofessionals hold paraprofessional certificates through the GA PSC. The school's organizational chart is included as Appendix 33.

The school's Assistant Principal serves as the School Testing Coordinator and a TKES evaluator. The AP is responsible for scheduling and assists with discipline, coaching, professional development, and middle school programming.

All staff members participate in regular, relevant professional development. Professional Learning opportunities come in the form of off-campus workshops, training and conferences as well as on-campus sessions led by local experts.

**36. Staff Qualifications, Recruitment and Hiring Practices & Procedures, and Compensation**

**a. Describe the school's employment policies and procedures, including the proposed staff qualifications, employee recruitment procedures, hiring practices, and compensation.**

The Museum School makes every effort to recruit and hire diverse and highly qualified candidates. In doing so, however, The Museum School does not use any criteria that would result in a violation of federal or state law. Recruitment methods The Museum School uses include, but are not limited to, attendance at Atlanta-area job fairs, advertising positions on The Museum School's website, solicitation of employee referrals, engaging teacher support programs, and advertising positions on job placement websites. The Museum School also considers any unsolicited applications it receives.

The Museum School expects specific qualifications from its teachers. See Appendix 29.

These qualifications represent key qualities of effective teachers, thereby impacting student achievement greatly. In addition, they are qualities that align with The Museum School's mission, philosophy, model, and values.

The Museum School requests resumes and/or other applicable job history information and references from job candidates. The Museum School identifies qualified candidates and interviews the most qualified candidates either in person or via telephone. Upon satisfactory completion of the initial interview, The Museum School conducts a more intensive interview that includes the presentation of a sample lesson, videotaped lesson, or classroom visit.

After The Museum School makes a tentative decision to hire a candidate, it contacts the candidate's references. If The Museum School offers and the candidate accepts a position, the candidate is fingerprinted and The Museum School performs a criminal record check on the candidate. Every five years of employment, all personnel will be fingerprinted again and The Museum School will perform a new criminal record check on the individual. Any individual who fails the criminal record check as defined by Standard 1 of the Georgia Professional Standards Code of Ethics shall not become or continue to be an employee of The Museum School. In general, an individual fails the criminal record check if his or her record reflects a felony crime, a misdemeanor crime relating to minors, or any crime The Museum School determines could reasonably be expected to negatively impact the individual's ability to perform the job functions of the position for which he or she was or was being employed.

**Hiring**

The Museum School hires teachers and other members of its staff based upon their demonstrated ability to teach or work with children of the same age as The Museum School students and academic qualifications that are in keeping with The Museum School's mission. All core area/classroom teachers are Georgia certified. All other professional staff are either certified or have expertise in the area in which they are teaching.

The Museum School is an Equal Opportunity Employer. In conformity with the law and in accordance with The Museum School's mission, it is the school's policy to afford equal opportunity to all qualified personnel and applicants for employment without regard to race, color, religion, sex, national origin, political affiliations, sexual orientation, marital status, age, disability, membership in an employee organization, or other non-merit factor.

**Terms of Employment**

The Museum School retains the right to hire, evaluate, retain and/or dismiss staff based upon their performance. All employees of The Museum School are retained as employees at the school based on their job performance and willingness to support The Museum School's mission. Any employee whose work is not satisfactory or whose behavior and conduct are deemed to be detrimental to The Museum School's mission and values will not be retained in the employment of The Museum School. Copies of the Teacher and Employee Handbooks are included in Appendix 22.

The terms of employment, including salary and benefits, are provided by The Museum School under individual contracts with each employee. Museum School contracts for personnel are "at will," but the normal period of employment for non-administrative personnel is for one academic year, running from August 1 through July 31. The Museum School reserves the right to change the terms and conditions of employment from time to time as it deems necessary unless otherwise provided for in any applicable employment contract. The Museum School reserves the right to terminate the employment of any teacher as outlined in the employee handbook.

**Benefits**

All full-time employees of The Museum School are entitled to elect to receive benefits provided by The Museum School, subject to any eligibility requirements set forth in any benefit plans and/or policies. These benefits may include, but are not limited to, health insurance, disability insurance, sick leave, paid time-off, military leave, vacation benefits, professional development benefits, and retirement programs. To the extent required by law, each employee of The Museum School is a member of the Georgia

Teachers' Retirement System ("TRS") and subject to TRS requirements. The Museum School performs such acts as required by law with respect to its employees who participate in TRS unless such employee is excluded by Georgia law. The Museum School is required to make all arrangements for contributions directly with TRS for monthly payments.

The Museum School will reference the DeKalb County School District's salary scale as a guide, seeking to create a comparable schedule.

**b. Job descriptions are a required Appendix item.** (Appendix 29)

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

The Museum School will reference the DeKalb County School District's salary scale as a guide, seeking to create a comparable schedule. See Appendix 48.

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

The Museum School will engage the services of substitute teachers as necessary. Typically, substitutes are requested in the following circumstances: absence of a middle grades teacher(s), multiple absences within the elementary teaching staff (a small number of absences in one day would be covered by the class' certified paraprofessional), absences within the Special Education department, absences within the Connections/Exploratory department.

The school uses several options for securing substitute teachers. The Museum School works closely with the Charter School Substitute Teacher Network. This organization provides trained, skilled substitute teachers on an as-needed basis at a very reasonable cost. The teachers have participated in background checks and are well qualified for the position. The Museum School pays the Network $130 for each 8-hour substitute teacher. Additionally, a pool of potential substitute teachers will be trained and endorsed by The Museum School, and substitutes will also be called from this pool when needed. The rate of pay for a substitute teacher is $125 for an 8-hour day.

A substitute teacher will be eligible for benefits only to the extent he or she satisfies the eligibility

requirements set forth in the benefit plans and/or policies.

**e. A salary schedule for all certified employees is a required Appendix item.** (Appendix 48)

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

N/A – The Museum School is a start-up charter.

**37. Addendum Question 3- Certification & Highly-Qualified Teachers. If the teacher is required to be highly qualified under No Child Left Behind, please describe how the school will ensure the teachers meet the definition of "highly qualified."**

Since certification is required of all Museum School instructional staff, non-HiQ status is rarely a concern. In the unlikely event that a teacher's position changes after hiring or that a position opens mid-year and is filled by a non-HiQ teacher, The Museum School will work closely with the teacher to create and execute a plan for HiQ status as expeditiously as possible. The Museum School will also work closely with the Title II Department at DeKalb County to ensure that the school is fully compliant in terms of parent notification, remediation plans, etc.

**38. Background Checks. Describe the charter school's procedures to ensure compliance with the requirement that all staff members and governance board members are subject to fingerprinting and background checks.**

All employees and governing board members of The Museum School undergo a criminal background check and shall be fingerprinted prior to employment. The Museum School currently uses Cogent Systems through Georgia Applicant Processing Services in order to conduct criminal background checks and obtain fingerprints. The Museum School complies with all applicable federal and state law in conducting criminal background checks and obtaining fingerprints. Employment and service on the governing board are contingent upon a clean background check and potential staff will not be allowed contact with students until the results of the background check are reviewed by the school. In addition, all

staff members and governing board will be checked through the Georgia and National Sex Offender Registry.

**39. Employee Evaluation**

Evaluation of employees is ongoing and is based on individual job descriptions. The Principal is responsible for the annual written evaluation of all employees, and the Board of Directors is responsible for the Principal's evaluation, including the implementation of the Leader Keys Evaluation System.

All certified employees will participate in the Teacher Keys Evaluation system. The Principal and Assistant Principal will conduct all required observations and complete all sections and fields within the TLE portal as required.

Non-certified employees will be evaluated using position-specific tools and instruments. These staff members will have access to the evaluation instrument at the beginning of each school year to ensure complete understanding of expectations.

**40. Addendum Question 6- State Health Benefit Plan Participation**

The Museum School does not participate in the State Heath Benefit Plan pursuant to O.C.G.A. 20-2-9-880 and O.C.G.A 20-2-910. The school uses an independent insurance broker, AA LaRocco Companies, selected through an RFP process, who provides a benefit package plan for the faculty and staff. A summary of benefits is included in Appendix 49.

## XI. OTHER INFORMATION

**41. Describe whether transportation services will be provided and include a statement that the transportation program will comply with applicable law.**

It is the goal of The Museum School to ensure that transportation will not be a barrier to any interested student or family. The school will survey all registered families each spring to assess transportation needs for the following school year. The Museum School will offer transportation as needed based on the survey results.

In addition, The Museum School will work collaboratively with daycare centers across the county to ensure a smooth transition for families that may use these services after school. The Museum School also provides a comprehensive after school program and before school program, offering a competitive rate and sliding scale for families in need of extra assistance.

Transportation is currently provided for learning expeditions through a state-approved contracted vendor, First Student Transportation. The transportation program complies with all applicable law.

The Museum School is designing a car pool program to assist parents with carpool options and opportunities. The Museum School partners with Safe Routes to School to increase the number of children in grades K-8 who bicycle and walk to school. Transportation will continue to comply with applicable law.

**42. State whether the charter school will provide food services.**

The Museum School offers a healthy school lunch program to all students enrolled in the school. This program complies with all Federal laws and regulations regarding school nutrition. The Museum School contracts with a vendor, Preferred Meals, to provide school lunch services. The Museum School submits its own application for participation in the National School Lunch Program to the State Department of Education and is responsible for accurately counting meals and submitting financial reimbursement claims to the State Department of Education.

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

**a. How will the proposed school ensure compliance with the requirements of law with respect to legal issues?**

The Museum School continues to utilize the services of Brian Deutsch, with the firm of McCurdy and Candler, LLC in Decatur, Georgia to consult with regarding compliance and various legal issues.

**b. Please confirm whether this organization or individual has reviewed the DCSD charter petitioner guidelines and petition document to be submitted.**

Yes, Mr. Deutsch has been involved in the preparation of the charter petition and has thoroughly reviewed the guidelines and the petition being submitted.

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

The school's insurance coverage is detailed in Appendix 17. Copies of the school's insurance policies are included as Appendix 18.

**45. Additional information** – Additional Information can be found in the appendices.

**46. Letter of Assurances -** See Appendix 54.

**47. Conversion Charter School Petition Requirements**

The Museum School is a start-up charter school.

**48. High School Cluster Petition Requirements**

The Museum School only serves grades K-8.

**49. Petition Renewal Requirements & Executive Summary**

The Executive Summary is Appendix 50.

# The Museum School: 2016-2017 School Year Student Calendar

## July-16

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

4 Independence Day

28-29 Pre-planning

## August-16

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

1-3 Pre-Planning

4 First Day of School

## September-16

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

5 Labor Day

12-16 Fall Break

## October-16

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

6 Exhibit Night

7 Professional Learning

27, 28 Early Release Days*

## November-16

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

21-25 Thanksgiving Break

## December-16

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

15 Exhibit Night

19-30 Holiday Break

| 1st semester days | 85 |
|---|---|

## January-17

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

2 Professional Learning

16 MLK Day

## February-17

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

2, 3 Early Release Days*

13-17 Winter Break (13,14,& 15 Make Up Days)

## March-17

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

9 Exhibit Night

10 Professional Learning (Make Up Day)

## April-17

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

3-7 Spring Break

## May-17

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

18 Exhibit Night

26 Last Day of School

29 Memorial Day

30 Post Planning

31 Post Planning

## June-17

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

| 2nd semester days | 92 |
|---|---|
| Total student days | 177 |

MAKE UP DAYS: If one day is missed for inclement weather, March 13 with be the make up day. If two or more days are missed for inclement weather, February 13-15 will be used for make up days. For any additional make up days needed after March 13, other options will be used. All decisions on calendars are made at the discretion of the superintendent.

* Students are dismissed at 12:30pm on Early Release Days to accomodate Parent/Teacher conferences.

# The Museum School of Avondale Estates 2015-2016 School Year Student Calendar

## July-15

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

4 Independence Day

30-31 Pre-planning

## August-15

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

3-5 Pre-Planning

6 First Day of School

## September-15

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

7 Labor Day

14-18 Fall Break

## October-15

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

8 Exhibit Night

9 Professional Development

29, 30 Early Release Days*

## November-15

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

23-27 Thanksgiving Break

## December-15

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

21-31 Holiday Break

1st semester days: 85

## January-16

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

1 New Year's Day

4 Professional Development

18 MLK Day

## February-16

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

4, 5 Early Release Days

15-19 Winter Break (15, 16, & 17 Make Up Days)

## March-16

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

10 Exhibit Night

11 Professional Learning (11 Make Up Day)

## April-16

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

4-8 Spring Break

## May-16

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

19 Exhibit Night

27 Last Day of School

30 Memorial Day

31 Post Planning

## June-16

| # student days | 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 Post Planning

| | |
|---|---|
| 92 | 2nd semester days |
| 177 | Total student days |

MAKE UP DAYS: If one day is missed for inclement weather, March 11 will be the make up day. If two or more days are missed for inclement weather, February 14-16 will be used for make up days. For any additional make up days needed after Feb. 16, other options will be used. All decisions on calendars are made at the discretion of the principal.

* Students are dismissed at 12:30pm on Early Release Days to accomodate Parent/Teacher Conferences.

Master Schedule 2015-2016
The Museum School

| Daily Schedule | | | | |
|---|---|---|---|---|
| **HR** | **Exploratory Time** | **Lunch Time** | **Lunch Row** | **Recess Time** |
| Nguyen | 12:20 – 1:05 | 10:45 – 11:15 | 1 | 1:30 – 2:00 |
| Dugan | 12:20 – 1:05 | 10:50 – 11:20 | 3 | 1:30 – 2:00 |
| Stenberg | 12:20 – 1:05 | 10:55 – 11:25 | 5 | 1:30 – 2:00 |
| Silveri | 12:20 – 1:05 | 11:00 – 11:30 | 7 | 2:00 – 2:30 |
| Almand | 12:20 – 1:05 | 11:05 – 11:35 | 2 | 2:00 – 2:30 |
| Newbold | 12:20 – 1:05 | 11:10 – 11:40 | 4 | 2:00 – 2:30 |
| Galicia | 1:10 – 1:55 | 11:20 – 11:50 | 6 | 10:45 – 11:15 |
| Morgan | 1:10 – 1:55 | 11:25 – 11:55 | 1 | 10:50 – 11:20 |
| Beebe | 1:10 – 1:55 | 11:30 – 12:00 | 3 | 10:55 – 11:25 |
| Bates | 1:10 – 1:55 | 11:35 – 12:05 | 5 | 11:00 – 11:30 |
| Norman | 1:10 – 1:55 | 11:40 – 12:10 | 7 | 11:05 – 11:35 |
| Brittian | 1:10 – 1:55 | 11:45 – 12:15 | 2 | 11:10 – 11:40 |
| Hollis | 2:00 – 2:45 | 11:55 – 12:25 | 4 | 12:30 – 1:00 |
| Gilbert | 2:00 – 2:45 | 12:00 – 12:30 | 6 | 12:35 – 1:05 |
| O'Malley | 2:00 – 2:45 | 12:05 – 12:35 | 1 | 12:40 – 1:10 |
| Frandsen | 2:00 – 2:45 | 12:10 – 12:40 | 3 | 12:45 – 1:15 |
| Eisel-Elder | 2:00 – 2:45 | 12:15 – 12:45 | 5 | 12:50 – 1:20 |
| Bunch | 2:00 – 2:45 | 12:20 – 12:50 | 7 | 12:55 – 1:25 |
| Rich | 9:05 – 9:50 | 1:05 – 1:30 | 5 – 6 | 2:55 – 3:05 |
| Floyd | 9:05 – 9:50 | 1:05 – 1:30 | 5 – 6 | 2:55 – 3:05 |
| 7th/8th – A | 10:10 – 10:55 | 12:50 – 1:15 | 1 – 4 | 2:55 – 3:05 |
| 7th/8th – B | 10:57 – 11:42 | 12:50 – 1:15 | 1 – 4 | 2:55 – 3:05 |

| Exploratory Schedule | | | | | | | |
|---|---|---|---|---|---|---|---|
| **HR** | **Time** | **A-day** | **B-day** | **C-day** | **D-day** | **E-day** | **F-day** |
| Nguyen | 12:20 – 1:05 | Art | Music | STEM | PE | Language | Tech |
| Dugan | 12:20 – 1:05 | Music | STEM | PE | Language | Tech | Art |
| Stenberg | 12:20 – 1:05 | STEM | PE | Language | Tech | Art | Music |
| Silveri | 12:20 – 1:05 | PE | Language | Tech | Art | Music | STEM |
| Almand | 12:20 – 1:05 | Language | Tech | Art | Music | STEM | PE |
| Newbold | 12:20 – 1:05 | Tech. | Art | Music | STEM | PE | Language |
| Galicia | 1:10 – 1:55 | Art | Music | STEM | PE | Language | Tech |
| Morgan | 1:10 – 1:55 | Music | STEM | PE | Language | Tech | Art |
| Beebe | 1:10 – 1:55 | STEM | PE | Language | Tech | Art | Music |
| Bates | 1:10 – 1:55 | PE | Language | Tech | Art | Music | STEM |
| Norman | 1:10 – 1:55 | Language | Tech | Art | Music | STEM | PE |
| Brittian | 1:10 – 1:55 | Tech. | Art | Music | STEM | PE | Language |
| Hollis | 2:00 – 2:45 | Art | Music | STEM | PE | Language | Tech |
| Gilbert | 2:00 – 2:45 | Music | STEM | PE | Language | Tech | Art |
| O'Malley | 2:00 – 2:45 | STEM | PE | Language | Tech | Art | Music |
| Frandsen | 2:00 – 2:45 | PE | Language | Tech | Art | Music | STEM |
| Eisel-Elder | 2:00 – 2:45 | Language | Tech | Art | Music | STEM | PE |
| Bunch | 2:00 – 2:45 | Tech. | Art | Music | STEM | PE | Language |
| Rich | 9:05 – 9:50 | Art | Music | STEM | PE | Language | Tech |
| Floyd | 9:05 – 9:50 | Music | STEM | PE | Language | Tech | Art |
| 7th & 8th A | 10:10 – 10:55 | Chorus to PE | Orchestra to PE | Spanish to PE | STEM to Health | Art to Health | Technology to Health |
| 7th & 8th B | 11:00 – 11:45 | Chorus to PE | Orchestra to PE | Spanish to PE | STEM to Health | Art to Health | Technology to Health |

Revised 6.30.15

Master Schedule 2015-2016
The Museum School

7th/8th Block A: 10:10 – 10:55

| | 1st Trimester – 12 weeks | 2nd Trimester – 12 weeks | 3rd Trimester – 12 weeks |
|---|---|---|---|
| 7th Grade – Group A (16) | Art | STEM | Technology |
| 7th Grade – Group B (16) | STEM | Technology | Art |
| 7th Grade – Group C (16) | Technology | Art | STEM |
| | | | |
| 8th Grade Year Long Elections | Choice b/w Chorus, Orchestra, or Spanish | | |
| Students will go to P.E. from their Year-Long Elective once every six days and will go to Health from their Rotation Connection once every six days. | | | |

7th/8th Block B: 11:00 – 11:45

| | 1st Trimester – 12 weeks | 2nd Trimester – 12 weeks | 3rd Trimester – 12 weeks |
|---|---|---|---|
| 8th Grade – Group A (16) | Art | STEM | Technology |
| 8th Grade – Group B (16) | STEM | Technology | Art |
| 8th Grade – Group C (16) | Technology | Art | STEM |
| | | | |
| 7th Grade Year Long Elections | Choice b/w Chorus, Orchestra, or Spanish | | |
| Students will go to P.E. from their Year-Long Elective once every six days and will go to Health from their Rotation Connection once every six days. | | | |

6th Grade Sample Schedule:

| **Time:** | **Class:** |
|---|---|
| 7:45 – 8:02 | Arrival/Lockers (Get materials for 1st and 3rd/no materials needed for 2nd exploratory) |
| 8:02 – 9:02 | 1st Period (Students go straight here in the morning after lockers) |
| 9:05 – 9:50 | 2nd Period – Exploratory (Only 3min transition/no materials to get/don't need lockers) |
| 9:53 – 10:53 | 3rd Period |
| 10:53 – 10:58 | Locker Break (Longer transitions due to the need for materials switch at lockers) |
| 10:58 – 11:58 | 4th Period |
| 12:01 – 1:01 | 5th Period |
| 1:05 – 1:30 | Lunch |
| 1:35 – 2:20 | 6th Period/Study Skills |
| 2:20 – 2:25 | Locker Break (Longer transitions due to the need for materials switch at lockers) |
| 2:25 – 2:50 | Advisory/Homeroom |
| 2:55 – 3:05 | Recess |
| 3:10 | Dismissal |

Revised 6.30.15

Master Schedule 2015-2016
The Museum School

7th/8th Grade Sample Schedule:

| **Time:** | **Class:** |
|---|---|
| 7:45 – 8:02 | Arrival/Lockers (Get materials for 1st and 2nd) |
| 8:02 – 9:02 | 1st Period (Students go straight here in the morning after lockers) |
| 9:05 – 10:05 | 2nd Period |
| 10:05 – 10:10 | Lockers (Longer transitions due to lockers/get materials for 5th and 6th) |
| 10:10 – 10:55 | 3rd Period – Connection 1 |
| 11:00 – 11:45 | 4th Period – Connection 2 |
| 11:45 – 12:45 | 5th Period |
| 12:50 – 1:15 | Lunch |
| 1:20 – 2:20 | 6th Period |
| 2:20 – 2:25 | Lockers (Longer transitions due to the need for materials switch at lockers) |
| 2:25 – 2:50 | HR/Advisory |
| 2:55 – 3:05 | Recess |
| 3:10 | Dismissal |

Exploratory Teacher Schedule:

| **Time:** | **With a 6th Grade Class:** | **Without a 6th Grade Class:** |
|---|---|---|
| 7:30 – 9:00 | Planning | Planning |
| 9:05 – 9:50 | 6th Grade | Planning |
| 10:10 – 10:55 | 7th or 8th Grade | 7th or 8th Grade |
| 11:00 – 11:45 | 7th or 8th Grade | 7th or 8th Grade |
| 11:45 – 12:15 | Lunch | Lunch |
| 12:20 – 1:05 | K or 1st Grade | K or 1st Grade |
| 1:10 – 1:55 | 2nd or 3rd Grade | 2nd or 3rd Grade |
| 2:00 – 2:45 | 4th or 5th Grade | 4th or 5th Grade |

Revised 6.30.15

# Project Proposal: The Museum School

CONNECT
mind - body - spirit

**Prepared for:**

Katherine Kelbaugh
Principal

**Prepared by:**

Alan Ewing
Global Sport Solutions & Connect After School

## Description

The Museum School of Avondale Estates has built a reputation of recruiting and developing quality staff to improve the level of teaching in the City of Avondale and Decatur. Any programs that work with The Museum School needs to be able to match this level of quality, whilst also supporting the overall goals and mission of the school. This proposal will outline how GSS' Connect School Programs will not only support it, but help improve the overall environment and experience.

## Objective

The Museum School is known for its innovative and outstanding curriculum and staff and has built a reputation in the region and on a national scale. Any program associated with The Museum School would look to bolster and support it's programs, curriculum and goals. We feel that the our program can rise to the level of that the Museum school should expect. Allowing GSS to partner will allow the after school and holiday programs to elevate to a new level and offer and wide variety of school programming.

## The Goals

The Museum School's core values and mission are the basis of how any program should be built. Global Sport Solutions believes we can not only build a better after school program but one that aligns with the core values and puts the family first. We want to build a program that is based around human needs - Physical Health, Mental health and Spiritual health. Using our experience in health, education and administration, the Connect After School program will listen to and respond to the parents, student's and school's needs.

### *'The Connect After School Program'*

Under this program, students of all ages would be placed in an environment with a holistic approach. Using up to date research on exercise and cognition, cross lateral movements, Ball School as well as programs built around the school curriculum, we would be offering on site management and a true partnership with the school.

This program would include:

- Daily after school programming
- School Holiday programs
- Summer Camp programs
- School Tours to Europe (optional)

## The Solution

Global Sport Solutions has been providing sports and educational services to schools and sports organizations since it was founded in 2006. Since then, we have gone on to work with programs all over the eastern seaboard and internationally with our sports tours for soccer teams and schools. With our roots in the local sports and YMCA scene and programs that run year round, partnering with the Museum School suits both parties as it gives on site management and executive decisions with open communication between the school, teachers and staff of the after school program.

## Connect After School @ TMS 2015 - 16

## Connect School Programs Mission

Connect is not only the name of the program, it is what a philosophy that the whole program is designed around. Connecting the after school program to the school to become one program - To connect the child to the program and to feel excited about after care - To develop the whole child by using developmentally appropriate programming to take care of the academic, physical and emotional needs of each student. **Connect After School - Developing the mind, body and spirit.**

Our program will costs and discounts are outlined below:

| **Afternoon / Evening program (2:50 - 6:30PM)** | **Cost** |
|---|---|
| Daily Rate | $16.99 |
| Daily Rate Free/Reduced Lunch | $9.99 |
| Daily Rate - Staff | $7.50 |
| Daily Drop-in rate (First 15 minutes is free) | $19.99 |
| Monthly Rate | $279.99 |
| Monthly Rate Free/reduced Lunch/Staff Rate | $179.99 |
| Monthly Rate - Staff | $139.99 |
| **Daily program (8:00AM - 6:30PM)** | **Cost** |
| Daily programs (MLK, Professional Day etc) | $39.99 |
| Daily Programs Free/reduced lunch | $24.99 |
| **Week Long Day Programs (Monday to Friday)** | **Cost** |
| Summer Camps, Winter break and Spring Break | $169.99 |
| **Free/Reduced Lunch and Staff Rate** | **$99.99** |

## Our Program - The Difference

The whole concept of this program was to fill the gaps that exist in all current after school programs. We believe that there can be a stronger connection between the after school program and schools across many different levels based around service to the school, student and parents.

**The Curriculum** - Our director will be involved with teachers in all grade levels supporting the teachers in the home room. Read aloud programs will be based on books recommended by TMS staff and a connection between grade levels for homework or exhibit night work will be set-up.

**The Teachers** - Currently, very few TMS teachers are utilized in their specialty, be it Math, Science, Music, Art or Languages. Holiday programs would be a combination of all of these topics. Science camps, movie making and art are just a few examples that would be added alongside a PE curriculum to keep the children active and prepare them for academic success. We would also offer incentives for teachers (monthly gift cards) to use their rooms during our after school program. Teachers would also be able to place their children who attend TMS in the program for free during staff meetings and receive a huge discount on all of the programs (except electives).

**The Administration** - Knowing that all decisions are made onsite and not going through 3 levels of management means direct communication and feedback for both the school and GSS. 100% of the decisions on the program comes from staff on campus every day. The school would also receive a hosting fee of up to $800 a month ($10 x average daily student count) from the program during the time that programs are hosted (if the school is closed for renovations, no programs will therefore run). The average count in 2014-15 has been 70 students a day which would be $700 a month income for the school.

**The Facility** - With so many after school clubs, teams and electives, coordination of the gym, media center, field, basketball court and other classrooms will be connected. Currently it is a last minute arrangement that constantly requires late adjustments which does not help prepare anyone to run their club, program or practice as effective as they would like. The gymnasium/ cafeteria would also be swept and tables put away by our staff prior to leaving.

**The Staff** - With a certified teacher running the program daily and staff from the school and with education undergrads from Atlanta colleges, our staff would be well prepared and exceptionally talented to lead the development of the TMS students. **Each staff member gets paid planning time** and our curriculum for Sport, fitness and Ballschule is already well known at TMS. We invest in our staff by offering paid time to research and read up on educational, philosophical and leadership topics provided by our directors. We also will guarantee a minimum of 5 staff each day in the after school program and interview and hire locally without any delay in filling vacancies

**The Students** - We feel that some grade levels are not being fully supported within the current after school program. 5th, 6th and 7th grade students often feel like they are not provided the opportunities to explore or grow. Instead, they are left to sit around or joining in with students who are 5 years younger than them. We will have special programming for these age groups for time management, daily planning, role playing and supporting the topics brought up in Middle grades advisory.

**Health** - Fresh fruit and healthy snacks will be provided to each student every day. Students will also receive exercise programs such as fitness club, Ballschule, SPARK and Fitnessgram preparation programs.

**Support** - As a partner with the Museum School, Connect School Programs would offer **two year round free places to be auctioned off at the annual TMS School fundraiser**. At a value of over $5,400, these auction items would be hot property and would raise a substantial amount of funds for the school.

**Security** - Connect School Programs would use **ProCare software management** for signing in and out students in the program. This would require fingerprint identification or a unique PIN number that only immediate family members would be granted access to. This would also give us important contact information for parents at our fingertips as well as cutting down on the use of paper.

## Programs

**Reading Caves** - reading caves will be set up in areas of the school where students will be able to read in quiet as well as read aloud with other students and our staff. Knowing the school curriculum will also allow us to support the classroom teacher's efforts in teaching their unit. To start, we will use tents and blankets before we build some in Arts and crafts. These will be used during Activity Den's.

**Ballschule -** Ballschule will be added into the curriculum as part of the Connect After school program as well as being offered to any TMS student for free outside of the program.

**After School Fitness Club -** As morning fitness and exercise can be beneficial for focus, brain growth as well as general health, there will be a fitness program at least once a week where students are placed in centers to carry out an activity before moving on to the next center. This will be along to music just as the current morning fitness club and will rotate out with Ballschule and offered during free choice.

**Arts & Crafts -** In arts and crafts, students will have access to a variety of materials to draw, paint, build or sculpt. This is also where we will 'build' the reading caves at the start of the year. Students will rotate through this activity as well as have the option to do it in their free choice time at the end of the day.

**Activity Den** - In activity dens, students will have options for board games, origami, drawing and painting, lego and other activities they can utilize on their own or with a friend. They can also use the reading caves.

**Learning Readiness Program**- Students will go through cross lateral exercises to engage both hemispheres of the brain as part of our 'Activity Brain Centered' program. These activities will be implemented prior to the students going to homework group. Exercises are taken from 'Classroom Activators' by Jerry Evanski as well as Aerobic activities such as fitness club.

**Open Table** - Once a week, students will be given the opportunity to discuss topics important to them and feedback on the programs and activities. This program will serve as an opportunity for our older students to connect in a less formal environment. This will also serve as research for us to improve our programs.

**C3** - Collaborate, Cooperate, Connect is our program that focus on working as a team. Students work in small groups and teams to work together to come up with solutions to puzzles and games that are put to them from our staff. These problems are active problems that require hula hoops, ball games and equipment to solve the problem or win the race. We also pose problems that require them to communicate and work together at tables to write, draw and discuss the possible solutions. There are also riddles, lateral thinking problems or games where students have to be creative to work around the rules of the game.

**Camps** - Utilizing local drama groups, film making, sports clubs, musicians, artists and science programs, we will offer summer camps aimed at students who want to learn more about the art of performing in front of a live audience, learn a sport, learn an instrument, paint, sculpt and learn to record and edit video. These programs can be offered as half day, full day and combined with other programs to ensure each student is engaged all day long. So if a student wants to learn about something or would like to be fully immersed in it, we can offer it.

**Electives** - Students will still be able to attend ballet, technology, tennis, dance, and all current electives. We will also add more options such as a soccer academy, alternative dance, drama, art and more music options.

**Morning Care** - We can also take over the morning care program from the school offering it from 6:30 - 7:30AM in case students need supervising before the school opens at 7:30AM.

**Work Experience/Interns -** Local college students from GA tech and Georgia State UNiversity will have the chance to intern in our program. We have already spoken with representatives from both universities about bringing in PE undergraduates as well as undergraduates in technology. 8th grade students will have the opportunity to work part-time and intern within the program assisting the program director and staff on site. This program will include a number of administration responsibilities as well as general support with our different programs. Each intern/ will go through an evaluation process with the opportunity to receive a written, professional reference as well as opportunities to be counsellors at our holiday camps.

**Holiday Programs** - As we have been running camp programs since 2005, and have been working with schools in GA since 2007, we can provide the best all round environment for keeping students active, engaged and energized throughput the school break. We bring in coaches from Europe as well as utilize local staff and teachers to create innovative programs for students to be involved with. There are no real holiday programs currently at TMS. This will bring in students from the local community as well as provide additional income for the school.

## Daily Schedule

Each student will have access to all of the staff and the programs provided. The program will have many different centers designed around the age of the students and the homework program. The groups are rotated through all of the programs in groups. There are five groups - Homework group, Kindergarten, First grade, 2nd and 3rd and 4th through 8th. The homework students will join their grade once they have completed their homework.

All students will take part in active play in the first 30-45 minutes. For the first part of after care, students are broken up into grade levels and homework groups. Students will rotate through a number of activities and the order will change on a daily basis. The homework group will go to learning readiness and then snack before they complete their homework. K & 1st will have their snack earlier than the older grade levels.

Fitness club will rotate out with Ballschule and also the programming will depend on the gym use by Middle grade sports. A lot of these activities will take place in the new cafetorium and we will also make use of the computer lab and teachers rooms (with a reward for the teachers).

We will also rotate the groups around the activities on different days so they get to do all of the activities during the week.

| Time | Homework Group | Kindergarten | 1st Grade | 2nd & 3rd | 4th & 5th | 6th - 8th |
|---|---|---|---|---|---|---|
| 2:50 - 3:00 | Arrival | Arrival | Arrival | Arrival | Arrival | |
| 3:00 - 3:15 | Learning readiness | Snack | Snack | Ballschule | Free Play | |
| 3:15 - 3:30 | Learning readiness | Activity Den | C3 | Ballschule | Free Play | Arrival |
| 3:30 - 3:45 | Snack | Activity Den | C3 | Snack | Snack | Snack |
| 3:45 - 4:00 | Homework | Ballschule | Free Play | Activity Den | C3 | C3 |
| 4:00 - 4:15 | Homework | Ballschule | Free Play | Activity Den | C3 | C3 |
| 4:15 - 4:30 | Homework | C3 | Ballschule | C3 | Activity Den | Free Play |
| 5:00 - 5:15 | Homework | C3 | Ballschule | C3 | Activity Den | Free Play |
| 5:15 - 5:30 | Free Choice | Free Choice | Free Choice | Free Choice | Free Choice | Ballschule |
| 5:30 -6:30 | Free Choice | Free Choice | Free Choice | Free Choice | Free Choice | Ballschule |

## Conclusion

In summary, we feel that we will be the program that connects with the school, the students and the community. The staff we hire will be a mixture of TMS assistants, teachers as well as students teachers and interns from Colleges in Atlanta (Georgia State and Georgia Tech already discussing). Our full time directors are certified teachers and on site.

We can also offer the flexibility of a morning program that can start supervising students from 6:30AM -7:30AM rather than the school having to provide this. For connect after school children, this will be discounted.

We offer the flexibility of planning, scheduling and modifying our programs facility schedule and events because of our on-site decision making and management without any delay. We are always evaluating our programs to make sure we stay up to date on research and technology to ensure we engage all of the students.

We also want to be part of the community by offering programs and support to the school by connection. That only comes with communication and an urge to invest in each other. I believe that we provide the best option from a benefit of programming, our staff and a financial benefit through fundraisers and % income.

Office Of The Secretary Of State
Corporations Division

Karen C. Handel
Secretary Of State

Chauncey Newsome
Director

# Articles Of Amendment Of Articles Of Incorporation

**Article One**

The Name Of The Corporation Is:

Avondale Educational Association, Inc.

**Article Two**

The Corporation Hereby Adopts The Following Amendment To Change The Name Of The Corporation.
The New Name Of The Corporation Is:

Avondale Education Association, Inc.

**Article Three**

The Amendment Was Duly Adopted By The Following Method (choose one box only):

☐ The amendment was adopted by the incorporators pursuant to O.C.G.A. §14-3-1002.
☐ The amendment was adopted by a sufficient vote of the members of the corporation.
☑ The amendment was adopted by the board of directors: (choose one additional box below)
a) ☑ With member approval
b) ☐ Without member approval as member approval was not required.

**Article Four**

The Date Of The Adoption Of The Amendment Was:

April 30, 2009

**Article Five**

The Undersigned Does Hereby Certify That A Notice To Publish The Filing Of Articles Of Amendment To Change The Corporation's Name Along With The Publication Fee Of $40.00 Has Been Forwarded To The Legal Organ Of The County Of The Registered Office As Required By O.C.G.A. §14-3-1005.1

**IN WITNESS WHEREOF, the undersigned has executed these Articles Of Amendment**

On May 1, 2009
(Date)

Tamara Shipley, Secretary
(Signature And Capacity In Which Signing)

Form CD 110

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

CONTROL NUMBER: 0436827
EFFECTIVE DATE: 06/16/2004
JURISDICTION : GEORGIA
REFERENCE : 0092
PRINT DATE : 06/18/2004
FORM NUMBER : 311

BRIAN M. DEUTSCH, ESQ.
4500 SUNTRUST PLAZA
303 PEACHTREE ST. N.E.
ATLANTA, GA 30308

**CERTIFICATE OF INCORPORATION**

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

**AVONDALE EDUCATIONAL ASSOCIATION, INC.**
**A DOMESTIC NONPROFIT CORPORATION**

has been duly incorporated under the laws of the State of Georgia on the effective date stated above by the filing of articles of incorporation in the Office of the Secretary of State and by the paying of fees as provided by Title 14 of the Official Code of Georgia Annotated.

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

Cathy Cox
Secretary of State

# AVONDALE EDUCATIONAL ASSOCIATION, INC.

## ARTICLES OF INCORPORATION

### ARTICLE I

The name of the corporation is:

AVONDALE EDUCATIONAL ASSOCIATION, INC.

### ARTICLE II

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

### ARTICLE III

The Corporation shall have no members.

### ARTICLE IV

The initial registered office of the Corporation shall be at the law offices of Adam R. Gaslowitz & Associates, LLC, 4500 SunTrust Plaza, 303 Peachtree Street, Atlanta, Georgia 30308, in Fulton County. The initial registered agent of the Corporation at such address shall be: Brian M. Deutsch, Esq.

### ARTICLE V

The name and address of the incorporator is: Jill Joyner Bush, 917 Stratford Road, Avondale Estates, GA 30002.

### ARTICLE VI

The purpose for which the Corporation is formed are the following:

(A) The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue code of 1986, as amended, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue Law).

(B) This Corporation is not organized and shall not be operated for pecuniary gain or profit. No part of the property or net earnings of the Corporation shall inure to the benefit of or be distributable to its directors, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article VI of these Articles. The Corporation shall not carry on propaganda, or otherwise attempt to influence legislation to such extent as would result in loss of its exemption from federal income tax under Section 501(c)(3) of the Internal Revenue code of 1986, as amended, and the Corporation shall not participate in, or intervene in (including publication or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue Law).

## ARTICLE VII

The affairs of the Corporation shall be managed by a Board of Directors. The number of Directors of the Corporation and method of election shall be set out in the bylaws.

## ARTICLE VIII

Upon, the dissolution of the Corporation's affairs, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, distribute, transfer, convey, deliver and pay over all of the assets of the Corporation then remaining in the hands of the Corporation to any other organization qualifying under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, as an exempt organization, to be used exclusively for educational purposes, as described in Article IV of these Articles. In the event that, for any reason, upon dissolution of the Corporation the Board of Directors shall fail to act in the manner herein provided within a reasonable period of time, the Judge of the Superior Court of Fulton County, Georgia shall make such distribution, exclusively upon the application of one or more persons having a real interest in the Corporation or its assets.

## ARTICLE IX

(a) The Corporation shall distribute its income for each taxable year at such time and in such manner as not be become subject to the tax on undistributed income imposed by Section 4942 of the Internal Revenue Code of 1986, as amended (or corresponding provisions of any subsequent federal tax laws).

(b) The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code of 1986, as amended (or corresponding provisions of any subsequent federal tax laws).

(c) The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code of 1986, as amended (or corresponding provisions of any subsequent federal tax laws).

(d) The Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Internal Revenue Code of 1986, as amended (or corresponding provisions of any subsequent federal tax laws).

(e) The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code of 1986, as amended (or corresponding provisions of any subsequent federal tax laws).

## ARTICLE X

(a) Each person who is or was a director or officer of the Corporation, and each person who is or was a director or officer of the Corporation who at the request of the Corporation is serving or has served as an officer, director, partner, joint venturer or trustee of another corporation, partnership, joint venture, trust or other enterprise shall be indemnified by the Corporation against those expenses (including attorneys' fees), judgments, fines and amounts paid in settlement which re allowed to be paid, advanced or reimbursed by the Corporation under the laws of the State of Georgia and which are actually and reasonably incurred in connection with any action, suite, or proceeding, pending or threatened, whether civil, criminal, arbitrative, administrative or investigative, whether formal or informal, in which such person may be involved by reason of his being or having been a director or officer of this Corporation or of such other enterprises. Such indemnification, reimbursement or advance shall be made only in accordance with the laws of the State of Georgia, including the Georgia Nonprofit Corporation Code, subject to the conditions prescribed under such statutory provisions.

(b) In any instance where the laws of the State of Georgia permit indemnification, reimbursement or advances to be provided to person who are or have been an officer or director of the Corporation or who are or have been an officer, director, partner, joint venturer or trustee of any such other enterprise only on a determination that certain specified standards of conduct have been met, that all statutory requirements and procedures have been satisfied, and that upon application for indemnification, reimbursement or advances by any such person the Corporation shall promptly cause such determination to be made in accordance with the statutory procedures of Georgia law.

(c) Nothing in this Article shall be construed as limiting the applicability and scope of Georgia law with respect to indemnification, reimbursement and advances for expenses; further, as a condition to any such right or indemnification, the Corporation may require that it be

permitted to participate in the defense of any such action or proceeding through legal counsel designated by the Corporation and at the expense of the Corporation.

(d) In accordance with the law of the State of Georgia, the Corporation may purchase and maintain insurance on behalf of any such persons whether or not the Corporation would have the power to indemnity such officers and directors against any liability under the laws of the State of Georgia. Any expenses or other amounts that are paid by way of insurance, or by indemnification, reimbursement, or advances of funds other than by court order, action by shareholders, the Corporation shall provide notice of such payment to the shareholders in accordance with the applicable provisions of the laws of the State of Georgia.

**IN WITNESS WHERE**, the undersigned has executed these Articles of Incorporation this 14 day of June, 2004.

Attorney for Incorporator

Avondale Edu/Article Incorp No Mbrs

SECRETARY OF STATE
2004 JUN 16 A 10:11

# 5 YEAR BUDGET PROJECTION

| The Museum School of Avondale Estates | FY2017 | | FY2018 | | FY2019 | | FY2020 | | FY2021 | | FY2022 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Planning Year | % of Total | Year 1 | % of Total | Year 2 | % of Total | Year 3 | % of Total | Year 4 | % of Total | Year 5 | % of Total | |
| **ASSUMPTIONS** | | | | | | | | | | | | | **Notes** |
| Number of Students | | | 564 | | 588 | | 588 | | 588 | | 588 | | SY 2017 student count is 540; full capacity starting SY 2019 |
| Facility Square Footage | 62,700 | | 62,700 | | 62,700 | | 62,700 | | 62,700 | | 62,700 | | Full buildout of facility |
| Number of Full Time Employees | 68 | | 71 | | 72 | | 72 | | 72 | | 72 | | |
| Full Time Employees (eligible for benefits | 68 | | 71 | | 72 | | 72 | | 72 | | 72 | | |
| Number of Administrators | 2 | | 2 | | 2 | | 2 | | 2 | | 2 | | Principal and Assistant Principal |
| Number of Teachers | 26 | | 27 | | 29 | | 29 | | 29 | | 29 | | Classroom Teachers |
| Number of Other Instructional Staff | 37 | | 37 | | 38 | | 38 | | 38 | | 38 | | |
| Number of Clerical Staff | 4 | | 4 | | 4 | | 4 | | 4 | | 4 | | Business Mgr, Registrar, Museum Liason, Admin. Assistant |
| Number of Maintenance Staff | 3 | | 3 | | 3 | | 3 | | 3 | | 3 | | 3 full-time Custodians |
| Number of Food Service Staff | 1 | | 1 | | 1 | | 1 | | 1 | | 1 | | Use 3rd party Lunch Provider |
| Student Teacher Ratio | | | 20.88888889 | | 20.27586207 | | 20.27586207 | | 20.27586207 | | 20.27586207 | | # Students / # Teachers only (excludes all other Instructional Staff) |
| Revenue Per Pupil (State and/or Local) | | | $8,900 | | $8,989 | | $9,079 | | $9,170 | | $9,261 | | Based on actual 2016-17 funding with conservative 1% increase each year |
| Average Teacher Salary | $48,500 | | $49,955 | | $51,454 | | $52,997 | | $54,587 | | $56,225 | | Based on actual 2016-17 with 3% increase each year |
| **REVENUES** | | | | | | | | | | | | | |
| State and/or Local Revenue (Rev Per Pupi | $0 | 0.0% | $5,019,600 | 99.5% | $5,285,532 | 99.6% | $5,338,387 | 99.6% | $5,391,771 | 99.6% | $5,445,689 | 99.7% | |
| 3% District Administrative Fee (Explain an | $0 | 0.0% | ($150,588) | -3.0% | ($158,566) | -3.0% | ($160,152) | -3.0% | ($161,753) | -3.0% | ($163,371) | -3.0% | |
| Meal Fees | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| Planning Year QBE (less 3% fee) - existing | $4,700,000 | 96.4% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| Federal School Lunch Funding | $23,100 | 0.5% | $24,255 | 0.5% | $25,500 | 0.5% | $25,500 | 0.5% | $25,500 | 0.5% | $25,500 | 0.5% | Increased over actual 2015-16 based on student growth |
| Student Lunch Payments | $40,425 | 0.8% | $42,500 | 0.8% | $44,000 | 0.8% | $44,000 | 0.8% | $44,000 | 0.8% | $44,000 | 0.8% | Lunch Payments and Federal Lunch Funding offset Food Service Expenses |
| Before/After-School Revenue | $10,500 | 0.2% | $11,025 | 0.2% | $11,500 | 0.2% | $11,500 | 0.2% | $11,500 | 0.2% | $11,500 | 0.2% | 3rd Party After School program |
| Annual Auction | $100,000 | 2.1% | $100,000 | 2.0% | $100,000 | 1.9% | $100,000 | 1.9% | $100,000 | 1.8% | $100,000 | 1.8% | Annual Silent Auction |
| | | 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** | **$4,874,025** | | **$5,046,792** | | **$5,307,966** | | **$5,359,236** | | **$5,411,018** | | **$5,463,318** | | |
| **EXPENSES** | | | | | | | | | | | | | |
| **PERSONNEL** | | | | | | | | | | | | | |
| Principal | $102,190 | 2.2% | $104,234 | 2.1% | $106,318 | 2.1% | $108,445 | 2.1% | $110,614 | 2.1% | $112,826 | 2.1% | 2% increase annually |
| Social Services (Social Worker/Counselor/ | $299,970 | 6.5% | $305,969 | 6.3% | $312,089 | 6.1% | $315,210 | 6.1% | $318,362 | 6.0% | $321,545 | 6.0% | Instructional Assistants |
| Technology Support | $37,500 | 0.8% | $38,250 | 0.8% | $39,015 | 0.8% | $39,795 | 0.8% | $40,591 | 0.8% | $41,403 | 0.8% | IT Support |
| Teachers | $1,261,000 | 27.3% | $1,348,785 | 27.7% | $1,492,156 | 29.3% | $1,536,921 | 29.5% | $1,583,028 | 29.9% | $1,630,519 | 30.2% | Classroom Teachers |
| Arts/PE/Comp Sci | $470,680 | 10.2% | $480,094 | 9.9% | $489,695 | 9.6% | $494,592 | 9.5% | $499,538 | 9.4% | $504,534 | 9.4% | Exploratory Teachers |
| Athletics/Extracurricular Coaches | $13,500 | 0.3% | $13,770 | 0.3% | $14,045 | 0.3% | $14,326 | 0.3% | $14,613 | 0.3% | $14,905 | 0.3% | Middle School Sports |
| Guidance Counselor | $47,300 | 1.0% | $48,246 | 1.0% | $49,211 | 1.0% | $50,195 | 1.0% | $51,199 | 1.0% | $52,223 | 1.0% | Full-time Counselor |
| Special Education Teacher | $718,050 | 15.6% | $732,411 | 15.1% | $747,059 | 14.6% | $762,000 | 14.6% | $769,620 | 14.5% | $777,317 | 14.4% | Includes all ESE and Support Staff |
| Office Manager | $72,700 | 1.6% | $74,154 | 1.5% | $75,637 | 1.5% | $77,150 | 1.5% | $78,693 | 1.5% | $80,267 | 1.5% | Assistant Principal |
| Office Assistant | $81,450 | 1.8% | $83,079 | 1.7% | $84,741 | 1.7% | $86,435 | 1.7% | $88,164 | 1.7% | $89,927 | 1.7% | Museum Liasion, Admin Assistant and Registrar |
| Business manager | $49,700 | 1.1% | $50,694 | 1.0% | $51,708 | 1.0% | $52,742 | 1.0% | $53,797 | 1.0% | $54,873 | 1.0% | Business manager |
| Maintenance | $84,456 | 1.8% | $86,145 | 1.8% | $87,868 | 1.7% | $89,625 | 1.7% | $90,522 | 1.7% | $91,427 | 1.7% | Campus Engineer & 3 full-time Custodians |
| Food Service | $20,720 | 0.4% | $21,134 | 0.4% | $21,557 | 0.4% | $21,988 | 0.4% | $22,428 | 0.4% | $22,877 | 0.4% | Nutrition Coordinator |
| Retirement Benefits | $433,290 | 9.4% | $542,571 | 11.2% | $572,988 | 11.2% | $585,608 | 11.2% | $597,262 | 11.3% | $609,200 | 11.3% | Teachers Retirement - assumes 16.81% beginning 2017-18 |
| Health Benefits | $241,000 | 5.2% | $245,820 | 5.1% | $250,736 | 4.9% | $255,751 | 4.9% | $260,866 | 4.9% | $266,083 | 4.9% | Employer portion of Medical and dental; ER paid disability & life |
| FICA | $46,390 | 1.0% | $47,318 | 1.0% | $48,264 | 0.9% | $49,229 | 0.9% | $50,214 | 0.9% | $51,218 | 0.9% | Medicare & SS for Custodial staff |
| Other Payroll Expenses/Taxes | $21,300 | 0.5% | $21,726 | 0.4% | $22,161 | 0.4% | $22,604 | 0.4% | $23,056 | 0.4% | $23,517 | 0.4% | Workers Comp Insurance & Unemployment |
| | | 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** | **$4,001,196** | **86.8%** | **$4,244,400** | **87.3%** | **$4,465,249** | **87.6%** | **$4,562,618** | **87.6%** | **$4,652,567** | **87.9%** | **$4,744,660** | **88.0%** | |
| **INSTRUCTION** | | | | | | | | | | | | | |
| Textbooks | $31,500 | 0.7% | $32,000 | 0.7% | $33,600 | 0.7% | $35,280 | 0.7% | $37,397 | 0.7% | $39,641 | 0.7% | Student Portfolios, Travel Journals, IXL, and additional supplies based on current expenses |
| Classroom Supplies | $44,000 | 1.0% | $44,900 | 0.9% | $45,800 | 0.9% | $48,000 | 0.9% | $50,000 | 0.9% | $52,000 | 1.0% | General Supplies & $900/classroom (class & unit supplies) |
| Computers | $10,000 | 0.2% | $10,000 | 0.2% | $10,000 | 0.2% | $10,000 | 0.2% | $5,000 | 0.1% | $5,000 | 0.1% | 1st 3 years - adding classroom of computers (24 @ $300) and ongoing upgrades |
| Software | $12,000 | 0.3% | $12,600 | 0.3% | $13,200 | 0.3% | $13,200 | 0.3% | $13,200 | 0.2% | $13,200 | 0.2% | Renzuli for School; License and apps for classrooms |
| Field Trips | $1,500 | 0.0% | $2,000 | 0.0% | $2,100 | 0.0% | $2,100 | 0.0% | $2,100 | 0.0% | $2,100 | 0.0% | Field Day; 5th and 8th Grade |
| Instructional Equipment | $108,000 | 2.3% | $110,000 | 2.3% | $112,000 | 2.2% | $112,000 | 2.2% | $112,000 | 2.1% | $112,000 | 2.1% | Expeditions |
| Library and Media Center | $10,000 | 0.2% | $10,000 | 0.2% | $10,000 | 0.2% | $10,000 | 0.2% | $10,000 | 0.2% | $10,000 | 0.2% | Additional media center books |
| Student Assessment | $12,500 | 0.3% | $13,125 | 0.3% | $13,700 | 0.3% | $13,500 | 0.3% | $13,500 | 0.3% | $13,500 | 0.3% | MAP ($15/student) and CRCT prep (3-8 @$12/student) |
| Classroom Furniture | $10,000 | 0.2% | $5,000 | 0.1% | $4,000 | 0.1% | $3,000 | 0.1% | $3,000 | 0.1% | $3,000 | 0.1% | Replacement starting in Yr. 3; adding a classroom Yrs0-2 |
| PE Equipment | $2,500 | 0.1% | $2,600 | 0.1% | $2,700 | 0.1% | $2,700 | 0.1% | $2,700 | 0.1% | $2,700 | 0.1% | Annual Health and PE supplies based on current expenses |
| Art Supplies | $2,500 | 0.1% | $2,600 | 0.1% | $2,700 | 0.1% | $2,700 | 0.1% | $2,700 | 0.1% | $2,700 | 0.1% | Annual Art supplies based on current expenses |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| **Total Instruction** | **$244,500** | **5.3%** | **$244,825** | **5.0%** | **$249,800** | **4.9%** | **$252,480** | **4.8%** | **$251,597** | **4.8%** | **$255,841** | **4.7%** | |
| **SERVICES & SUPPLIES** | | | | | | | | | | | | | |
| Student Uniforms | $0 | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| Athletic Program | $7,500 | 0.2% | $7,800 | 0.2% | $8,000 | 0.2% | $8,000 | 0.2% | $8,000 | 0.2% | $8,000 | 0.1% | 9 sports teams, uniforms and fees |
| Office Supplies | $9,600 | 0.2% | $9,600 | 0.2% | $9,800 | 0.2% | $9,800 | 0.2% | $9,800 | 0.2% | $9,800 | 0.2% | Annual supplies based on current expenses |
| Office Furniture | $2,000 | 0.0% | $500 | 0.0% | $500 | 0.0% | $500 | 0.0% | $500 | 0.0% | $500 | 0.0% | Additional file cabinets for expanding records |
| Office Computers & Software | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | Maintaining front office computers, printers and supplies |
| Printing and Copy Services | $15,000 | 0.3% | $15,000 | 0.3% | $15,700 | 0.3% | $15,700 | 0.3% | $15,700 | 0.3% | $15,700 | 0.3% | Lease of 3 copiers and associated expenses |
| Postage and Shipping | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| Bookkeeping | $1,700 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | Annual Support for QuickBooks and Volunteer Software |
| Audit | $9,500 | 0.2% | $9,700 | 0.2% | $9,900 | 0.2% | $10,000 | 0.2% | $10,100 | 0.2% | $10,200 | 0.2% | Annual ccountant's Audit |
| Payroll Services | $8,550 | 0.2% | $8,900 | 0.2% | $9,100 | 0.2% | $9,100 | 0.2% | $9,100 | 0.2% | $9,100 | 0.2% | 3rd Party expense for biweekly payroll, tax filing and W2 prep |
| Banking Fees | $1,800 | 0.0% | $2,000 | 0.0% | $2,100 | 0.0% | $2,200 | 0.0% | $2,300 | 0.0% | $2,400 | 0.0% | On-going fees for receiving lunch payments and misc. fees |
| Legal Services | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | Annual retainer |
| Liability & Property Insurance | $24,500 | 0.5% | $25,500 | 0.5% | $26,500 | 0.5% | $26,500 | 0.5% | $26,500 | 0.5% | $26,500 | 0.5% | Insurance expenses based on current coverage |
| Staff Development | $30,000 | 0.7% | $31,500 | 0.6% | $32,000 | 0.6% | $32,000 | 0.6% | $32,000 | 0.6% | $32,000 | 0.6% | Annual Summer Institute, New Hire Orientation and on-going training |
| Special Education | $4,500 | 0.1% | $4,725 | 0.1% | $5,000 | 0.1% | $5,000 | 0.1% | $5,000 | 0.1% | $5,000 | 0.1% | Additional resources including Gifted Testing |
| Health Services | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| Staff Recruitment | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | Job fairs and job postings |
| Student Recruitment | $4,000 | 0.1% | $4,000 | 0.1% | $4,000 | 0.1% | $4,000 | 0.1% | $4,000 | 0.1% | $4,000 | 0.1% | Information for entire attendence zone |
| Tech Support | $10,000 | 0.2% | $10,500 | 0.2% | $11,000 | 0.2% | $11,000 | 0.2% | $11,000 | 0.2% | $11,000 | 0.2% | |
| Phone/Internet Service | $7,200 | 0.2% | $7,200 | 0.1% | $7,600 | 0.1% | $7,600 | 0.1% | $7,600 | 0.1% | $7,600 | 0.1% | Phone and Internet projected from current expenses |
| Food Service | $63,525 | 1.4% | $65,000 | 1.3% | $69,500 | 1.4% | $69,500 | 1.3% | $69,500 | 1.3% | $69,500 | 1.3% | Offset of Food Services Revenue |
| Transportation | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| Health Supplies | $500 | 0.0% | $550 | 0.0% | $550 | 0.0% | $550 | 0.0% | $550 | 0.0% | $550 | 0.0% | Supplies for first aid |
| Pest Control | $3,000 | 0.1% | $3,000 | 0.1% | $3,000 | 0.1% | $3,000 | 0.1% | $3,000 | 0.1% | $3,000 | 0.1% | Monthly treatments & annual termite inspection |
| Janitorial Supplies & Services | $13,000 | 0.3% | $13,650 | 0.3% | $14,333 | 0.3% | $20,000 | 0.4% | $20,000 | 0.4% | $20,000 | 0.4% | Annual Floor Buffing @$10,000 and ongoing monthly cleaning supplies |
| Waste Disposal | $2,400 | 0.1% | $2,500 | 0.1% | $2,500 | 0.0% | $2,500 | 0.0% | $2,500 | 0.0% | $2,500 | 0.0% | Waste disposal projected from current expenses |
| Marketing | $7,500 | 0.2% | $7,500 | 0.2% | $7,500 | 0.1% | $7,500 | 0.1% | $7,500 | 0.1% | $7,500 | 0.1% | Website maintenance |
| Board Training | $8,000 | 0.2% | $8,400 | 0.2% | $8,820 | 0.2% | $9,000 | 0.2% | $9,000 | 0.2% | $9,000 | 0.2% | Board Development |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| **Total Services & Supplies** | **$236,775** | **5.1%** | **$242,025** | **5.0%** | **$251,903** | **4.9%** | **$257,950** | **5.0%** | **$258,150** | **4.9%** | **$258,350** | **4.8%** | |
| **FACILITIES** | | | | | | | | | | | | | |
| Rent/Lease/Mortgage | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| Grounds Maintenance | $12,200 | 0.3% | $12,200 | 0.3% | $12,500 | 0.2% | $12,500 | 0.2% | $12,500 | 0.2% | $12,500 | 0.2% | Monthly maintenance |
| Maintenance & Repair | $13,000 | 0.3% | $13,650 | 0.3% | $14,000 | 0.3% | $14,000 | 0.3% | $14,000 | 0.3% | $14,000 | 0.3% | Ongoing Maint and annual contracts (Elevator, HVAC, etc) |
| Utilities | $103,000 | 2.2% | $105,000 | 2.2% | $105,000 | 2.1% | $105,000 | 2.0% | $105,000 | 2.0% | $105,000 | 1.9% | Power, Gas and Water projected from current actual expenses |
| Fire Safety and Compliance | $1,500 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | Annual Fire inspection |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| **Total Facilities** | **$129,700** | **2.8%** | **$132,350** | **2.7%** | **$133,000** | **2.6%** | **$133,000** | **2.6%** | **$133,000** | **2.5%** | **$133,000** | **2.5%** | |
| **Total Expenses** | **$4,612,171** | | **$4,863,600** | | **$5,099,951** | | **$5,206,048** | | **$5,295,314** | | **$5,391,851** | | |
| | | | | | | | | | | | | | |
| Contingency Fund | $141,000 | | $150,588 | | $158,566 | | $106,768 | | $53,918 | | $54,457 | | 3% thru year 2; 2% yaer 3; 1% year 4-5 |
| | | | | | | | | | | | | | |
| **Surplus (Deficit)** | **$120,854** | | **$32,604** | | **$49,449** | | **$46,420** | | **$61,787** | | **$17,010** | | |
| **Cash Balance** | | | | | | | | | | | | | |
| **Beginning Cash (Renewals, conversions,** | **$390,000** | | **$510,854** | | **$543,458** | | **$592,907** | | **$639,327** | | **$701,114** | | |
| **Net Surplus (Deficit)** | **$120,854** | | **$32,604** | | **$49,449** | | **$46,420** | | **$61,787** | | **$17,010** | | |
| **Ending Cash** | **$510,854** | | **$543,458** | | **$592,907** | | **$639,327** | | **$701,114** | | **$718,124** | | |

# CASH FLOW PROJECTIONS-YEAR 0/Planning Year

| The Museum School of Avondale Estates | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | March | April | May | June | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **(A) BEGINNING CASH** | $390,000 | $405,000 | $395,201 | $410,907 | $423,314 | $387,270 | $401,977 | $408,884 | $423,340 | $438,797 | $454,503 | $470,679 | |
| **Cash Receipts:** | | | | | | | | | | | | | |
| Per Pupil Revenue (local and state share), net LEA Admin fee | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| | | | | | | | | | | | | | $0 |
| Planning Year QBE (less 3% fee) - existing School | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $4,700,000 |
| Federal School Lunch Funding | | $2,310 | $2,310 | $2,310 | $2,310 | $2,310 | $2,310 | $2,310 | $2,310 | $2,310 | $2,310 | | $23,100 |
| Student Lunch Payments | | $4,043 | $4,043 | $4,043 | $4,043 | $4,043 | $4,043 | $4,043 | $4,043 | $4,043 | $4,043 | | $40,425 |
| Before/After-School Revenue | | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | | $10,500 |
| Annual Auction | | | | | $100,000 | | | | | | | | $100,000 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **(B) Total Receipts** | **$391,667** | **$399,069** | **$399,069** | **$399,069** | **$499,069** | **$399,069** | **$399,069** | **$399,069** | **$399,069** | **$399,069** | **$399,069** | **$391,667** | **$4,874,025** |
| **Cash Disbursements:** | | | | | | | | | | | | | |
| **PERSONNEL** | | | | | | | | | | | | | |
| Principal | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $102,190 |
| Social Services (Social Worker/Counselor/Nurse) | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $299,970 |
| Technology Support | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $37,500 |
| Teachers | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $1,261,000 |
| Arts/PE/Comp Sci | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $470,680 |
| Athletics/Extracurricular Coaches | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $13,500 |
| Guidance Counselor | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $47,300 |
| Special Education Teacher | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $718,050 |
| Office Manager | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $72,700 |
| Office Assistant | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $81,450 |
| Business manager | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $49,700 |
| Maintenance | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $84,456 |
| Food Service | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $20,720 |
| Retirement Benefits | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $433,290 |
| Health Benefits | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $241,000 |
| FICA | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $46,390 |
| Other Payroll Expenses/Taxes | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $21,300 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Personnel** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$4,001,196** |
| **INSTRUCTION** | | | | | | | | | | | | | |
| Textbooks | $7,875 | $7,875 | $1,969 | $1,969 | $1,969 | $1,969 | $1,969 | $1,969 | $1,969 | $1,969 | | | $31,500 |
| Classroom Supplies | $6,000 | $11,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | | $44,000 |
| Computers | $3,300 | $3,300 | | | | | $3,400 | | | | | | $10,000 |
| Software | | $1,200 | $1,200 | $1,200 | $1,200 | $1,200 | $1,200 | $1,200 | $1,200 | $1,200 | $1,200 | | $12,000 |
| Field Trips | | | | | | | | | | | $1,500 | | $1,500 |
| Instructional Equipment | | $10,800 | $10,800 | $10,800 | $10,800 | $10,800 | $10,800 | $10,800 | $10,800 | $10,800 | $10,800 | | $108,000 |
| Library and Media Center | | $3,300 | | $3,300 | | | $3,400 | | | | | | $10,000 |
| Student Assessment | | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | | $12,500 |
| Classroom Furniture | $5,000 | $5,000 | | | | | | | | | | | $10,000 |
| PE Equipment | | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | | $2,500 |
| Art Supplies | | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | | $2,500 |
| | | | | | | | | | | | | | $0 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | $0 |
| **Total Instruction** | **$22,175** | **$44,225** | **$18,719** | **$22,019** | **$18,719** | **$18,719** | **$25,519** | **$18,719** | **$18,719** | **$18,719** | **$18,250** | **$0** | **$244,500** |
| | | | | | | | | | | | | | |
| **SERVICES & SUPPLIES** | | | | | | | | | | | | | |
| Student Uniforms | | | | | | | | | | | | | $0 |
| Athletic Program | | $750 | $750 | $750 | $750 | $750 | $750 | $750 | $750 | $750 | $750 | | $7,500 |
| Office Supplies | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $9,600 |
| Office Furniture | $2,000 | | | | | | | | | | | | $2,000 |
| Office Computers & Software | $1,000 | | | | | | | | | | | | $1,000 |
| Printing and Copy Services | $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 |
| Postage and Shipping | | | | | | | | | | | | | $0 |
| Bookkeeping | $142 | $142 | $142 | $142 | $142 | $142 | $142 | $142 | $142 | $142 | $142 | $142 | $1,700 |
| Audit | | | | | $9,500 | | | | | | | | $9,500 |
| Payroll Services | $650 | $650 | $650 | $650 | $650 | $650 | $1,400 | $650 | $650 | $650 | $650 | $650 | $8,550 |
| Banking Fees | $150 | $150 | $150 | $150 | $150 | $150 | $150 | $150 | $150 | $150 | $150 | $150 | $1,800 |
| Legal Services | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $1,000 |
| Liability & Property Insurance | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $24,500 |
| Staff Development | | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | | $30,000 |
| Special Education | | $450 | $450 | $450 | $450 | $450 | $450 | $450 | $450 | $450 | $450 | | $4,500 |
| Health Services | | | | | | | | | | | | | $0 |
| Staff Recruitment | | | | | $250 | | $250 | $250 | $250 | | | | $1,000 |
| Student Recruitment | | | | | $1,000 | $1,000 | $1,000 | $1,000 | | | | | $4,000 |
| Tech Support | | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | | $10,000 |
| Phone/Internet Service | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $7,200 |
| Food Service | | $6,353 | $6,353 | $6,353 | $6,353 | $6,353 | $6,353 | $6,353 | $6,353 | $6,353 | $6,353 | | $63,525 |
| Transportation | | | | | | | | | | | | | $0 |
| Health Supplies | | $50 | $50 | $50 | $50 | $50 | $50 | $50 | $50 | $50 | $50 | | $500 |
| Pest Control | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $3,000 |
| Janitorial Supplies & Services | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $13,000 |
| Waste Disposal | $200 | $200 | $200 | $200 | $200 | $200 | $200 | $200 | $200 | $200 | $200 | $200 | $2,400 |
| Marketing | | $750 | $750 | $750 | $750 | $750 | $750 | $750 | $750 | $750 | $750 | | $7,500 |
| Board Training | | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | | $8,000 |
| | | | | | | | | | | | | | $0 |
| **Total Services & Supplies** | **$10,250** | **$20,403** | **$20,403** | **$20,403** | **$31,153** | **$21,403** | **$22,403** | **$21,653** | **$20,653** | **$20,403** | **$20,403** | **$7,250** | **$236,775** |
| | | | | | | | | | | | | | |
| **FACILITIES** | | | | | | | | | | | | | |
| Rent/Lease/Mortgage | | | | | | | | | | | | | $0 |
| Grounds Maintenance | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $12,200 |
| Maintenance & Repair | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $13,000 |
| Utilities | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $103,000 |
| Fire Safety and Compliance | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $1,500 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Facilities** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$129,700** |
| | | | | | | | | | | | | | |
| **(C) TOTAL DISPURSEMENTS** | **$376,666** | **$408,869** | **$383,363** | **$386,663** | **$394,113** | **$384,363** | **$392,163** | **$384,613** | **$383,613** | **$383,363** | **$382,894** | **$351,491** | **$4,612,171** |
| | | | | | | | | | | | | | |
| CONTINGENCY FUND | | | | | $141,000 | | | | | | | | $141,000 |
| | | | | | | | | | | | | | |
| **(D) NET REVENUE** | **$15,000** | **($9,800)** | **$15,707** | **$12,407** | **($36,043)** | **$14,707** | **$6,907** | **$14,457** | **$15,457** | **$15,707** | **$16,175** | **$40,175** | **$120,854** |
| | | | | | | | | | | | | | |
| **ENDING CASH (A+D)** | **$405,000** | **$395,201** | **$410,907** | **$423,314** | **$387,270** | **$401,977** | **$408,884** | **$423,340** | **$438,797** | **$454,503** | **$470,679** | **$510,854** | |

# CASH FLOW PROJECTIONS-YEAR 1

| The Museum School of Avondale Estates | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | March | April | May | June | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **(A) BEGINNING CASH** | $510,854 | $519,593 | $495,718 | $506,426 | $517,135 | $463,005 | $472,714 | $474,272 | $483,731 | $494,189 | $504,898 | $513,606 | |
| **Cash Receipts:** | | | | | | | | | | | | | |
| Per Pupil Revenue (local and state share), net LEA Admin fee | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $4,869,012 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| Federal School Lunch Funding | | $2,426 | $2,426 | $2,426 | $2,426 | $2,426 | $2,426 | $2,426 | $2,426 | $2,426 | $2,426 | | $24,255 |
| Student Lunch Payments | | $4,250 | $4,250 | $4,250 | $4,250 | $4,250 | $4,250 | $4,250 | $4,250 | $4,250 | $4,250 | | $42,500 |
| Before/After-School Revenue | | $1,103 | $1,103 | $1,103 | $1,103 | $1,103 | $1,103 | $1,103 | $1,103 | $1,103 | $1,103 | | $11,025 |
| Annual Auction | | | | | $100,000 | | | | | | | | $100,000 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **(B) Total Receipts** | **$405,751** | **$413,529** | **$413,529** | **$413,529** | **$513,529** | **$413,529** | **$413,529** | **$413,529** | **$413,529** | **$413,529** | **$413,529** | **$405,751** | **$5,046,792** |
| **Cash Disbursements:** | | | | | | | | | | | | | |
| **PERSONNEL** | | | | | | | | | | | | | |
| Principal | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $104,234 |
| Social Services (Social Worker/Counselor/Nurse) | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $305,969 |
| Technology Support | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $38,250 |
| Teachers | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $1,348,785 |
| Arts/PE/Comp Sci | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $480,094 |
| Athletics/Extracurricular Coaches | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $13,770 |
| Guidance Counselor | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $48,246 |
| Special Education Teacher | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $732,411 |
| Office Manager | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $74,154 |
| Office Assistant | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $83,079 |
| Business manager | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $50,694 |
| Maintenance | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $86,145 |
| Food Service | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $21,134 |
| Retirement Benefits | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $542,571 |
| Health Benefits | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $245,820 |
| FICA | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $47,318 |
| Other Payroll Expenses/Taxes | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $21,726 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Personnel** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$4,244,400** |
| **INSTRUCTION** | | | | | | | | | | | | | |
| Textbooks | $9,600 | $13,400 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | | $32,000 |
| Classroom Supplies | | $11,225 | $3,742 | $3,742 | $3,742 | $3,742 | $3,742 | $3,742 | $3,742 | $3,742 | $3,742 | | $44,900 |
| Computers | $3,300 | $3,300 | | | | | $3,400 | | | | | | $10,000 |
| Software | | $6,300 | $700 | $700 | $700 | $700 | $700 | $700 | $700 | $700 | $700 | | $12,600 |
| Field Trips | | | | | | | | | | | $2,000 | | $2,000 |
| Instructional Equipment | | $11,000 | $11,000 | $11,000 | $11,000 | $11,000 | $11,000 | $11,000 | $11,000 | $11,000 | $11,000 | | $110,000 |
| Library and Media Center | | $3,300 | | | $3,300 | | $3,400 | | | | | | $10,000 |
| Student Assessment | | $1,313 | $1,313 | $1,313 | $1,313 | $1,313 | $1,313 | $1,313 | $1,313 | $1,313 | $1,313 | | $13,125 |
| Classroom Furniture | $2,500 | $2,500 | | | | | | | | | | | $5,000 |
| PE Equipment | | $260 | $260 | $260 | $260 | $260 | $260 | $260 | $260 | $260 | $260 | | $2,600 |
| Art Supplies | | $260 | $260 | $260 | $260 | $260 | $260 | $260 | $260 | $260 | $260 | | $2,600 |
| | | | | | | | | | | | | | $0 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | $0 |
| **Total Instruction** | **$15,400** | **$52,858** | **$18,274** | **$18,274** | **$21,574** | **$18,274** | **$25,074** | **$18,274** | **$18,274** | **$18,274** | **$20,274** | **$0** | **$244,825** |
| | | | | | | | | | | | | | |
| **SERVICES & SUPPLIES** | | | | | | | | | | | | | |
| Student Uniforms | | | | | | | | | | | | | $0 |
| Athletic Program | | $780 | $780 | $780 | $780 | $780 | $780 | $780 | $780 | $780 | $780 | | $7,800 |
| Office Supplies | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $9,600 |
| Office Furniture | $500 | | | | | | | | | | | | $500 |
| Office Computers & Software | $1,000 | | | | | | | | | | | | $1,000 |
| Printing and Copy Services | $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 |
| Postage and Shipping | | | | | | | | | | | | | $0 |
| Bookkeeping | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $1,500 |
| Audit | | | | | $9,700 | | | | | | | | $9,700 |
| Payroll Services | $650 | $650 | $650 | $650 | $650 | $650 | $1,750 | $650 | $650 | $650 | $650 | $650 | $8,900 |
| Banking Fees | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $2,000 |
| Legal Services | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $1,000 |
| Liability & Property Insurance | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $25,500 |
| Staff Development | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $31,500 |
| Special Education | | $473 | $473 | $473 | $473 | $473 | $473 | $473 | $473 | $473 | $473 | | $4,725 |
| Health Services | | | | | | | | | | | | | $0 |
| Staff Recruitment | | | | | $250 | | $250 | $250 | $250 | | | | $1,000 |
| Student Recruitment | | | | | $1,000 | $1,000 | $1,000 | $1,000 | | | | | $4,000 |
| Tech Support | $875 | $875 | $875 | $875 | $875 | $875 | $875 | $875 | $875 | $875 | $875 | $875 | $10,500 |
| Phone/Internet Service | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $7,200 |
| Food Service | | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | | $65,000 |
| Transportation | | | | | | | | | | | | | $0 |
| Health Supplies | | $55 | $55 | $55 | $55 | $55 | $55 | $55 | $55 | $55 | $55 | | $550 |
| Pest Control | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $3,000 |
| Janitorial Supplies & Services | $5,000 | $786 | $786 | $786 | $786 | $786 | $786 | $786 | $786 | $786 | $786 | $786 | $13,650 |
| Waste Disposal | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $2,500 |
| Marketing | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $7,500 |
| Board Training | | $840 | $840 | $840 | $840 | $840 | $840 | $840 | $840 | $840 | $840 | | $8,400 |
| | | | | | | | | | | | | | $0 |
| **Total Services & Supplies** | **$16,883** | **$19,817** | **$19,817** | **$19,817** | **$30,767** | **$20,817** | **$22,167** | **$21,067** | **$20,067** | **$19,817** | **$19,817** | **$11,170** | **$242,025** |
| | | | | | | | | | | | | | |
| **FACILITIES** | | | | | | | | | | | | | |
| Rent/Lease/Mortgage | | | | | | | | | | | | | $0 |
| Grounds Maintenance | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $12,200 |
| Maintenance & Repair | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $13,650 |
| Utilities | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $105,000 |
| Fire Safety and Compliance | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $1,500 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Facilities** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$132,350** |
| | | | | | | | | | | | | | |
| **(C) TOTAL DISPURSEMENTS** | **$397,012** | **$437,404** | **$402,821** | **$402,821** | **$417,071** | **$403,821** | **$411,971** | **$404,071** | **$403,071** | **$402,821** | **$404,821** | **$375,899** | **$4,863,600** |
| | | | | | | | | | | | | | |
| CONTINGENCY FUND | | | | | $150,588 | | | | | | | | **$150,588** |
| | | | | | | | | | | | | | |
| **(D) NET REVENUE (B-C)** | **$8,739** | **($23,875)** | **$10,708** | **$10,708** | **($54,130)** | **$9,708** | **$1,558** | **$9,458** | **$10,458** | **$10,708** | **$8,708** | **$29,852** | **$32,604** |
| | | | | | | | | | | | | | |
| **ENDING CASH (A+D)** | **$519,593** | **$495,718** | **$506,426** | **$517,135** | **$463,005** | **$472,714** | **$474,272** | **$483,731** | **$494,189** | **$504,898** | **$513,606** | **$543,458** | |

# CASH FLOW PROJECTIONS-YEAR 2

| The Museum School of Avondale Estates | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | March | April | May | June | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **(A) BEGINNING CASH** | $543,458 | $554,971 | $532,599 | $545,347 | $558,094 | $497,826 | $509,574 | $512,972 | $524,469 | $536,967 | $549,715 | $560,362 | |
| **Cash Receipts:** | | | | | | | | | | | | | |
| Per Pupil Revenue (local and state share), net LEA Admin fee | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $5,126,966 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| Federal School Lunch Funding | | $2,550 | $2,550 | $2,550 | $2,550 | $2,550 | $2,550 | $2,550 | $2,550 | $2,550 | $2,550 | | $25,500 |
| Student Lunch Payments | | $4,400 | $4,400 | $4,400 | $4,400 | $4,400 | $4,400 | $4,400 | $4,400 | $4,400 | $4,400 | | $44,000 |
| Before/After-School Revenue | | $1,150 | $1,150 | $1,150 | $1,150 | $1,150 | $1,150 | $1,150 | $1,150 | $1,150 | $1,150 | | $11,500 |
| Annual Auction | | | | | $100,000 | | | | | | | | $100,000 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **(B) Total Receipts** | **$427,247** | **$435,347** | **$435,347** | **$435,347** | **$535,347** | **$435,347** | **$435,347** | **$435,347** | **$435,347** | **$435,347** | **$435,347** | **$427,247** | **$5,307,966** |
| **Cash Disbursements:** | | | | | | | | | | | | | |
| **PERSONNEL** | | | | | | | | | | | | | |
| Principal | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $106,318 |
| Social Services (Social Worker/Counselor/Nurse) | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $312,089 |
| Technology Support | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $39,015 |
| Teachers | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $1,492,156 |
| Arts/PE/Comp Sci | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $489,695 |
| Athletics/Extracurricular Coaches | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $14,045 |
| Guidance Counselor | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $49,211 |
| Special Education Teacher | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $747,059 |
| Office Manager | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $75,637 |
| Office Assistant | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $84,741 |
| Business manager | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $51,708 |
| Maintenance | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $87,868 |
| Food Service | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $21,557 |
| Retirement Benefits | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $572,988 |
| Health Benefits | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $250,736 |
| FICA | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $48,264 |
| Other Payroll Expenses/Taxes | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $22,161 |
| | $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** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$4,465,249** |
| **INSTRUCTION** | | | | | | | | | | | | | |
| Textbooks | $10,080 | $14,070 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | | $33,600 |
| Classroom Supplies | | $11,450 | $3,817 | $3,817 | $3,817 | $3,817 | $3,817 | $3,817 | $3,817 | $3,817 | $3,817 | | $45,800 |
| Computers | $3,300 | $3,300 | | | | | $3,400 | | | | | | $10,000 |
| Software | | $6,600 | $733 | $733 | $733 | $733 | $733 | $733 | $733 | $733 | $733 | | $13,200 |
| Field Trips | | | | | | | | | | | $2,100 | | $2,100 |
| Instructional Equipment | | $11,200 | $11,200 | $11,200 | $11,200 | $11,200 | $11,200 | $11,200 | $11,200 | $11,200 | $11,200 | | $112,000 |
| Library and Media Center | | $3,300 | | | $3,300 | | $3,400 | | | | | | $10,000 |
| Student Assessment | | $1,370 | $1,370 | $1,370 | $1,370 | $1,370 | $1,370 | $1,370 | $1,370 | $1,370 | $1,370 | | $13,700 |
| Classroom Furniture | $2,000 | $2,000 | | | | | | | | | | | $4,000 |
| PE Equipment | | $270 | $270 | $270 | $270 | $270 | $270 | $270 | $270 | $270 | $270 | | $2,700 |
| Art Supplies | | $270 | $270 | $270 | $270 | $270 | $270 | $270 | $270 | $270 | $270 | | $2,700 |
| work study | | | | | | | | | | | | | $0 |
| Out of state field study | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Instruction** | **$15,380** | **$53,830** | **$18,710** | **$18,710** | **$22,010** | **$18,710** | **$25,510** | **$18,710** | **$18,710** | **$18,710** | **$20,810** | **$0** | **$249,800** |
| **SERVICES & SUPPLIES** | | | | | | | | | | | | | |
| Student Uniforms | | | | | | | | | | | | | $0 |
| Athletic Program | | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | | $8,000 |
| Office Supplies | $817 | $817 | $817 | $817 | $817 | $817 | $817 | $817 | $817 | $817 | $817 | $817 | $9,800 |
| Office Furniture | $500 | | | | | | | | | | | | $500 |
| Office Computers & Software | $1,000 | | | | | | | | | | | | $1,000 |
| Printing and Copy Services | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $15,700 |
| Postage and Shipping | | | | | | | | | | | | | $0 |
| Bookkeeping | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $1,500 |
| Audit | | | | | $9,900 | | | | | | | | $9,900 |
| Payroll Services | $650 | $650 | $650 | $650 | $650 | $650 | $1,950 | $650 | $650 | $650 | $650 | $650 | $9,100 |
| Banking Fees | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $2,100 |
| Legal Services | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $1,000 |
| Liability & Property Insurance | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $26,500 |
| Staff Development | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $32,000 |
| Special Education | | $500 | $500 | $500 | $500 | $500 | $500 | $500 | $500 | $500 | $500 | | $5,000 |
| Health Services | | | | | | | | | | | | | $0 |
| Staff Recruitment | | | | | $250 | | $250 | $250 | $250 | | | | $1,000 |
| Student Recruitment | | | | | $1,000 | $1,000 | $1,000 | $1,000 | | | | | $4,000 |
| Tech Support | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $11,000 |
| Phone/Internet Service | $633 | $633 | $633 | $633 | $633 | $633 | $633 | $633 | $633 | $633 | $633 | $633 | $7,600 |
| Food Service | | $6,950 | $6,950 | $6,950 | $6,950 | $6,950 | $6,950 | $6,950 | $6,950 | $6,950 | $6,950 | | $69,500 |
| Transportation | | | | | | | | | | | | | $0 |
| Health Supplies | | $55 | $55 | $55 | $55 | $55 | $55 | $55 | $55 | $55 | $55 | | $550 |
| Pest Control | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $3,000 |
| Janitorial Supplies & Services | $5,000 | $848 | $848 | $848 | $848 | $848 | $848 | $848 | $848 | $848 | $848 | $848 | $14,333 |
| Waste Disposal | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $2,500 |
| Marketing | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $7,500 |
| Board Training | | $882 | $882 | $882 | $882 | $882 | $882 | $882 | $882 | $882 | $882 | | $8,820 |
| | | | | | | | | | | | | | $0 |
| **Total Services & Supplies** | **$17,167** | **$20,702** | **$20,702** | **$20,702** | **$31,852** | **$21,702** | **$23,252** | **$21,952** | **$20,952** | **$20,702** | **$20,702** | **$11,515** | **$251,903** |
| **FACILITIES** | | | | | | | | | | | | | |
| Rent/Lease/Mortgage | | | | | | | | | | | | | $0 |
| Grounds Maintenance | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $12,500 |
| Maintenance & Repair | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $14,000 |
| Utilities | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $105,000 |
| Fire Safety and Compliance | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $1,500 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Facilities** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$133,000** |
| **(C) TOTAL DISPURSEMENTS** | **$415,734** | **$457,719** | **$422,599** | **$422,599** | **$437,049** | **$423,599** | **$431,949** | **$423,849** | **$422,849** | **$422,599** | **$424,699** | **$394,702** | **$5,099,951** |
| CONTINGENCY FUND | $0 | $0 | $0 | $0 | $158,566 | $0 | $0 | $0 | $0 | $0 | | $0 | **$158,566** |
| **(D) NET REVENUE (B-C)** | **$11,513** | **($22,372)** | **$12,748** | **$12,748** | **($60,268)** | **$11,748** | **$3,398** | **$11,498** | **$12,498** | **$12,748** | **$10,648** | **$32,545** | **$49,449** |
| **ENDING CASH (A+D)** | **$554,971** | **$532,599** | **$545,347** | **$558,094** | **$497,826** | **$509,574** | **$512,972** | **$524,469** | **$536,967** | **$549,715** | **$560,362** | **$592,907** | |

| The Museum School of Avondale Estates | Planning Year | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|
| Surplus (Deficit) | OK | OK | OK | OK | OK | OK |
| Ending Cash Balance | OK | OK | OK | OK | OK | OK |
| Total Facilities Costs>15% of Total Expenses | OK | OK | OK | OK | OK | OK |

| | | | | | | |
|---|---|---|---|---|---|---|
| Cash Flow Projections:<br>Do the Cash Flow Proj. From the 5yr Budget match yr 0-2 Cash Flow Proj.? | YES | YES | YES | | | |

# 5 YEAR BUDGET PROJECTION

| The Museum School of Avondale Estates | FY2017 | | FY2018 | | FY2019 | | FY2020 | | FY2021 | | FY2022 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Planning Year | % of Total | Year 1 | % of Total | Year 2 | % of Total | Year 3 | % of Total | Year 4 | % of Total | Year 5 | % of Total | |
| **ASSUMPTIONS** | | | | | | | | | | | | | Notes |
| Number of Students | | | 564 | | 588 | | 588 | | 588 | | 588 | | SY 2017 student count is 540; full capacity starting SY 2019 |
| Facility Square Footage | 62,700 | | 62,700 | | 62,700 | | 62,700 | | 62,700 | | 62,700 | | Full buildout of facility |
| Number of Full Time Employees | 68 | | 71 | | 72 | | 72 | | 72 | | 72 | | |
| Full Time Employees (eligible for benefits | 68 | | 71 | | 72 | | 72 | | 72 | | 72 | | |
| Number of Administrators | 2 | | 2 | | 2 | | 2 | | 2 | | 2 | | Principal and Assistant Principal |
| Number of Teachers | 26 | | 27 | | 29 | | 29 | | 29 | | 29 | | Classroom Teachers |
| Number of Other Instructional Staff | 37 | | 37 | | 38 | | 38 | | 38 | | 38 | | |
| Number of Clerical Staff | 4 | | 4 | | 4 | | 4 | | 4 | | 4 | | Business Mgr, Registrar, Museum Liason, Admin. Assistant |
| Number of Maintenance Staff | 3 | | 3 | | 3 | | 3 | | 3 | | 3 | | 3 full-time Custodians |
| Number of Food Service Staff | 1 | | 1 | | 1 | | 1 | | 1 | | 1 | | Use 3rd party Lunch Provider |
| Student Teacher Ratio | | | 20.88888889 | | 20.27586207 | | 20.27586207 | | 20.27586207 | | 20.27586207 | | # Students / # Teachers only (excludes all other Instructional Staff) |
| Revenue Per Pupil (State and/or Local) | | | $8,900 | | $8,989 | | $9,079 | | $9,170 | | $9,261 | | Based on actual 2016-17 funding with conservative 1% increase each year |
| Average Teacher Salary | $48,500 | | $49,955 | | $51,454 | | $52,997 | | $54,587 | | $56,225 | | Based on actual 2016-17 with 3% increase each year |
| **REVENUES** | | | | | | | | | | | | | |
| State and/or Local Revenue (Rev Per Pupi | $0 | 0.0% | $5,019,600 | 99.5% | $5,285,532 | 99.6% | $5,338,387 | 99.6% | $5,391,771 | 99.6% | $5,445,689 | 99.7% | |
| 3% District Administrative Fee (Explain ar | $0 | 0.0% | ($150,588) | -3.0% | ($158,566) | -3.0% | ($160,152) | -3.0% | ($161,753) | -3.0% | ($163,371) | -3.0% | |
| Meal Fees | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| Planning Year QBE (less 3% fee) - existing | $4,700,000 | 96.4% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| Federal School Lunch Funding | $23,100 | 0.5% | $24,255 | 0.5% | $25,500 | 0.5% | $25,500 | 0.5% | $25,500 | 0.5% | $25,500 | 0.5% | Increased over actual 2015-16 based on student growth |
| Student Lunch Payments | $40,425 | 0.8% | $42,500 | 0.8% | $44,000 | 0.8% | $44,000 | 0.8% | $44,000 | 0.8% | $44,000 | 0.8% | Lunch Payments and Federal Lunch Funding offset Food Service Expenses |
| Before/After-School Revenue | $10,500 | 0.2% | $11,025 | 0.2% | $11,500 | 0.2% | $11,500 | 0.2% | $11,500 | 0.2% | $11,500 | 0.2% | 3rd Party After School program |
| Annual Auction | $100,000 | 2.1% | $100,000 | 2.0% | $100,000 | 1.9% | $100,000 | 1.9% | $100,000 | 1.8% | $100,000 | 1.8% | Annual Silent Auction |
| | | 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** | **$4,874,025** | | **$5,046,792** | | **$5,307,966** | | **$5,359,236** | | **$5,411,018** | | **$5,463,318** | | |
| **EXPENSES** | | | | | | | | | | | | | |
| **PERSONNEL** | | | | | | | | | | | | | |
| Principal | $102,190 | 2.2% | $104,234 | 2.1% | $106,318 | 2.1% | $108,445 | 2.1% | $110,614 | 2.1% | $112,826 | 2.1% | 2% increase annually |
| Social Services (Social Worker/Counselor, | $299,970 | 6.5% | $305,969 | 6.3% | $312,089 | 6.1% | $315,210 | 6.1% | $318,362 | 6.0% | $321,545 | 6.0% | Instructional Assistants |
| Technology Support | $37,500 | 0.8% | $38,250 | 0.8% | $39,015 | 0.8% | $39,795 | 0.8% | $40,591 | 0.8% | $41,403 | 0.8% | IT Support |
| Teachers | $1,261,000 | 27.3% | $1,348,785 | 27.7% | $1,492,156 | 29.3% | $1,536,921 | 29.5% | $1,583,028 | 29.9% | $1,630,519 | 30.2% | Classroom Teachers |
| Arts/PE/Comp Sci | $470,680 | 10.2% | $480,094 | 9.9% | $489,695 | 9.6% | $494,592 | 9.5% | $499,538 | 9.4% | $504,534 | 9.4% | Exploratory Teachers |
| Athletics/Extracurricular Coaches | $13,500 | 0.3% | $13,770 | 0.3% | $14,045 | 0.3% | $14,326 | 0.3% | $14,613 | 0.3% | $14,905 | 0.3% | Middle School Sports |
| Guidance Counselor | $47,300 | 1.0% | $48,246 | 1.0% | $49,211 | 1.0% | $50,195 | 1.0% | $51,199 | 1.0% | $52,223 | 1.0% | Full-time Counselor |
| Special Education Teacher | $718,050 | 15.6% | $732,411 | 15.1% | $747,059 | 14.6% | $762,000 | 14.6% | $769,620 | 14.5% | $777,317 | 14.4% | Includes all ESE and Support Staff |
| Office Manager | $72,700 | 1.6% | $74,154 | 1.5% | $75,637 | 1.5% | $77,150 | 1.5% | $78,693 | 1.5% | $80,267 | 1.5% | Assistant Principal |
| Office Assistant | $81,450 | 1.8% | $83,079 | 1.7% | $84,741 | 1.7% | $86,435 | 1.7% | $88,164 | 1.7% | $89,927 | 1.7% | Museum Liasion, Admin Assistant and Registrar |
| Business manager | $49,700 | 1.1% | $50,694 | 1.0% | $51,708 | 1.0% | $52,742 | 1.0% | $53,797 | 1.0% | $54,873 | 1.0% | Business manager |
| Maintenance | $84,456 | 1.8% | $86,145 | 1.8% | $87,868 | 1.7% | $89,625 | 1.7% | $90,522 | 1.7% | $91,427 | 1.7% | Campus Engineer & 3 full-time Custodians |
| Food Service | $20,720 | 0.4% | $21,134 | 0.4% | $21,557 | 0.4% | $21,988 | 0.4% | $22,428 | 0.4% | $22,877 | 0.4% | Nutrition Coordinator |
| Retirement Benefits | $433,290 | 9.4% | $542,571 | 11.2% | $572,988 | 11.2% | $585,608 | 11.2% | $597,262 | 11.3% | $609,200 | 11.3% | Teachers Retirement - assumes 16.81% beginning 2017-18 |
| Health Benefits | $241,000 | 5.2% | $245,820 | 5.1% | $250,736 | 4.9% | $255,751 | 4.9% | $260,866 | 4.9% | $266,083 | 4.9% | Employer portion of Medical and dental; ER paid disability & life |
| FICA | $46,390 | 1.0% | $47,318 | 1.0% | $48,264 | 0.9% | $49,229 | 0.9% | $50,214 | 0.9% | $51,218 | 0.9% | Medicare & SS for Custodial staff |
| Other Payroll Expenses/Taxes | $21,300 | 0.5% | $21,726 | 0.4% | $22,161 | 0.4% | $22,604 | 0.4% | $23,056 | 0.4% | $23,517 | 0.4% | Workers Comp Insurance & Unemployment |
| | | 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** | **$4,001,196** | **86.8%** | **$4,244,400** | **87.3%** | **$4,465,249** | **87.6%** | **$4,562,618** | **87.6%** | **$4,652,567** | **87.9%** | **$4,744,660** | **88.0%** | |
| **INSTRUCTION** | | | | | | | | | | | | | |
| Textbooks | $31,500 | 0.7% | $32,000 | 0.7% | $33,600 | 0.7% | $35,280 | 0.7% | $37,397 | 0.7% | $39,641 | 0.7% | Student Portfolios, Travel Journals, IXL, and additional supplies based on current expenses |
| Classroom Supplies | $44,000 | 1.0% | $44,900 | 0.9% | $45,800 | 0.9% | $48,000 | 0.9% | $50,000 | 0.9% | $52,000 | 1.0% | General Supplies & $900/classroom (class & unit supplies) |
| Computers | $10,000 | 0.2% | $10,000 | 0.2% | $10,000 | 0.2% | $10,000 | 0.2% | $5,000 | 0.1% | $5,000 | 0.1% | 1st 3 years - adding classroom of computers (24 @ $300) and ongoing upgrades |
| Software | $12,000 | 0.3% | $12,600 | 0.3% | $13,200 | 0.3% | $13,200 | 0.3% | $13,200 | 0.2% | $13,200 | 0.2% | Renzuli for School; License and apps for classrooms |
| Field Trips | $1,500 | 0.0% | $2,000 | 0.0% | $2,100 | 0.0% | $2,100 | 0.0% | $2,100 | 0.0% | $2,100 | 0.0% | Field Day; 5th and 8th Grade |
| Instructional Equipment | $108,000 | 2.3% | $110,000 | 2.3% | $112,000 | 2.2% | $112,000 | 2.2% | $112,000 | 2.1% | $112,000 | 2.1% | Expeditions |
| Library and Media Center | $10,000 | 0.2% | $10,000 | 0.2% | $10,000 | 0.2% | $10,000 | 0.2% | $10,000 | 0.2% | $10,000 | 0.2% | Additional media center books |
| Student Assessment | $12,500 | 0.3% | $13,125 | 0.3% | $13,700 | 0.3% | $13,500 | 0.3% | $13,500 | 0.3% | $13,500 | 0.3% | MAP ($15/student) and CRCT prep (3-8 @$12/student) |
| Classroom Furniture | $10,000 | 0.2% | $5,000 | 0.1% | $4,000 | 0.1% | $3,000 | 0.1% | $3,000 | 0.1% | $3,000 | 0.1% | Replacement starting in Yr. 3; adding a classroom Yrs0-2 |
| PE Equipment | $2,500 | 0.1% | $2,600 | 0.1% | $2,700 | 0.1% | $2,700 | 0.1% | $2,700 | 0.1% | $2,700 | 0.1% | Annual Health and PE supplies based on current expenses |
| Art Supplies | $2,500 | 0.1% | $2,600 | 0.1% | $2,700 | 0.1% | $2,700 | 0.1% | $2,700 | 0.1% | $2,700 | 0.1% | Annual Art supplies based on current expenses |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| **Total Instruction** | **$244,500** | **5.3%** | **$244,825** | **5.0%** | **$249,800** | **4.9%** | **$252,480** | **4.8%** | **$251,597** | **4.8%** | **$255,841** | **4.7%** | |
| **SERVICES & SUPPLIES** | | | | | | | | | | | | | |
| Student Uniforms | $0 | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| Athletic Program | $7,500 | 0.2% | $7,800 | 0.2% | $8,000 | 0.2% | $8,000 | 0.2% | $8,000 | 0.2% | $8,000 | 0.1% | 9 sports teams, uniforms and fees |
| Office Supplies | $9,600 | 0.2% | $9,600 | 0.2% | $9,800 | 0.2% | $9,800 | 0.2% | $9,800 | 0.2% | $9,800 | 0.2% | Annual supplies based on current expenses |
| Office Furniture | $2,000 | 0.0% | $500 | 0.0% | $500 | 0.0% | $500 | 0.0% | $500 | 0.0% | $500 | 0.0% | Additional file cabinets for expanding records |
| Office Computers & Software | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | Maintaining front office computers, printers and supplies |
| Printing and Copy Services | $15,000 | 0.3% | $15,000 | 0.3% | $15,700 | 0.3% | $15,700 | 0.3% | $15,700 | 0.3% | $15,700 | 0.3% | Lease of 3 copiers and associated expenses |
| Postage and Shipping | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| Bookkeeping | $1,700 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | Annual Support for QuickBooks and Volunteer Software |
| Audit | $9,500 | 0.2% | $9,700 | 0.2% | $9,900 | 0.2% | $10,000 | 0.2% | $10,100 | 0.2% | $10,200 | 0.2% | Annual ccountant's Audit |
| Payroll Services | $8,550 | 0.2% | $8,900 | 0.2% | $9,100 | 0.2% | $9,100 | 0.2% | $9,100 | 0.2% | $9,100 | 0.2% | 3rd Party expense for biweekly payroll, tax filing and W2 prep |
| Banking Fees | $1,800 | 0.0% | $2,000 | 0.0% | $2,100 | 0.0% | $2,200 | 0.0% | $2,300 | 0.0% | $2,400 | 0.0% | On-going fees for receiving lunch payments and misc. fees |
| Legal Services | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | Annual retainer |
| Liability & Property Insurance | $24,500 | 0.5% | $25,500 | 0.5% | $26,500 | 0.5% | $26,500 | 0.5% | $26,500 | 0.5% | $26,500 | 0.5% | Insurance expenses based on current coverage |
| Staff Development | $30,000 | 0.7% | $31,500 | 0.6% | $32,000 | 0.6% | $32,000 | 0.6% | $32,000 | 0.6% | $32,000 | 0.6% | Annual Summer Institute, New Hire Orientation and on-going training |
| Special Education | $4,500 | 0.1% | $4,725 | 0.1% | $5,000 | 0.1% | $5,000 | 0.1% | $5,000 | 0.1% | $5,000 | 0.1% | Additional resources including Gifted Testing |
| Health Services | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| Staff Recruitment | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | Job fairs and job postings |
| Student Recruitment | $4,000 | 0.1% | $4,000 | 0.1% | $4,000 | 0.1% | $4,000 | 0.1% | $4,000 | 0.1% | $4,000 | 0.1% | Information for entire attendence zone |
| Tech Support | $10,000 | 0.2% | $10,500 | 0.2% | $11,000 | 0.2% | $11,000 | 0.2% | $11,000 | 0.2% | $11,000 | 0.2% | |
| Phone/Internet Service | $7,200 | 0.2% | $7,200 | 0.1% | $7,600 | 0.1% | $7,600 | 0.1% | $7,600 | 0.1% | $7,600 | 0.1% | Phone and Internet projected from current expenses |
| Food Service | $63,525 | 1.4% | $65,000 | 1.3% | $69,500 | 1.4% | $69,500 | 1.3% | $69,500 | 1.3% | $69,500 | 1.3% | Offset of Food Services Revenue |
| Transportation | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| Health Supplies | $500 | 0.0% | $550 | 0.0% | $550 | 0.0% | $550 | 0.0% | $550 | 0.0% | $550 | 0.0% | Supplies for first aid |
| Pest Control | $3,000 | 0.1% | $3,000 | 0.1% | $3,000 | 0.1% | $3,000 | 0.1% | $3,000 | 0.1% | $3,000 | 0.1% | Monthly treatments & annual termite inspection |
| Janitorial Supplies & Services | $13,000 | 0.3% | $13,650 | 0.3% | $14,333 | 0.3% | $20,000 | 0.4% | $20,000 | 0.4% | $20,000 | 0.4% | Annual Floor Buffing @$10,000 and ongoing monthly cleaning supplies |
| Waste Disposal | $2,400 | 0.1% | $2,500 | 0.1% | $2,500 | 0.0% | $2,500 | 0.0% | $2,500 | 0.0% | $2,500 | 0.0% | Waste disposal projected from current expenses |
| Marketing | $7,500 | 0.2% | $7,500 | 0.2% | $7,500 | 0.1% | $7,500 | 0.1% | $7,500 | 0.1% | $7,500 | 0.1% | Website maintenance |
| Board Training | $8,000 | 0.2% | $8,400 | 0.2% | $8,820 | 0.2% | $9,000 | 0.2% | $9,000 | 0.2% | $9,000 | 0.2% | Board Development |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| **Total Services & Supplies** | **$236,775** | **5.1%** | **$242,025** | **5.0%** | **$251,903** | **4.9%** | **$257,950** | **5.0%** | **$258,150** | **4.9%** | **$258,350** | **4.8%** | |
| **FACILITIES** | | | | | | | | | | | | | |
| Rent/Lease/Mortgage | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| Grounds Maintenance | $12,200 | 0.3% | $12,200 | 0.3% | $12,500 | 0.2% | $12,500 | 0.2% | $12,500 | 0.2% | $12,500 | 0.2% | Monthly maintenance |
| Maintenance & Repair | $13,000 | 0.3% | $13,650 | 0.3% | $14,000 | 0.3% | $14,000 | 0.3% | $14,000 | 0.3% | $14,000 | 0.3% | Ongoing Maint and annual contracts (Elevator, HVAC, etc) |
| Utilities | $103,000 | 2.2% | $105,000 | 2.2% | $105,000 | 2.1% | $105,000 | 2.0% | $105,000 | 2.0% | $105,000 | 1.9% | Power, Gas and Water projected from current actual expenses |
| Fire Safety and Compliance | $1,500 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | Annual Fire inspection |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| **Total Facilities** | **$129,700** | **2.8%** | **$132,350** | **2.7%** | **$133,000** | **2.6%** | **$133,000** | **2.6%** | **$133,000** | **2.5%** | **$133,000** | **2.5%** | |
| **Total Expenses** | **$4,612,171** | | **$4,863,600** | | **$5,099,951** | | **$5,206,048** | | **$5,295,314** | | **$5,391,851** | | |
| Contingency Fund | $141,000 | | $150,588 | | $158,566 | | $106,768 | | $53,918 | | $54,457 | | 3% thru year 2; 2% yaer 3; 1% year 4-5 |
| **Surplus (Deficit)** | **$120,854** | | **$32,604** | | **$49,449** | | **$46,420** | | **$61,787** | | **$17,010** | | |

## Cash Balance

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Beginning Cash (Renewals, conversions,** | **$390,000** | | **$510,854** | | **$543,458** | | **$592,907** | | **$639,327** | | **$701,114** | | |
| **Net Surplus (Deficit)** | **$120,854** | | **$32,604** | | **$49,449** | | **$46,420** | | **$61,787** | | **$17,010** | | |
| **Ending Cash** | **$510,854** | | **$543,458** | | **$592,907** | | **$639,327** | | **$701,114** | | **$718,124** | | |

# CASH FLOW PROJECTIONS-YEAR 0/Planning Year

| The Museum School of Avondale Estates | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | March | April | May | June | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **(A) BEGINNING CASH** | $390,000 | $405,000 | $395,201 | $410,907 | $423,314 | $387,270 | $401,977 | $408,884 | $423,340 | $438,797 | $454,503 | $470,679 | |
| **Cash Receipts:** | | | | | | | | | | | | | |
| Per Pupil Revenue (local and state share), net LEA Admin fee | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| | | | | | | | | | | | | | $0 |
| Planning Year QBE (less 3% fee) - existing School | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $4,700,000 |
| Federal School Lunch Funding | | $2,310 | $2,310 | $2,310 | $2,310 | $2,310 | $2,310 | $2,310 | $2,310 | $2,310 | $2,310 | | $23,100 |
| Student Lunch Payments | | $4,043 | $4,043 | $4,043 | $4,043 | $4,043 | $4,043 | $4,043 | $4,043 | $4,043 | $4,043 | | $40,425 |
| Before/After-School Revenue | | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | | $10,500 |
| Annual Auction | | | | | $100,000 | | | | | | | | $100,000 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **(B) Total Receipts** | **$391,667** | **$399,069** | **$399,069** | **$399,069** | **$499,069** | **$399,069** | **$399,069** | **$399,069** | **$399,069** | **$399,069** | **$399,069** | **$391,667** | **$4,874,025** |
| **Cash Disbursements:** | | | | | | | | | | | | | |
| **PERSONNEL** | | | | | | | | | | | | | |
| Principal | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $102,190 |
| Social Services (Social Worker/Counselor/Nurse) | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $299,970 |
| Technology Support | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $37,500 |
| Teachers | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $1,261,000 |
| Arts/PE/Comp Sci | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $470,680 |
| Athletics/Extracurricular Coaches | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $13,500 |
| Guidance Counselor | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $47,300 |
| Special Education Teacher | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $718,050 |
| Office Manager | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $72,700 |
| Office Assistant | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $81,450 |
| Business manager | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $49,700 |
| Maintenance | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $84,456 |
| Food Service | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $20,720 |
| Retirement Benefits | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $433,290 |
| Health Benefits | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $241,000 |
| FICA | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $46,390 |
| Other Payroll Expenses/Taxes | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $21,300 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Personnel** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$4,001,196** |
| **INSTRUCTION** | | | | | | | | | | | | | |
| Textbooks | $7,875 | $7,875 | $1,969 | $1,969 | $1,969 | $1,969 | $1,969 | $1,969 | $1,969 | $1,969 | | | $31,500 |
| Classroom Supplies | $6,000 | $11,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | | $44,000 |
| Computers | $3,300 | $3,300 | | | | | $3,400 | | | | | | $10,000 |
| Software | | $1,200 | $1,200 | $1,200 | $1,200 | $1,200 | $1,200 | $1,200 | $1,200 | $1,200 | $1,200 | | $12,000 |
| Field Trips | | | | | | | | | | | $1,500 | | $1,500 |
| Instructional Equipment | | $10,800 | $10,800 | $10,800 | $10,800 | $10,800 | $10,800 | $10,800 | $10,800 | $10,800 | $10,800 | | $108,000 |
| Library and Media Center | | $3,300 | | $3,300 | | | $3,400 | | | | | | $10,000 |
| Student Assessment | | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | | $12,500 |
| Classroom Furniture | $5,000 | $5,000 | | | | | | | | | | | $10,000 |
| PE Equipment | | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | | $2,500 |
| Art Supplies | | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | | $2,500 |
| | | | | | | | | | | | | | $0 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | $0 |
| **Total Instruction** | **$22,175** | **$44,225** | **$18,719** | **$22,019** | **$18,719** | **$18,719** | **$25,519** | **$18,719** | **$18,719** | **$18,719** | **$18,250** | **$0** | **$244,500** |
| | | | | | | | | | | | | | |
| **SERVICES & SUPPLIES** | | | | | | | | | | | | | |
| Student Uniforms | | | | | | | | | | | | | $0 |
| Athletic Program | | $750 | $750 | $750 | $750 | $750 | $750 | $750 | $750 | $750 | $750 | | $7,500 |
| Office Supplies | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $9,600 |
| Office Furniture | $2,000 | | | | | | | | | | | | $2,000 |
| Office Computers & Software | $1,000 | | | | | | | | | | | | $1,000 |
| Printing and Copy Services | $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 |
| Postage and Shipping | | | | | | | | | | | | | $0 |
| Bookkeeping | $142 | $142 | $142 | $142 | $142 | $142 | $142 | $142 | $142 | $142 | $142 | $142 | $1,700 |
| Audit | | | | | $9,500 | | | | | | | | $9,500 |
| Payroll Services | $650 | $650 | $650 | $650 | $650 | $650 | $1,400 | $650 | $650 | $650 | $650 | $650 | $8,550 |
| Banking Fees | $150 | $150 | $150 | $150 | $150 | $150 | $150 | $150 | $150 | $150 | $150 | $150 | $1,800 |
| Legal Services | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $1,000 |
| Liability & Property Insurance | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $24,500 |
| Staff Development | | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | | $30,000 |
| Special Education | | $450 | $450 | $450 | $450 | $450 | $450 | $450 | $450 | $450 | $450 | | $4,500 |
| Health Services | | | | | | | | | | | | | $0 |
| Staff Recruitment | | | | | $250 | | $250 | $250 | $250 | | | | $1,000 |
| Student Recruitment | | | | | $1,000 | $1,000 | $1,000 | $1,000 | | | | | $4,000 |
| Tech Support | | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | | $10,000 |
| Phone/Internet Service | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $7,200 |
| Food Service | | $6,353 | $6,353 | $6,353 | $6,353 | $6,353 | $6,353 | $6,353 | $6,353 | $6,353 | $6,353 | | $63,525 |
| Transportation | | | | | | | | | | | | | $0 |
| Health Supplies | | $50 | $50 | $50 | $50 | $50 | $50 | $50 | $50 | $50 | $50 | | $500 |
| Pest Control | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $3,000 |
| Janitorial Supplies & Services | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $13,000 |
| Waste Disposal | $200 | $200 | $200 | $200 | $200 | $200 | $200 | $200 | $200 | $200 | $200 | $200 | $2,400 |
| Marketing | | $750 | $750 | $750 | $750 | $750 | $750 | $750 | $750 | $750 | $750 | | $7,500 |
| Board Training | | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | | $8,000 |
| | | | | | | | | | | | | | $0 |
| **Total Services & Supplies** | **$10,250** | **$20,403** | **$20,403** | **$20,403** | **$31,153** | **$21,403** | **$22,403** | **$21,653** | **$20,653** | **$20,403** | **$20,403** | **$7,250** | **$236,775** |
| | | | | | | | | | | | | | |
| **FACILITIES** | | | | | | | | | | | | | |
| Rent/Lease/Mortgage | | | | | | | | | | | | | $0 |
| Grounds Maintenance | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $12,200 |
| Maintenance & Repair | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $13,000 |
| Utilities | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $103,000 |
| Fire Safety and Compliance | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $1,500 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Facilities** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$129,700** |
| | | | | | | | | | | | | | |
| **(C) TOTAL DISPURSEMENTS** | **$376,666** | **$408,869** | **$383,363** | **$386,663** | **$394,113** | **$384,363** | **$392,163** | **$384,613** | **$383,613** | **$383,363** | **$382,894** | **$351,491** | **$4,612,171** |
| | | | | | | | | | | | | | |
| CONTINGENCY FUND | | | | | $141,000 | | | | | | | | $141,000 |
| | | | | | | | | | | | | | |
| **(D) NET REVENUE** | **$15,000** | **($9,800)** | **$15,707** | **$12,407** | **($36,043)** | **$14,707** | **$6,907** | **$14,457** | **$15,457** | **$15,707** | **$16,175** | **$40,175** | **$120,854** |
| | | | | | | | | | | | | | |
| **ENDING CASH (A+D)** | **$405,000** | **$395,201** | **$410,907** | **$423,314** | **$387,270** | **$401,977** | **$408,884** | **$423,340** | **$438,797** | **$454,503** | **$470,679** | **$510,854** | |

# CASH FLOW PROJECTIONS-YEAR 1

| The Museum School of Avondale Estates | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | March | April | May | June | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **(A) BEGINNING CASH** | $510,854 | $519,593 | $495,718 | $506,426 | $517,135 | $463,005 | $472,714 | $474,272 | $483,731 | $494,189 | $504,898 | $513,606 | |
| **Cash Receipts:** | | | | | | | | | | | | | |
| Per Pupil Revenue (local and state share), net LEA Admin fee | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $4,869,012 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| Federal School Lunch Funding | | $2,426 | $2,426 | $2,426 | $2,426 | $2,426 | $2,426 | $2,426 | $2,426 | $2,426 | $2,426 | | $24,255 |
| Student Lunch Payments | | $4,250 | $4,250 | $4,250 | $4,250 | $4,250 | $4,250 | $4,250 | $4,250 | $4,250 | $4,250 | | $42,500 |
| Before/After-School Revenue | | $1,103 | $1,103 | $1,103 | $1,103 | $1,103 | $1,103 | $1,103 | $1,103 | $1,103 | $1,103 | | $11,025 |
| Annual Auction | | | | | $100,000 | | | | | | | | $100,000 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **(B) Total Receipts** | **$405,751** | **$413,529** | **$413,529** | **$413,529** | **$513,529** | **$413,529** | **$413,529** | **$413,529** | **$413,529** | **$413,529** | **$413,529** | **$405,751** | **$5,046,792** |
| **Cash Disbursements:** | | | | | | | | | | | | | |
| **PERSONNEL** | | | | | | | | | | | | | |
| Principal | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $104,234 |
| Social Services (Social Worker/Counselor/Nurse) | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $305,969 |
| Technology Support | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $38,250 |
| Teachers | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $1,348,785 |
| Arts/PE/Comp Sci | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $480,094 |
| Athletics/Extracurricular Coaches | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $13,770 |
| Guidance Counselor | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $48,246 |
| Special Education Teacher | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $732,411 |
| Office Manager | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $74,154 |
| Office Assistant | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $83,079 |
| Business manager | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $50,694 |
| Maintenance | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $86,145 |
| Food Service | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $21,134 |
| Retirement Benefits | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $542,571 |
| Health Benefits | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $245,820 |
| FICA | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $47,318 |
| Other Payroll Expenses/Taxes | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $21,726 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Personnel** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$4,244,400** |
| **INSTRUCTION** | | | | | | | | | | | | | |
| Textbooks | $9,600 | $13,400 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | | $32,000 |
| Classroom Supplies | | $11,225 | $3,742 | $3,742 | $3,742 | $3,742 | $3,742 | $3,742 | $3,742 | $3,742 | $3,742 | | $44,900 |
| Computers | $3,300 | $3,300 | | | | | $3,400 | | | | | | $10,000 |
| Software | | $6,300 | $700 | $700 | $700 | $700 | $700 | $700 | $700 | $700 | $700 | | $12,600 |
| Field Trips | | | | | | | | | | | $2,000 | | $2,000 |
| Instructional Equipment | | $11,000 | $11,000 | $11,000 | $11,000 | $11,000 | $11,000 | $11,000 | $11,000 | $11,000 | $11,000 | | $110,000 |
| Library and Media Center | | $3,300 | | | $3,300 | | $3,400 | | | | | | $10,000 |
| Student Assessment | | $1,313 | $1,313 | $1,313 | $1,313 | $1,313 | $1,313 | $1,313 | $1,313 | $1,313 | $1,313 | | $13,125 |
| Classroom Furniture | $2,500 | $2,500 | | | | | | | | | | | $5,000 |
| PE Equipment | | $260 | $260 | $260 | $260 | $260 | $260 | $260 | $260 | $260 | $260 | | $2,600 |
| Art Supplies | | $260 | $260 | $260 | $260 | $260 | $260 | $260 | $260 | $260 | $260 | | $2,600 |
| | | | | | | | | | | | | | $0 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | $0 |
| **Total Instruction** | **$15,400** | **$52,858** | **$18,274** | **$18,274** | **$21,574** | **$18,274** | **$25,074** | **$18,274** | **$18,274** | **$18,274** | **$20,274** | **$0** | **$244,825** |
| | | | | | | | | | | | | | |
| **SERVICES & SUPPLIES** | | | | | | | | | | | | | |
| Student Uniforms | | | | | | | | | | | | | $0 |
| Athletic Program | | $780 | $780 | $780 | $780 | $780 | $780 | $780 | $780 | $780 | $780 | | $7,800 |
| Office Supplies | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $9,600 |
| Office Furniture | $500 | | | | | | | | | | | | $500 |
| Office Computers & Software | $1,000 | | | | | | | | | | | | $1,000 |
| Printing and Copy Services | $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 |
| Postage and Shipping | | | | | | | | | | | | | $0 |
| Bookkeeping | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $1,500 |
| Audit | | | | | $9,700 | | | | | | | | $9,700 |
| Payroll Services | $650 | $650 | $650 | $650 | $650 | $650 | $1,750 | $650 | $650 | $650 | $650 | $650 | $8,900 |
| Banking Fees | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $2,000 |
| Legal Services | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $1,000 |
| Liability & Property Insurance | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $25,500 |
| Staff Development | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $31,500 |
| Special Education | | $473 | $473 | $473 | $473 | $473 | $473 | $473 | $473 | $473 | $473 | | $4,725 |
| Health Services | | | | | | | | | | | | | $0 |
| Staff Recruitment | | | | | $250 | | $250 | $250 | $250 | | | | $1,000 |
| Student Recruitment | | | | | $1,000 | $1,000 | $1,000 | $1,000 | | | | | $4,000 |
| Tech Support | $875 | $875 | $875 | $875 | $875 | $875 | $875 | $875 | $875 | $875 | $875 | $875 | $10,500 |
| Phone/Internet Service | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $7,200 |
| Food Service | | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | | $65,000 |
| Transportation | | | | | | | | | | | | | $0 |
| Health Supplies | | $55 | $55 | $55 | $55 | $55 | $55 | $55 | $55 | $55 | $55 | | $550 |
| Pest Control | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $3,000 |
| Janitorial Supplies & Services | $5,000 | $786 | $786 | $786 | $786 | $786 | $786 | $786 | $786 | $786 | $786 | $786 | $13,650 |
| Waste Disposal | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $2,500 |
| Marketing | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $7,500 |
| Board Training | | $840 | $840 | $840 | $840 | $840 | $840 | $840 | $840 | $840 | $840 | | $8,400 |
| | | | | | | | | | | | | | $0 |
| **Total Services & Supplies** | **$16,883** | **$19,817** | **$19,817** | **$19,817** | **$30,767** | **$20,817** | **$22,167** | **$21,067** | **$20,067** | **$19,817** | **$19,817** | **$11,170** | **$242,025** |
| | | | | | | | | | | | | | |
| **FACILITIES** | | | | | | | | | | | | | |
| Rent/Lease/Mortgage | | | | | | | | | | | | | $0 |
| Grounds Maintenance | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $12,200 |
| Maintenance & Repair | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $13,650 |
| Utilities | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $105,000 |
| Fire Safety and Compliance | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $1,500 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Facilities** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$132,350** |
| | | | | | | | | | | | | | |
| **(C) TOTAL DISPURSEMENTS** | **$397,012** | **$437,404** | **$402,821** | **$402,821** | **$417,071** | **$403,821** | **$411,971** | **$404,071** | **$403,071** | **$402,821** | **$404,821** | **$375,899** | **$4,863,600** |
| | | | | | | | | | | | | | |
| CONTINGENCY FUND | | | | | $150,588 | | | | | | | | **$150,588** |
| | | | | | | | | | | | | | |
| **(D) NET REVENUE (B-C)** | **$8,739** | **($23,875)** | **$10,708** | **$10,708** | **($54,130)** | **$9,708** | **$1,558** | **$9,458** | **$10,458** | **$10,708** | **$8,708** | **$29,852** | **$32,604** |
| | | | | | | | | | | | | | |
| **ENDING CASH (A+D)** | **$519,593** | **$495,718** | **$506,426** | **$517,135** | **$463,005** | **$472,714** | **$474,272** | **$483,731** | **$494,189** | **$504,898** | **$513,606** | **$543,458** | |

# CASH FLOW PROJECTIONS-YEAR 2

| The Museum School of Avondale Estates | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | March | April | May | June | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **(A) BEGINNING CASH** | $543,458 | $554,971 | $532,599 | $545,347 | $558,094 | $497,826 | $509,574 | $512,972 | $524,469 | $536,967 | $549,715 | $560,362 | |
| **Cash Receipts:** | | | | | | | | | | | | | |
| Per Pupil Revenue (local and state share), net LEA Admin fee | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $5,126,966 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| Federal School Lunch Funding | | $2,550 | $2,550 | $2,550 | $2,550 | $2,550 | $2,550 | $2,550 | $2,550 | $2,550 | $2,550 | | $25,500 |
| Student Lunch Payments | | $4,400 | $4,400 | $4,400 | $4,400 | $4,400 | $4,400 | $4,400 | $4,400 | $4,400 | $4,400 | | $44,000 |
| Before/After-School Revenue | | $1,150 | $1,150 | $1,150 | $1,150 | $1,150 | $1,150 | $1,150 | $1,150 | $1,150 | $1,150 | | $11,500 |
| Annual Auction | | | | | $100,000 | | | | | | | | $100,000 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **(B) Total Receipts** | **$427,247** | **$435,347** | **$435,347** | **$435,347** | **$535,347** | **$435,347** | **$435,347** | **$435,347** | **$435,347** | **$435,347** | **$435,347** | **$427,247** | **$5,307,966** |
| **Cash Disbursements:** | | | | | | | | | | | | | |
| **PERSONNEL** | | | | | | | | | | | | | |
| Principal | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $106,318 |
| Social Services (Social Worker/Counselor/Nurse) | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $312,089 |
| Technology Support | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $39,015 |
| Teachers | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $1,492,156 |
| Arts/PE/Comp Sci | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $489,695 |
| Athletics/Extracurricular Coaches | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $14,045 |
| Guidance Counselor | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $49,211 |
| Special Education Teacher | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $747,059 |
| Office Manager | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $75,637 |
| Office Assistant | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $84,741 |
| Business manager | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $51,708 |
| Maintenance | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $87,868 |
| Food Service | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $21,557 |
| Retirement Benefits | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $572,988 |
| Health Benefits | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $250,736 |
| FICA | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $48,264 |
| Other Payroll Expenses/Taxes | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $22,161 |
| | $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** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$4,465,249** |
| **INSTRUCTION** | | | | | | | | | | | | | |
| Textbooks | $10,080 | $14,070 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | | $33,600 |
| Classroom Supplies | | $11,450 | $3,817 | $3,817 | $3,817 | $3,817 | $3,817 | $3,817 | $3,817 | $3,817 | $3,817 | | $45,800 |
| Computers | $3,300 | $3,300 | | | | | $3,400 | | | | | | $10,000 |
| Software | | $6,600 | $733 | $733 | $733 | $733 | $733 | $733 | $733 | $733 | $733 | | $13,200 |
| Field Trips | | | | | | | | | | | $2,100 | | $2,100 |
| Instructional Equipment | | $11,200 | $11,200 | $11,200 | $11,200 | $11,200 | $11,200 | $11,200 | $11,200 | $11,200 | $11,200 | | $112,000 |
| Library and Media Center | | $3,300 | | | $3,300 | | $3,400 | | | | | | $10,000 |
| Student Assessment | | $1,370 | $1,370 | $1,370 | $1,370 | $1,370 | $1,370 | $1,370 | $1,370 | $1,370 | $1,370 | | $13,700 |
| Classroom Furniture | $2,000 | $2,000 | | | | | | | | | | | $4,000 |
| PE Equipment | | $270 | $270 | $270 | $270 | $270 | $270 | $270 | $270 | $270 | $270 | | $2,700 |
| Art Supplies | | $270 | $270 | $270 | $270 | $270 | $270 | $270 | $270 | $270 | $270 | | $2,700 |
| work study | | | | | | | | | | | | | $0 |
| Out of state field study | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Instruction** | **$15,380** | **$53,830** | **$18,710** | **$18,710** | **$22,010** | **$18,710** | **$25,510** | **$18,710** | **$18,710** | **$18,710** | **$20,810** | **$0** | **$249,800** |
| **SERVICES & SUPPLIES** | | | | | | | | | | | | | |
| Student Uniforms | | | | | | | | | | | | | $0 |
| Athletic Program | | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | | $8,000 |
| Office Supplies | $817 | $817 | $817 | $817 | $817 | $817 | $817 | $817 | $817 | $817 | $817 | $817 | $9,800 |
| Office Furniture | $500 | | | | | | | | | | | | $500 |
| Office Computers & Software | $1,000 | | | | | | | | | | | | $1,000 |
| Printing and Copy Services | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $15,700 |
| Postage and Shipping | | | | | | | | | | | | | $0 |
| Bookkeeping | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $1,500 |
| Audit | | | | | $9,900 | | | | | | | | $9,900 |
| Payroll Services | $650 | $650 | $650 | $650 | $650 | $650 | $1,950 | $650 | $650 | $650 | $650 | $650 | $9,100 |
| Banking Fees | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $2,100 |
| Legal Services | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $1,000 |
| Liability & Property Insurance | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $26,500 |
| Staff Development | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $32,000 |
| Special Education | | $500 | $500 | $500 | $500 | $500 | $500 | $500 | $500 | $500 | $500 | | $5,000 |
| Health Services | | | | | | | | | | | | | $0 |
| Staff Recruitment | | | | | $250 | | $250 | $250 | $250 | | | | $1,000 |
| Student Recruitment | | | | | $1,000 | $1,000 | $1,000 | $1,000 | | | | | $4,000 |
| Tech Support | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $11,000 |
| Phone/Internet Service | $633 | $633 | $633 | $633 | $633 | $633 | $633 | $633 | $633 | $633 | $633 | $633 | $7,600 |
| Food Service | | $6,950 | $6,950 | $6,950 | $6,950 | $6,950 | $6,950 | $6,950 | $6,950 | $6,950 | $6,950 | | $69,500 |
| Transportation | | | | | | | | | | | | | $0 |
| Health Supplies | | $55 | $55 | $55 | $55 | $55 | $55 | $55 | $55 | $55 | $55 | | $550 |
| Pest Control | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $3,000 |
| Janitorial Supplies & Services | $5,000 | $848 | $848 | $848 | $848 | $848 | $848 | $848 | $848 | $848 | $848 | $848 | $14,333 |
| Waste Disposal | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $2,500 |
| Marketing | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $7,500 |
| Board Training | | $882 | $882 | $882 | $882 | $882 | $882 | $882 | $882 | $882 | $882 | | $8,820 |
| | | | | | | | | | | | | | $0 |
| **Total Services & Supplies** | **$17,167** | **$20,702** | **$20,702** | **$20,702** | **$31,852** | **$21,702** | **$23,252** | **$21,952** | **$20,952** | **$20,702** | **$20,702** | **$11,515** | **$251,903** |
| **FACILITIES** | | | | | | | | | | | | | |
| Rent/Lease/Mortgage | | | | | | | | | | | | | $0 |
| Grounds Maintenance | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $12,500 |
| Maintenance & Repair | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $14,000 |
| Utilities | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $105,000 |
| Fire Safety and Compliance | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $1,500 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Facilities** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$133,000** |
| **(C) TOTAL DISPURSEMENTS** | **$415,734** | **$457,719** | **$422,599** | **$422,599** | **$437,049** | **$423,599** | **$431,949** | **$423,849** | **$422,849** | **$422,599** | **$424,699** | **$394,702** | **$5,099,951** |
| CONTINGENCY FUND | $0 | $0 | $0 | $0 | $158,566 | $0 | $0 | $0 | $0 | $0 | | $0 | **$158,566** |
| **(D) NET REVENUE (B-C)** | **$11,513** | **($22,372)** | **$12,748** | **$12,748** | **($60,268)** | **$11,748** | **$3,398** | **$11,498** | **$12,498** | **$12,748** | **$10,648** | **$32,545** | **$49,449** |
| **ENDING CASH (A+D)** | **$554,971** | **$532,599** | **$545,347** | **$558,094** | **$497,826** | **$509,574** | **$512,972** | **$524,469** | **$536,967** | **$549,715** | **$560,362** | **$592,907** | |

| The Museum School of Avondale Estates | Planning Year | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|
| Surplus (Deficit) | OK | OK | OK | OK | OK | OK |
| Ending Cash Balance | OK | OK | OK | OK | OK | OK |
| Total Facilities Costs>15% of Total Expenses | OK | OK | OK | OK | OK | OK |

| | | | | | | |
|---|---|---|---|---|---|---|
| Cash Flow Projections:<br>Do the Cash Flow Proj. From the 5yr Budget match yr 0-2 Cash Flow Proj.? | YES | YES | YES | | | |

# 5 YEAR BUDGET PROJECTION

| The Museum School of Avondale Estates | FY2017 | | FY2018 | | FY2019 | | FY2020 | | FY2021 | | FY2022 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Planning Year | % of Total | Year 1 | % of Total | Year 2 | % of Total | Year 3 | % of Total | Year 4 | % of Total | Year 5 | % of Total | |
| **ASSUMPTIONS** | | | | | | | | | | | | | Notes |
| Number of Students | | | 564 | | 588 | | 588 | | 588 | | 588 | | SY 2017 student count is 540; full capacity starting SY 2019 |
| Facility Square Footage | 62,700 | | 62,700 | | 62,700 | | 62,700 | | 62,700 | | 62,700 | | Full buildout of facility |
| Number of Full Time Employees | 68 | | 71 | | 72 | | 72 | | 72 | | 72 | | |
| Full Time Employees (eligible for benefits | 68 | | 71 | | 72 | | 72 | | 72 | | 72 | | |
| Number of Administrators | 2 | | 2 | | 2 | | 2 | | 2 | | 2 | | Principal and Assistant Principal |
| Number of Teachers | 26 | | 27 | | 29 | | 29 | | 29 | | 29 | | Classroom Teachers |
| Number of Other Instructional Staff | 37 | | 37 | | 38 | | 38 | | 38 | | 38 | | |
| Number of Clerical Staff | 4 | | 4 | | 4 | | 4 | | 4 | | 4 | | Business Mgr, Registrar, Museum Liason, Admin. Assistant |
| Number of Maintenance Staff | 3 | | 3 | | 3 | | 3 | | 3 | | 3 | | 3 full-time Custodians |
| Number of Food Service Staff | 1 | | 1 | | 1 | | 1 | | 1 | | 1 | | Use 3rd party Lunch Provider |
| Student Teacher Ratio | | | 20.88888889 | | 20.27586207 | | 20.27586207 | | 20.27586207 | | 20.27586207 | | # Students / # Teachers only (excludes all other Instructional Staff) |
| Revenue Per Pupil (State and/or Local) | | | $8,900 | | $8,989 | | $9,079 | | $9,170 | | $9,261 | | Based on actual 2016-17 funding with conservative 1% increase each year |
| Average Teacher Salary | $48,500 | | $49,955 | | $51,454 | | $52,997 | | $54,587 | | $56,225 | | Based on actual 2016-17 with 3% increase each year |
| **REVENUES** | | | | | | | | | | | | | |
| State and/or Local Revenue (Rev Per Pupi | $0 | 0.0% | $5,019,600 | 99.5% | $5,285,532 | 99.6% | $5,338,387 | 99.6% | $5,391,771 | 99.6% | $5,445,689 | 99.7% | |
| 3% District Administrative Fee (Explain ar | $0 | 0.0% | ($150,588) | -3.0% | ($158,566) | -3.0% | ($160,152) | -3.0% | ($161,753) | -3.0% | ($163,371) | -3.0% | |
| Meal Fees | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| Planning Year QBE (less 3% fee) - existing | $4,700,000 | 96.4% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| Federal School Lunch Funding | $23,100 | 0.5% | $24,255 | 0.5% | $25,500 | 0.5% | $25,500 | 0.5% | $25,500 | 0.5% | $25,500 | 0.5% | Increased over actual 2015-16 based on student growth |
| Student Lunch Payments | $40,425 | 0.8% | $42,500 | 0.8% | $44,000 | 0.8% | $44,000 | 0.8% | $44,000 | 0.8% | $44,000 | 0.8% | Lunch Payments and Federal Lunch Funding offset Food Service Expenses |
| Before/After-School Revenue | $10,500 | 0.2% | $11,025 | 0.2% | $11,500 | 0.2% | $11,500 | 0.2% | $11,500 | 0.2% | $11,500 | 0.2% | 3rd Party After School program |
| Annual Auction | $100,000 | 2.1% | $100,000 | 2.0% | $100,000 | 1.9% | $100,000 | 1.9% | $100,000 | 1.8% | $100,000 | 1.8% | Annual Silent Auction |
| | | 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** | **$4,874,025** | | **$5,046,792** | | **$5,307,966** | | **$5,359,236** | | **$5,411,018** | | **$5,463,318** | | |
| **EXPENSES** | | | | | | | | | | | | | |
| **PERSONNEL** | | | | | | | | | | | | | |
| Principal | $102,190 | 2.2% | $104,234 | 2.1% | $106,318 | 2.1% | $108,445 | 2.1% | $110,614 | 2.1% | $112,826 | 2.1% | 2% increase annually |
| Social Services (Social Worker/Counselor, | $299,970 | 6.5% | $305,969 | 6.3% | $312,089 | 6.1% | $315,210 | 6.1% | $318,362 | 6.0% | $321,545 | 6.0% | Instructional Assistants |
| Technology Support | $37,500 | 0.8% | $38,250 | 0.8% | $39,015 | 0.8% | $39,795 | 0.8% | $40,591 | 0.8% | $41,403 | 0.8% | IT Support |
| Teachers | $1,261,000 | 27.3% | $1,348,785 | 27.7% | $1,492,156 | 29.3% | $1,536,921 | 29.5% | $1,583,028 | 29.9% | $1,630,519 | 30.2% | Classroom Teachers |
| Arts/PE/Comp Sci | $470,680 | 10.2% | $480,094 | 9.9% | $489,695 | 9.6% | $494,592 | 9.5% | $499,538 | 9.4% | $504,534 | 9.4% | Exploratory Teachers |
| Athletics/Extracurricular Coaches | $13,500 | 0.3% | $13,770 | 0.3% | $14,045 | 0.3% | $14,326 | 0.3% | $14,613 | 0.3% | $14,905 | 0.3% | Middle School Sports |
| Guidance Counselor | $47,300 | 1.0% | $48,246 | 1.0% | $49,211 | 1.0% | $50,195 | 1.0% | $51,199 | 1.0% | $52,223 | 1.0% | Full-time Counselor |
| Special Education Teacher | $718,050 | 15.6% | $732,411 | 15.1% | $747,059 | 14.6% | $762,000 | 14.6% | $769,620 | 14.5% | $777,317 | 14.4% | Includes all ESE and Support Staff |
| Office Manager | $72,700 | 1.6% | $74,154 | 1.5% | $75,637 | 1.5% | $77,150 | 1.5% | $78,693 | 1.5% | $80,267 | 1.5% | Assistant Principal |
| Office Assistant | $81,450 | 1.8% | $83,079 | 1.7% | $84,741 | 1.7% | $86,435 | 1.7% | $88,164 | 1.7% | $89,927 | 1.7% | Museum Liasion, Admin Assistant and Registrar |
| Business manager | $49,700 | 1.1% | $50,694 | 1.0% | $51,708 | 1.0% | $52,742 | 1.0% | $53,797 | 1.0% | $54,873 | 1.0% | Business manager |
| Maintenance | $84,456 | 1.8% | $86,145 | 1.8% | $87,868 | 1.7% | $89,625 | 1.7% | $90,522 | 1.7% | $91,427 | 1.7% | Campus Engineer & 3 full-time Custodians |
| Food Service | $20,720 | 0.4% | $21,134 | 0.4% | $21,557 | 0.4% | $21,988 | 0.4% | $22,428 | 0.4% | $22,877 | 0.4% | Nutrition Coordinator |
| Retirement Benefits | $433,290 | 9.4% | $542,571 | 11.2% | $572,988 | 11.2% | $585,608 | 11.2% | $597,262 | 11.3% | $609,200 | 11.3% | Teachers Retirement - assumes 16.81% beginning 2017-18 |
| Health Benefits | $241,000 | 5.2% | $245,820 | 5.1% | $250,736 | 4.9% | $255,751 | 4.9% | $260,866 | 4.9% | $266,083 | 4.9% | Employer portion of Medical and dental; ER paid disability & life |
| FICA | $46,390 | 1.0% | $47,318 | 1.0% | $48,264 | 0.9% | $49,229 | 0.9% | $50,214 | 0.9% | $51,218 | 0.9% | Medicare & SS for Custodial staff |
| Other Payroll Expenses/Taxes | $21,300 | 0.5% | $21,726 | 0.4% | $22,161 | 0.4% | $22,604 | 0.4% | $23,056 | 0.4% | $23,517 | 0.4% | Workers Comp Insurance & Unemployment |
| | | 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** | **$4,001,196** | **86.8%** | **$4,244,400** | **87.3%** | **$4,465,249** | **87.6%** | **$4,562,618** | **87.6%** | **$4,652,567** | **87.9%** | **$4,744,660** | **88.0%** | |
| **INSTRUCTION** | | | | | | | | | | | | | |
| Textbooks | $31,500 | 0.7% | $32,000 | 0.7% | $33,600 | 0.7% | $35,280 | 0.7% | $37,397 | 0.7% | $39,641 | 0.7% | Student Portfolios, Travel Journals, IXL, and additional supplies based on current expenses |
| Classroom Supplies | $44,000 | 1.0% | $44,900 | 0.9% | $45,800 | 0.9% | $48,000 | 0.9% | $50,000 | 0.9% | $52,000 | 1.0% | General Supplies & $900/classroom (class & unit supplies) |
| Computers | $10,000 | 0.2% | $10,000 | 0.2% | $10,000 | 0.2% | $10,000 | 0.2% | $5,000 | 0.1% | $5,000 | 0.1% | 1st 3 years - adding classroom of computers (24 @ $300) and ongoing upgrades |
| Software | $12,000 | 0.3% | $12,600 | 0.3% | $13,200 | 0.3% | $13,200 | 0.3% | $13,200 | 0.2% | $13,200 | 0.2% | Renzuli for School; License and apps for classrooms |
| Field Trips | $1,500 | 0.0% | $2,000 | 0.0% | $2,100 | 0.0% | $2,100 | 0.0% | $2,100 | 0.0% | $2,100 | 0.0% | Field Day; 5th and 8th Grade |
| Instructional Equipment | $108,000 | 2.3% | $110,000 | 2.3% | $112,000 | 2.2% | $112,000 | 2.2% | $112,000 | 2.1% | $112,000 | 2.1% | Expeditions |
| Library and Media Center | $10,000 | 0.2% | $10,000 | 0.2% | $10,000 | 0.2% | $10,000 | 0.2% | $10,000 | 0.2% | $10,000 | 0.2% | Additional media center books |
| Student Assessment | $12,500 | 0.3% | $13,125 | 0.3% | $13,700 | 0.3% | $13,500 | 0.3% | $13,500 | 0.3% | $13,500 | 0.3% | MAP ($15/student) and CRCT prep (3-8 @$12/student) |
| Classroom Furniture | $10,000 | 0.2% | $5,000 | 0.1% | $4,000 | 0.1% | $3,000 | 0.1% | $3,000 | 0.1% | $3,000 | 0.1% | Replacement starting in Yr. 3; adding a classroom Yrs0-2 |
| PE Equipment | $2,500 | 0.1% | $2,600 | 0.1% | $2,700 | 0.1% | $2,700 | 0.1% | $2,700 | 0.1% | $2,700 | 0.1% | Annual Health and PE supplies based on current expenses |
| Art Supplies | $2,500 | 0.1% | $2,600 | 0.1% | $2,700 | 0.1% | $2,700 | 0.1% | $2,700 | 0.1% | $2,700 | 0.1% | Annual Art supplies based on current expenses |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| **Total Instruction** | **$244,500** | **5.3%** | **$244,825** | **5.0%** | **$249,800** | **4.9%** | **$252,480** | **4.8%** | **$251,597** | **4.8%** | **$255,841** | **4.7%** | |
| **SERVICES & SUPPLIES** | | | | | | | | | | | | | |
| Student Uniforms | $0 | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| Athletic Program | $7,500 | 0.2% | $7,800 | 0.2% | $8,000 | 0.2% | $8,000 | 0.2% | $8,000 | 0.2% | $8,000 | 0.1% | 9 sports teams, uniforms and fees |
| Office Supplies | $9,600 | 0.2% | $9,600 | 0.2% | $9,800 | 0.2% | $9,800 | 0.2% | $9,800 | 0.2% | $9,800 | 0.2% | Annual supplies based on current expenses |
| Office Furniture | $2,000 | 0.0% | $500 | 0.0% | $500 | 0.0% | $500 | 0.0% | $500 | 0.0% | $500 | 0.0% | Additional file cabinets for expanding records |
| Office Computers & Software | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | Maintaining front office computers, printers and supplies |
| Printing and Copy Services | $15,000 | 0.3% | $15,000 | 0.3% | $15,700 | 0.3% | $15,700 | 0.3% | $15,700 | 0.3% | $15,700 | 0.3% | Lease of 3 copiers and associated expenses |
| Postage and Shipping | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| Bookkeeping | $1,700 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | Annual Support for QuickBooks and Volunteer Software |
| Audit | $9,500 | 0.2% | $9,700 | 0.2% | $9,900 | 0.2% | $10,000 | 0.2% | $10,100 | 0.2% | $10,200 | 0.2% | Annual ccountant's Audit |
| Payroll Services | $8,550 | 0.2% | $8,900 | 0.2% | $9,100 | 0.2% | $9,100 | 0.2% | $9,100 | 0.2% | $9,100 | 0.2% | 3rd Party expense for biweekly payroll, tax filing and W2 prep |
| Banking Fees | $1,800 | 0.0% | $2,000 | 0.0% | $2,100 | 0.0% | $2,200 | 0.0% | $2,300 | 0.0% | $2,400 | 0.0% | On-going fees for receiving lunch payments and misc. fees |
| Legal Services | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | Annual retainer |
| Liability & Property Insurance | $24,500 | 0.5% | $25,500 | 0.5% | $26,500 | 0.5% | $26,500 | 0.5% | $26,500 | 0.5% | $26,500 | 0.5% | Insurance expenses based on current coverage |
| Staff Development | $30,000 | 0.7% | $31,500 | 0.6% | $32,000 | 0.6% | $32,000 | 0.6% | $32,000 | 0.6% | $32,000 | 0.6% | Annual Summer Institute, New Hire Orientation and on-going training |
| Special Education | $4,500 | 0.1% | $4,725 | 0.1% | $5,000 | 0.1% | $5,000 | 0.1% | $5,000 | 0.1% | $5,000 | 0.1% | Additional resources including Gifted Testing |
| Health Services | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| Staff Recruitment | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | Job fairs and job postings |
| Student Recruitment | $4,000 | 0.1% | $4,000 | 0.1% | $4,000 | 0.1% | $4,000 | 0.1% | $4,000 | 0.1% | $4,000 | 0.1% | Information for entire attendence zone |
| Tech Support | $10,000 | 0.2% | $10,500 | 0.2% | $11,000 | 0.2% | $11,000 | 0.2% | $11,000 | 0.2% | $11,000 | 0.2% | |
| Phone/Internet Service | $7,200 | 0.2% | $7,200 | 0.1% | $7,600 | 0.1% | $7,600 | 0.1% | $7,600 | 0.1% | $7,600 | 0.1% | Phone and Internet projected from current expenses |
| Food Service | $63,525 | 1.4% | $65,000 | 1.3% | $69,500 | 1.4% | $69,500 | 1.3% | $69,500 | 1.3% | $69,500 | 1.3% | Offset of Food Services Revenue |
| Transportation | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| Health Supplies | $500 | 0.0% | $550 | 0.0% | $550 | 0.0% | $550 | 0.0% | $550 | 0.0% | $550 | 0.0% | Supplies for first aid |
| Pest Control | $3,000 | 0.1% | $3,000 | 0.1% | $3,000 | 0.1% | $3,000 | 0.1% | $3,000 | 0.1% | $3,000 | 0.1% | Monthly treatments & annual termite inspection |
| Janitorial Supplies & Services | $13,000 | 0.3% | $13,650 | 0.3% | $14,333 | 0.3% | $20,000 | 0.4% | $20,000 | 0.4% | $20,000 | 0.4% | Annual Floor Buffing @$10,000 and ongoing monthly cleaning supplies |
| Waste Disposal | $2,400 | 0.1% | $2,500 | 0.1% | $2,500 | 0.0% | $2,500 | 0.0% | $2,500 | 0.0% | $2,500 | 0.0% | Waste disposal projected from current expenses |
| Marketing | $7,500 | 0.2% | $7,500 | 0.2% | $7,500 | 0.1% | $7,500 | 0.1% | $7,500 | 0.1% | $7,500 | 0.1% | Website maintenance |
| Board Training | $8,000 | 0.2% | $8,400 | 0.2% | $8,820 | 0.2% | $9,000 | 0.2% | $9,000 | 0.2% | $9,000 | 0.2% | Board Development |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| **Total Services & Supplies** | **$236,775** | **5.1%** | **$242,025** | **5.0%** | **$251,903** | **4.9%** | **$257,950** | **5.0%** | **$258,150** | **4.9%** | **$258,350** | **4.8%** | |
| **FACILITIES** | | | | | | | | | | | | | |
| Rent/Lease/Mortgage | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| Grounds Maintenance | $12,200 | 0.3% | $12,200 | 0.3% | $12,500 | 0.2% | $12,500 | 0.2% | $12,500 | 0.2% | $12,500 | 0.2% | Monthly maintenance |
| Maintenance & Repair | $13,000 | 0.3% | $13,650 | 0.3% | $14,000 | 0.3% | $14,000 | 0.3% | $14,000 | 0.3% | $14,000 | 0.3% | Ongoing Maint and annual contracts (Elevator, HVAC, etc) |
| Utilities | $103,000 | 2.2% | $105,000 | 2.2% | $105,000 | 2.1% | $105,000 | 2.0% | $105,000 | 2.0% | $105,000 | 1.9% | Power, Gas and Water projected from current actual expenses |
| Fire Safety and Compliance | $1,500 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | Annual Fire inspection |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| **Total Facilities** | **$129,700** | **2.8%** | **$132,350** | **2.7%** | **$133,000** | **2.6%** | **$133,000** | **2.6%** | **$133,000** | **2.5%** | **$133,000** | **2.5%** | |
| **Total Expenses** | **$4,612,171** | | **$4,863,600** | | **$5,099,951** | | **$5,206,048** | | **$5,295,314** | | **$5,391,851** | | |
| Contingency Fund | $141,000 | | $150,588 | | $158,566 | | $106,768 | | $53,918 | | $54,457 | | 3% thru year 2; 2% yaer 3; 1% year 4-5 |
| **Surplus (Deficit)** | **$120,854** | | **$32,604** | | **$49,449** | | **$46,420** | | **$61,787** | | **$17,010** | | |

## Cash Balance

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Beginning Cash (Renewals, conversions,** | **$390,000** | | **$510,854** | | **$543,458** | | **$592,907** | | **$639,327** | | **$701,114** | | |
| **Net Surplus (Deficit)** | **$120,854** | | **$32,604** | | **$49,449** | | **$46,420** | | **$61,787** | | **$17,010** | | |
| **Ending Cash** | **$510,854** | | **$543,458** | | **$592,907** | | **$639,327** | | **$701,114** | | **$718,124** | | |

# CASH FLOW PROJECTIONS-YEAR 0/Planning Year

| The Museum School of Avondale Estates | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | March | April | May | June | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **(A) BEGINNING CASH** | $390,000 | $405,000 | $395,201 | $410,907 | $423,314 | $387,270 | $401,977 | $408,884 | $423,340 | $438,797 | $454,503 | $470,679 | |
| **Cash Receipts:** | | | | | | | | | | | | | |
| Per Pupil Revenue (local and state share), net LEA Admin fee | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| | | | | | | | | | | | | | $0 |
| Planning Year QBE (less 3% fee) - existing School | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $4,700,000 |
| Federal School Lunch Funding | | $2,310 | $2,310 | $2,310 | $2,310 | $2,310 | $2,310 | $2,310 | $2,310 | $2,310 | $2,310 | | $23,100 |
| Student Lunch Payments | | $4,043 | $4,043 | $4,043 | $4,043 | $4,043 | $4,043 | $4,043 | $4,043 | $4,043 | $4,043 | | $40,425 |
| Before/After-School Revenue | | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | | $10,500 |
| Annual Auction | | | | | $100,000 | | | | | | | | $100,000 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **(B) Total Receipts** | **$391,667** | **$399,069** | **$399,069** | **$399,069** | **$499,069** | **$399,069** | **$399,069** | **$399,069** | **$399,069** | **$399,069** | **$399,069** | **$391,667** | **$4,874,025** |
| **Cash Disbursements:** | | | | | | | | | | | | | |
| **PERSONNEL** | | | | | | | | | | | | | |
| Principal | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $102,190 |
| Social Services (Social Worker/Counselor/Nurse) | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $299,970 |
| Technology Support | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $37,500 |
| Teachers | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $1,261,000 |
| Arts/PE/Comp Sci | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $470,680 |
| Athletics/Extracurricular Coaches | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $13,500 |
| Guidance Counselor | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $47,300 |
| Special Education Teacher | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $718,050 |
| Office Manager | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $72,700 |
| Office Assistant | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $81,450 |
| Business manager | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $49,700 |
| Maintenance | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $84,456 |
| Food Service | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $20,720 |
| Retirement Benefits | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $433,290 |
| Health Benefits | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $241,000 |
| FICA | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $46,390 |
| Other Payroll Expenses/Taxes | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $21,300 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Personnel** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$4,001,196** |
| **INSTRUCTION** | | | | | | | | | | | | | |
| Textbooks | $7,875 | $7,875 | $1,969 | $1,969 | $1,969 | $1,969 | $1,969 | $1,969 | $1,969 | $1,969 | | | $31,500 |
| Classroom Supplies | $6,000 | $11,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | | $44,000 |
| Computers | $3,300 | $3,300 | | | | | $3,400 | | | | | | $10,000 |
| Software | | $1,200 | $1,200 | $1,200 | $1,200 | $1,200 | $1,200 | $1,200 | $1,200 | $1,200 | $1,200 | | $12,000 |
| Field Trips | | | | | | | | | | | $1,500 | | $1,500 |
| Instructional Equipment | | $10,800 | $10,800 | $10,800 | $10,800 | $10,800 | $10,800 | $10,800 | $10,800 | $10,800 | $10,800 | | $108,000 |
| Library and Media Center | | $3,300 | | $3,300 | | | $3,400 | | | | | | $10,000 |
| Student Assessment | | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | | $12,500 |
| Classroom Furniture | $5,000 | $5,000 | | | | | | | | | | | $10,000 |
| PE Equipment | | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | | $2,500 |
| Art Supplies | | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | | $2,500 |
| | | | | | | | | | | | | | $0 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | $0 |
| **Total Instruction** | **$22,175** | **$44,225** | **$18,719** | **$22,019** | **$18,719** | **$18,719** | **$25,519** | **$18,719** | **$18,719** | **$18,719** | **$18,250** | **$0** | **$244,500** |
| | | | | | | | | | | | | | |
| **SERVICES & SUPPLIES** | | | | | | | | | | | | | |
| Student Uniforms | | | | | | | | | | | | | $0 |
| Athletic Program | | $750 | $750 | $750 | $750 | $750 | $750 | $750 | $750 | $750 | $750 | | $7,500 |
| Office Supplies | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $9,600 |
| Office Furniture | $2,000 | | | | | | | | | | | | $2,000 |
| Office Computers & Software | $1,000 | | | | | | | | | | | | $1,000 |
| Printing and Copy Services | $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 |
| Postage and Shipping | | | | | | | | | | | | | $0 |
| Bookkeeping | $142 | $142 | $142 | $142 | $142 | $142 | $142 | $142 | $142 | $142 | $142 | $142 | $1,700 |
| Audit | | | | | $9,500 | | | | | | | | $9,500 |
| Payroll Services | $650 | $650 | $650 | $650 | $650 | $650 | $1,400 | $650 | $650 | $650 | $650 | $650 | $8,550 |
| Banking Fees | $150 | $150 | $150 | $150 | $150 | $150 | $150 | $150 | $150 | $150 | $150 | $150 | $1,800 |
| Legal Services | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $1,000 |
| Liability & Property Insurance | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $24,500 |
| Staff Development | | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | | $30,000 |
| Special Education | | $450 | $450 | $450 | $450 | $450 | $450 | $450 | $450 | $450 | $450 | | $4,500 |
| Health Services | | | | | | | | | | | | | $0 |
| Staff Recruitment | | | | | $250 | | $250 | $250 | $250 | | | | $1,000 |
| Student Recruitment | | | | | $1,000 | $1,000 | $1,000 | $1,000 | | | | | $4,000 |
| Tech Support | | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | | $10,000 |
| Phone/Internet Service | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $7,200 |
| Food Service | | $6,353 | $6,353 | $6,353 | $6,353 | $6,353 | $6,353 | $6,353 | $6,353 | $6,353 | $6,353 | | $63,525 |
| Transportation | | | | | | | | | | | | | $0 |
| Health Supplies | | $50 | $50 | $50 | $50 | $50 | $50 | $50 | $50 | $50 | $50 | | $500 |
| Pest Control | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $3,000 |
| Janitorial Supplies & Services | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $13,000 |
| Waste Disposal | $200 | $200 | $200 | $200 | $200 | $200 | $200 | $200 | $200 | $200 | $200 | $200 | $2,400 |
| Marketing | | $750 | $750 | $750 | $750 | $750 | $750 | $750 | $750 | $750 | $750 | | $7,500 |
| Board Training | | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | | $8,000 |
| | | | | | | | | | | | | | $0 |
| **Total Services & Supplies** | **$10,250** | **$20,403** | **$20,403** | **$20,403** | **$31,153** | **$21,403** | **$22,403** | **$21,653** | **$20,653** | **$20,403** | **$20,403** | **$7,250** | **$236,775** |
| | | | | | | | | | | | | | |
| **FACILITIES** | | | | | | | | | | | | | |
| Rent/Lease/Mortgage | | | | | | | | | | | | | $0 |
| Grounds Maintenance | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $12,200 |
| Maintenance & Repair | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $13,000 |
| Utilities | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $103,000 |
| Fire Safety and Compliance | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $1,500 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Facilities** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$129,700** |
| | | | | | | | | | | | | | |
| **(C) TOTAL DISPURSEMENTS** | **$376,666** | **$408,869** | **$383,363** | **$386,663** | **$394,113** | **$384,363** | **$392,163** | **$384,613** | **$383,613** | **$383,363** | **$382,894** | **$351,491** | **$4,612,171** |
| | | | | | | | | | | | | | |
| CONTINGENCY FUND | | | | | $141,000 | | | | | | | | $141,000 |
| | | | | | | | | | | | | | |
| **(D) NET REVENUE** | **$15,000** | **($9,800)** | **$15,707** | **$12,407** | **($36,043)** | **$14,707** | **$6,907** | **$14,457** | **$15,457** | **$15,707** | **$16,175** | **$40,175** | **$120,854** |
| | | | | | | | | | | | | | |
| **ENDING CASH (A+D)** | **$405,000** | **$395,201** | **$410,907** | **$423,314** | **$387,270** | **$401,977** | **$408,884** | **$423,340** | **$438,797** | **$454,503** | **$470,679** | **$510,854** | |

# CASH FLOW PROJECTIONS-YEAR 1

| The Museum School of Avondale Estates | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | March | April | May | June | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **(A) BEGINNING CASH** | $510,854 | $519,593 | $495,718 | $506,426 | $517,135 | $463,005 | $472,714 | $474,272 | $483,731 | $494,189 | $504,898 | $513,606 | |
| **Cash Receipts:** | | | | | | | | | | | | | |
| Per Pupil Revenue (local and state share), net LEA Admin fee | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $4,869,012 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| Federal School Lunch Funding | | $2,426 | $2,426 | $2,426 | $2,426 | $2,426 | $2,426 | $2,426 | $2,426 | $2,426 | $2,426 | | $24,255 |
| Student Lunch Payments | | $4,250 | $4,250 | $4,250 | $4,250 | $4,250 | $4,250 | $4,250 | $4,250 | $4,250 | $4,250 | | $42,500 |
| Before/After-School Revenue | | $1,103 | $1,103 | $1,103 | $1,103 | $1,103 | $1,103 | $1,103 | $1,103 | $1,103 | $1,103 | | $11,025 |
| Annual Auction | | | | | $100,000 | | | | | | | | $100,000 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **(B) Total Receipts** | **$405,751** | **$413,529** | **$413,529** | **$413,529** | **$513,529** | **$413,529** | **$413,529** | **$413,529** | **$413,529** | **$413,529** | **$413,529** | **$405,751** | **$5,046,792** |
| **Cash Disbursements:** | | | | | | | | | | | | | |
| **PERSONNEL** | | | | | | | | | | | | | |
| Principal | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $104,234 |
| Social Services (Social Worker/Counselor/Nurse) | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $305,969 |
| Technology Support | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $38,250 |
| Teachers | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $1,348,785 |
| Arts/PE/Comp Sci | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $480,094 |
| Athletics/Extracurricular Coaches | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $13,770 |
| Guidance Counselor | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $48,246 |
| Special Education Teacher | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $732,411 |
| Office Manager | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $74,154 |
| Office Assistant | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $83,079 |
| Business manager | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $50,694 |
| Maintenance | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $86,145 |
| Food Service | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $21,134 |
| Retirement Benefits | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $542,571 |
| Health Benefits | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $245,820 |
| FICA | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $47,318 |
| Other Payroll Expenses/Taxes | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $21,726 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Personnel** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$4,244,400** |
| **INSTRUCTION** | | | | | | | | | | | | | |
| Textbooks | $9,600 | $13,400 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | | $32,000 |
| Classroom Supplies | | $11,225 | $3,742 | $3,742 | $3,742 | $3,742 | $3,742 | $3,742 | $3,742 | $3,742 | $3,742 | | $44,900 |
| Computers | $3,300 | $3,300 | | | | | $3,400 | | | | | | $10,000 |
| Software | | $6,300 | $700 | $700 | $700 | $700 | $700 | $700 | $700 | $700 | $700 | | $12,600 |
| Field Trips | | | | | | | | | | | $2,000 | | $2,000 |
| Instructional Equipment | | $11,000 | $11,000 | $11,000 | $11,000 | $11,000 | $11,000 | $11,000 | $11,000 | $11,000 | $11,000 | | $110,000 |
| Library and Media Center | | $3,300 | | | $3,300 | | $3,400 | | | | | | $10,000 |
| Student Assessment | | $1,313 | $1,313 | $1,313 | $1,313 | $1,313 | $1,313 | $1,313 | $1,313 | $1,313 | $1,313 | | $13,125 |
| Classroom Furniture | $2,500 | $2,500 | | | | | | | | | | | $5,000 |
| PE Equipment | | $260 | $260 | $260 | $260 | $260 | $260 | $260 | $260 | $260 | $260 | | $2,600 |
| Art Supplies | | $260 | $260 | $260 | $260 | $260 | $260 | $260 | $260 | $260 | $260 | | $2,600 |
| | | | | | | | | | | | | | $0 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | $0 |
| **Total Instruction** | **$15,400** | **$52,858** | **$18,274** | **$18,274** | **$21,574** | **$18,274** | **$25,074** | **$18,274** | **$18,274** | **$18,274** | **$20,274** | **$0** | **$244,825** |
| | | | | | | | | | | | | | |
| **SERVICES & SUPPLIES** | | | | | | | | | | | | | |
| Student Uniforms | | | | | | | | | | | | | $0 |
| Athletic Program | | $780 | $780 | $780 | $780 | $780 | $780 | $780 | $780 | $780 | $780 | | $7,800 |
| Office Supplies | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $9,600 |
| Office Furniture | $500 | | | | | | | | | | | | $500 |
| Office Computers & Software | $1,000 | | | | | | | | | | | | $1,000 |
| Printing and Copy Services | $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 |
| Postage and Shipping | | | | | | | | | | | | | $0 |
| Bookkeeping | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $1,500 |
| Audit | | | | | $9,700 | | | | | | | | $9,700 |
| Payroll Services | $650 | $650 | $650 | $650 | $650 | $650 | $1,750 | $650 | $650 | $650 | $650 | $650 | $8,900 |
| Banking Fees | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $2,000 |
| Legal Services | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $1,000 |
| Liability & Property Insurance | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $25,500 |
| Staff Development | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $31,500 |
| Special Education | | $473 | $473 | $473 | $473 | $473 | $473 | $473 | $473 | $473 | $473 | | $4,725 |
| Health Services | | | | | | | | | | | | | $0 |
| Staff Recruitment | | | | | $250 | | $250 | $250 | $250 | | | | $1,000 |
| Student Recruitment | | | | | $1,000 | $1,000 | $1,000 | $1,000 | | | | | $4,000 |
| Tech Support | $875 | $875 | $875 | $875 | $875 | $875 | $875 | $875 | $875 | $875 | $875 | $875 | $10,500 |
| Phone/Internet Service | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $7,200 |
| Food Service | | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | | $65,000 |
| Transportation | | | | | | | | | | | | | $0 |
| Health Supplies | | $55 | $55 | $55 | $55 | $55 | $55 | $55 | $55 | $55 | $55 | | $550 |
| Pest Control | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $3,000 |
| Janitorial Supplies & Services | $5,000 | $786 | $786 | $786 | $786 | $786 | $786 | $786 | $786 | $786 | $786 | $786 | $13,650 |
| Waste Disposal | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $2,500 |
| Marketing | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $7,500 |
| Board Training | | $840 | $840 | $840 | $840 | $840 | $840 | $840 | $840 | $840 | $840 | | $8,400 |
| | | | | | | | | | | | | | $0 |
| **Total Services & Supplies** | **$16,883** | **$19,817** | **$19,817** | **$19,817** | **$30,767** | **$20,817** | **$22,167** | **$21,067** | **$20,067** | **$19,817** | **$19,817** | **$11,170** | **$242,025** |
| | | | | | | | | | | | | | |
| **FACILITIES** | | | | | | | | | | | | | |
| Rent/Lease/Mortgage | | | | | | | | | | | | | $0 |
| Grounds Maintenance | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $12,200 |
| Maintenance & Repair | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $13,650 |
| Utilities | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $105,000 |
| Fire Safety and Compliance | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $1,500 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Facilities** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$132,350** |
| | | | | | | | | | | | | | |
| **(C) TOTAL DISPURSEMENTS** | **$397,012** | **$437,404** | **$402,821** | **$402,821** | **$417,071** | **$403,821** | **$411,971** | **$404,071** | **$403,071** | **$402,821** | **$404,821** | **$375,899** | **$4,863,600** |
| | | | | | | | | | | | | | |
| CONTINGENCY FUND | | | | | $150,588 | | | | | | | | **$150,588** |
| | | | | | | | | | | | | | |
| **(D) NET REVENUE (B-C)** | **$8,739** | **($23,875)** | **$10,708** | **$10,708** | **($54,130)** | **$9,708** | **$1,558** | **$9,458** | **$10,458** | **$10,708** | **$8,708** | **$29,852** | **$32,604** |
| | | | | | | | | | | | | | |
| **ENDING CASH (A+D)** | **$519,593** | **$495,718** | **$506,426** | **$517,135** | **$463,005** | **$472,714** | **$474,272** | **$483,731** | **$494,189** | **$504,898** | **$513,606** | **$543,458** | |

# CASH FLOW PROJECTIONS-YEAR 2

| The Museum School of Avondale Estates | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | March | April | May | June | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **(A) BEGINNING CASH** | $543,458 | $554,971 | $532,599 | $545,347 | $558,094 | $497,826 | $509,574 | $512,972 | $524,469 | $536,967 | $549,715 | $560,362 | |
| **Cash Receipts:** | | | | | | | | | | | | | |
| Per Pupil Revenue (local and state share), net LEA Admin fee | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $5,126,966 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| Federal School Lunch Funding | | $2,550 | $2,550 | $2,550 | $2,550 | $2,550 | $2,550 | $2,550 | $2,550 | $2,550 | $2,550 | | $25,500 |
| Student Lunch Payments | | $4,400 | $4,400 | $4,400 | $4,400 | $4,400 | $4,400 | $4,400 | $4,400 | $4,400 | $4,400 | | $44,000 |
| Before/After-School Revenue | | $1,150 | $1,150 | $1,150 | $1,150 | $1,150 | $1,150 | $1,150 | $1,150 | $1,150 | $1,150 | | $11,500 |
| Annual Auction | | | | | $100,000 | | | | | | | | $100,000 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **(B) Total Receipts** | **$427,247** | **$435,347** | **$435,347** | **$435,347** | **$535,347** | **$435,347** | **$435,347** | **$435,347** | **$435,347** | **$435,347** | **$435,347** | **$427,247** | **$5,307,966** |
| **Cash Disbursements:** | | | | | | | | | | | | | |
| **PERSONNEL** | | | | | | | | | | | | | |
| Principal | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $106,318 |
| Social Services (Social Worker/Counselor/Nurse) | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $312,089 |
| Technology Support | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $39,015 |
| Teachers | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $1,492,156 |
| Arts/PE/Comp Sci | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $489,695 |
| Athletics/Extracurricular Coaches | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $14,045 |
| Guidance Counselor | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $49,211 |
| Special Education Teacher | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $747,059 |
| Office Manager | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $75,637 |
| Office Assistant | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $84,741 |
| Business manager | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $51,708 |
| Maintenance | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $87,868 |
| Food Service | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $21,557 |
| Retirement Benefits | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $572,988 |
| Health Benefits | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $250,736 |
| FICA | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $48,264 |
| Other Payroll Expenses/Taxes | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $22,161 |
| | $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** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$4,465,249** |
| **INSTRUCTION** | | | | | | | | | | | | | |
| Textbooks | $10,080 | $14,070 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | | $33,600 |
| Classroom Supplies | | $11,450 | $3,817 | $3,817 | $3,817 | $3,817 | $3,817 | $3,817 | $3,817 | $3,817 | $3,817 | | $45,800 |
| Computers | $3,300 | $3,300 | | | | | $3,400 | | | | | | $10,000 |
| Software | | $6,600 | $733 | $733 | $733 | $733 | $733 | $733 | $733 | $733 | $733 | | $13,200 |
| Field Trips | | | | | | | | | | | $2,100 | | $2,100 |
| Instructional Equipment | | $11,200 | $11,200 | $11,200 | $11,200 | $11,200 | $11,200 | $11,200 | $11,200 | $11,200 | $11,200 | | $112,000 |
| Library and Media Center | | $3,300 | | | $3,300 | | $3,400 | | | | | | $10,000 |
| Student Assessment | | $1,370 | $1,370 | $1,370 | $1,370 | $1,370 | $1,370 | $1,370 | $1,370 | $1,370 | $1,370 | | $13,700 |
| Classroom Furniture | $2,000 | $2,000 | | | | | | | | | | | $4,000 |
| PE Equipment | | $270 | $270 | $270 | $270 | $270 | $270 | $270 | $270 | $270 | $270 | | $2,700 |
| Art Supplies | | $270 | $270 | $270 | $270 | $270 | $270 | $270 | $270 | $270 | $270 | | $2,700 |
| work study | | | | | | | | | | | | | $0 |
| Out of state field study | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Instruction** | **$15,380** | **$53,830** | **$18,710** | **$18,710** | **$22,010** | **$18,710** | **$25,510** | **$18,710** | **$18,710** | **$18,710** | **$20,810** | **$0** | **$249,800** |
| **SERVICES & SUPPLIES** | | | | | | | | | | | | | |
| Student Uniforms | | | | | | | | | | | | | $0 |
| Athletic Program | | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | | $8,000 |
| Office Supplies | $817 | $817 | $817 | $817 | $817 | $817 | $817 | $817 | $817 | $817 | $817 | $817 | $9,800 |
| Office Furniture | $500 | | | | | | | | | | | | $500 |
| Office Computers & Software | $1,000 | | | | | | | | | | | | $1,000 |
| Printing and Copy Services | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $15,700 |
| Postage and Shipping | | | | | | | | | | | | | $0 |
| Bookkeeping | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $1,500 |
| Audit | | | | | $9,900 | | | | | | | | $9,900 |
| Payroll Services | $650 | $650 | $650 | $650 | $650 | $650 | $1,950 | $650 | $650 | $650 | $650 | $650 | $9,100 |
| Banking Fees | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $2,100 |
| Legal Services | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $1,000 |
| Liability & Property Insurance | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $26,500 |
| Staff Development | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $32,000 |
| Special Education | | $500 | $500 | $500 | $500 | $500 | $500 | $500 | $500 | $500 | $500 | | $5,000 |
| Health Services | | | | | | | | | | | | | $0 |
| Staff Recruitment | | | | | $250 | | $250 | $250 | $250 | | | | $1,000 |
| Student Recruitment | | | | | $1,000 | $1,000 | $1,000 | $1,000 | | | | | $4,000 |
| Tech Support | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $11,000 |
| Phone/Internet Service | $633 | $633 | $633 | $633 | $633 | $633 | $633 | $633 | $633 | $633 | $633 | $633 | $7,600 |
| Food Service | | $6,950 | $6,950 | $6,950 | $6,950 | $6,950 | $6,950 | $6,950 | $6,950 | $6,950 | $6,950 | | $69,500 |
| Transportation | | | | | | | | | | | | | $0 |
| Health Supplies | | $55 | $55 | $55 | $55 | $55 | $55 | $55 | $55 | $55 | $55 | | $550 |
| Pest Control | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $3,000 |
| Janitorial Supplies & Services | $5,000 | $848 | $848 | $848 | $848 | $848 | $848 | $848 | $848 | $848 | $848 | $848 | $14,333 |
| Waste Disposal | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $2,500 |
| Marketing | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $7,500 |
| Board Training | | $882 | $882 | $882 | $882 | $882 | $882 | $882 | $882 | $882 | $882 | | $8,820 |
| | | | | | | | | | | | | | $0 |
| **Total Services & Supplies** | **$17,167** | **$20,702** | **$20,702** | **$20,702** | **$31,852** | **$21,702** | **$23,252** | **$21,952** | **$20,952** | **$20,702** | **$20,702** | **$11,515** | **$251,903** |
| **FACILITIES** | | | | | | | | | | | | | |
| Rent/Lease/Mortgage | | | | | | | | | | | | | $0 |
| Grounds Maintenance | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $12,500 |
| Maintenance & Repair | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $14,000 |
| Utilities | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $105,000 |
| Fire Safety and Compliance | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $1,500 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Facilities** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$133,000** |
| **(C) TOTAL DISPURSEMENTS** | **$415,734** | **$457,719** | **$422,599** | **$422,599** | **$437,049** | **$423,599** | **$431,949** | **$423,849** | **$422,849** | **$422,599** | **$424,699** | **$394,702** | **$5,099,951** |
| CONTINGENCY FUND | $0 | $0 | $0 | $0 | $158,566 | $0 | $0 | $0 | $0 | $0 | | $0 | **$158,566** |
| **(D) NET REVENUE (B-C)** | **$11,513** | **($22,372)** | **$12,748** | **$12,748** | **($60,268)** | **$11,748** | **$3,398** | **$11,498** | **$12,498** | **$12,748** | **$10,648** | **$32,545** | **$49,449** |
| **ENDING CASH (A+D)** | **$554,971** | **$532,599** | **$545,347** | **$558,094** | **$497,826** | **$509,574** | **$512,972** | **$524,469** | **$536,967** | **$549,715** | **$560,362** | **$592,907** | |

| The Museum School of Avondale Estates | Planning Year | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|
| Surplus (Deficit) | OK | OK | OK | OK | OK | OK |
| Ending Cash Balance | OK | OK | OK | OK | OK | OK |
| Total Facilities Costs>15% of Total Expenses | OK | OK | OK | OK | OK | OK |

| | | | | | | |
|---|---|---|---|---|---|---|
| Cash Flow Projections:<br>Do the Cash Flow Proj. From the 5yr Budget match yr 0-2 Cash Flow Proj.? | YES | YES | YES | | | |

This item is not applicable.

| | A Day in the Life | Take a Walk on the Wild Side | Our World | Moving Along |
|---|---|---|---|---|
| **Kindergarten** | **…of Me and My Community!**<br>• My Community (SSKG1) (SSKE1,2)<br>• Good Citizens (SSKCG1) (SSKCG2)<br>• I Am Me and You are You (SKL2c) (SKL2e) | **Into the Wild!**<br>• Animals (SKL1b) (SKL2a,d)<br>• Living and Non-Living (SKL1a)<br>• Motion(SKP3) | **In Your Backyard**<br>• Plants (SKL2b) (SKL1c)<br>• Rocks and Soil(SKE2)<br>• Day and Night(SKE1)<br>• Gravity (SKP2) | **Let's Travel!**<br>• American Symbols (SSKH2)<br>• Maps and Globes(SSKG2)<br>• Where I Live (SSKG3)<br>• Purpose of Money (SSKE2,3,4) |
| **1st Grade** | **……of a Scientist!**<br>• What Scientists "do" and tools they use (S1CS1) (S1CS6)<br>• Investigation of weather (S1E1)(S1CS3)<br>• Weather data and seasonal changes (S1E1)(S1CS3)<br>• Changes in water as it relates to weather (S1E2) (S1CS3)<br>• Observations and investigations of light and sound (S1CS3) (S1CS4) (S1P1)<br>• Experimentation with magnets: how they attract and repel (S1P2) | ***Our Wondrous World***<br>• Investigate basic needs of plants<br>• Investigate basic needs of animals<br>• The Earth's Topography – oceans, continents, and landforms (SS1G3)<br>• Map skills (SS1G2) | **America the Beautiful**<br>• American Folktales (SS1H2)<br>• Historical Figures in American History (SS1H1)<br>• "America" and "America The Beautiful": What They Mean (SS1CG2) | **Money on the Move**<br>• Goods and Services (SS1E1)<br>• Producing and Consuming (SS1E3)<br>• Saving and Spending (SS1E4) |
| **2nd Grade** | **…of a Georgian**<br>• Georgia Natives (SS2H2)<br>• Historical Georgians (SS2H1)<br>• Citizenship Traits (SS2CG3)<br>• Georgia Government (SS2CG2)<br>• Georgian Goods (SS2E2)<br>• State and National Capitol Buildings (SS2CG4)<br>• Ongoing Economic Understandings (SS2E1, SS2E2, SS2E3, SS2E3) | **I'm In Motion!**<br>• Energy – motion energy, light energy, heat energy (S2P2)<br>• Identify matter-solid, liquid, gas (S2P1)<br>• Investigate physical changes in matter (S2P1)<br>• Explore push/pull<br>• (S2P3)<br>• Effects of speed (S2P3) | **Look outside Your Window!**<br>• Observe patterns in night sky- moon phases, star patterns (S2E2) (S2E1)<br>• Day and Night/Changes in Seasons (S2E2)<br>• Sun and Earth Patterns (S2E2)<br>• Classify Stars by attribute (S2E1)<br>• Shadows (S2E2) | **Circle of Life: Life Cycles**<br>• Sequence of life cycle of Common Animals (S2L1)<br>• Seasonal Changes (S2L1)<br>• Investigate Life Cycle of Plants (S2L1)<br>• Fungi (S2L1)<br>• Observe/Record changes in weather, plants, animals (S2E3)<br>• Georgia Regions (SS2G1) |

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|---|---|---|---|---|
| **3rd Grade** | **...of a Leader**<br>• Map Skills (SS3G1)<br>• Let Freedom Ring (SS3H2)<br>• Culture and Geography: The relationship between the two (SS3G2)<br>• Traits of a Leader (SS3CG2) | **How the World Has Changed: Animals since Dinosaurs**<br>• Fossils (S3E2)<br>• How fossils are made: rocks and soils (S3E2) (S3E1)<br>• Pollution (S3L2)<br>• Animal Habitats and their impacts (S3L1) | **The Government**<br>• What is the government and what does it do? (SS3CG1) (SS3E2)<br>• Democracy (SS3H1)<br>• Resources and their uses (SS3E1) (SS3E3) (SS3E4) | **Natural Movement**<br>• Magnets (S3P2) (S3CS8)<br>• Heat (S3P1) |
| **4th Grade** | **…of Pioneers**<br>• Native Americans (SS4H1) (SS4G2)<br>• European Exploration (SS4H2)<br>• Shaping Colonial America (SS4H3) | **Living in Our World and Galaxy**<br>• Foodwebs and adaptation (S4L2)<br>• The relationship between living things and their environs (S4L1)<br>• Its impact on our geography and man-made features' impact on our ecosystem (SS4G1)<br>• Weather systems and how they move (S4E4) (S4E3)<br>• Weather and its impact (S4P3)<br>• Simple Machines<br>• Sun, moon, stars (S4E1) (S4E2)<br>• Milky Way, galaxy (S4E1) (S4E2)<br>• 8 planets (S4E1)<br>• Light and sound (S4P1) (S4P2) | **Building Our Nation**<br>• Revolutionary America and its new identity (SS4H4) (SS4H5) (SS4CG1) (SS4CG3)<br>• Creating a Government (SS4H5) (SS4CG1) (SS4CG3) | **Moving Across America**<br>• Challenges of a New Nation & The War of 1812 (SS4H5)<br>• Abolition (SS4H6) (SS4H7)<br>• Economics (SS4E1) (SS4E2) (SS4CG4) |
| **5th Grade** | **…Our Ancestors**<br>• Civil War (SS5H1) (SS5E2)<br>• Reconstruction (SS5H2) (SS5E2)<br>• Turn of the Century (SS5H3) (SS5E2)<br>• WWI and Post World War I (SS5H4) | **Organisms Big and Small**<br>• Classifying Organisms (S5L1)<br>• Cells (S5L3)<br>• Microorganisms (S5L4)<br>• Looking at Organisms (S5CS3) (S5CS8) | **America and the World**<br>• Great Depression and New Deal (SS5H5) (SS5E2)<br>• World War II (SS5H6) (SS5E2)<br>• The Cold War (SS5H7) (SS5E2)<br>• America Since 1950 (SS5H8,9) (SS5E2) | **Landscape of the World**<br>• Important Places (SS5G1)<br>• How the landscape can be changed (S5E1) (S5P2)<br>• Rights and Responsibilities under the US Constitution (SS5E2,3,4)<br>• America's Economy (SS5CG1,2,3) |

| **6th Grade** | **"A Day in the Life…"** | **"Walk on the Wild Side"** | **"Our World…"** | **"Moving Along…"** |
|---|---|---|---|---|
| **Science** | **An Astronomer**<br>• Formation and position of the solar system (S6E1)<br>• Earth, moon, and sun (S6E2)<br>• Characteristics of planets (S6E1) | **Weather/ Natural Disasters**<br>• Land, water, and climate (S6E4)<br>• Creating weather labs (S6CS5)<br>• Heating of land and water (S6E4) | **Geology**<br>• Formation of the Earth's surface (S6E5)<br>• Types of rocks and minerals (S6E5)<br>• Physical processes on geological features (S6E5) | **Hydrology/Resources**<br>• Water's impact (S6E3)<br>• Distribution of land and water (S6E4)<br>• Renewable and nonrenewable resources (S6E6)<br>• Energy and conservation (S6E6) |
| **Social Studies** | **Europe**<br>• Europe in the 2oth cent. (SS6H7)<br>• Physical Europe (SS6H8)(SS6H10)<br>• Cultural Europe (SS6H11)<br>• European governments (SS6CG4) (SS6CG5)<br>• Europe's economy and trade (SS6G9) (SS6E5) (SS6E6) (SS6E7)<br>• European colonization and exploration (SS6H6) | **Latin America**<br>• Latin America and the Caribbean in the 20th century (SS6H3)<br>• Physical Latin America (SS6G3)<br>• Cultural Latin America (SS6G4)<br>• Latin American governments (SS6CG1) SS6CG2)<br>• Latin American environment (SS6G2)<br>• Latin American economy and trade (SS6E1-3)<br>• Latin America's cultural legacy | **Canada**<br>• Contemporary Canada (SS6H4)<br>• Canadian government (SS6H5)<br>• Canada's economy and trade (SS6CG1) (SS6CG3)<br>(SS6E1)<br>• Physical Canada (SS6G5)<br>• Canadian climate and environment (SS6G6) (SS6G7) | **Australia**<br>• Australia's physical geography and climate (SS6G12) (SS6G13)<br>• Australia's culture (SS6G14)<br>• Australian government (SS6CG6) (SS6CG7)<br>• Australia's economy and trade (SS6E8-10)<br>• European influence (SS6H9) |

| | | | | |
|---|---|---|---|---|
| | | (SS6H1) (SS6H2) | | |
| **Language Arts** | **Narrative**<br>● Reading Narratives (ELA6R1) (ELA6R3) (ELA6RC1)<br>● Writing narrative (ELA6W1) (ELA6W2) (ELA6W4)<br>● Parts of speech (ELA6C1) | **Expository**<br>● Reading Expository writing (ELA6R1) (ELA6R3)<br>● Writing Expository essays (ELA6W1) (ELA6W2) (ELA6W4)<br>● Phrases and parts of sentences (ELA6C1) | **Persuasive**<br>● Reading persuasive writing (ELA6R1) (ELA6R3)<br>● Writing persuasive essays (ELA6W1) (ELA6W2) (ELA6W4)<br>● Types of sentences, fragments, run-ons, spelling rules (ELA6C1) | **Response To Literature**<br>● Reading literature and poetry (ELA6R2) (ELA6RC3)<br>● Writing poetry (ELA6W2)<br>● Punctuation rules, peer editing (ELA6C1) |
| **Math** | **Numbers and Operations**<br>● Factors, Multiples, GCF, LCM (M6N1)<br>● Fractions, Decimals, Percentages (M6M2) | **Algebra**<br>● Ratio (M6A1)<br>● Write and solve proportions (M6A2)<br>● Write and solve 1-step equations (M6A3) (M6P1) | **Geometry and Measurements**<br>● Volume, surface area (M6M4)<br>● Line and rotational symmetry (M6G1)<br>● Ratio, proportion, scale (M6G1)<br>● Solid figures (M6G2)<br>● Nets (M6G2) | **Data Analysis and Probability**<br>● Question, collect data, make graphs (M6D1)<br>● Experimental/ Theoretical probability (M6D2)<br>● Predictions from Investigations (M6D2) |
| | | | | |

| **7th Grade** | | | | |
|---|---|---|---|---|
| **Science** | **Life Science and Cells**<br>● Organisms (S7L1)<br>● Cells and cell functions (S7L2)<br>● Cells, tissue and organ systems (S7L2) | **Genetics/Evolution**<br>● Biological traits (S7L3)<br>● Predicting genetic traits (S7CS3)<br>● The evolution of living organisms (S7L5) | **Taxonomy**<br>● The animal kingdom and classification (S7L1)<br>● Sexual and asexual reproduction (S7L3)<br>● Creating the Kingdom (S7CS1)<br>● Comparing organisms (S7L1) | **Ecology**<br>● Interdependence of organisms (S7L4)<br>● Organization within an ecosystem |
| **Social Studies** | **Middle East**<br>● Change leading to the 21st century (SS7H2)<br>● Physical characteristics of the Middle East (SS7G5) (SS7G7)<br>● Middle Eastern governments (SS7CG4) (SS7CG5)<br>● Climate and environment in Middle East (SS7G6) (SS7G7)<br>● Middle Eastern economy and trade (SS7E5-7) | **Middle East**<br>● Change in the Middle East (SS7H2)<br>● Cultures in the Middle East (SS7G8)<br>● Examining the Middle East today (SS7CG4) | **Southern and Eastern Asia**<br>● Physical South and East Asia (SS7G9)<br>● Climate and environment (SS7G11)<br>● Cultures (SS7G12)<br>● South and East Asian government systems<br>● (SS7CG6) (SS7CG7)<br>● Economies and trade in South and East Asia (SS7E8-10)<br>● Continuity and change (SS7H3) | **Africa**<br>● Physical Africa (SS7G1)<br>● Climate and environment (SS7G3)<br>● African cultures (SS7G4)<br>● African government systems (SS7CG1-3)<br>● African environments and their impact (SS7G2)<br>● African economies and trade (SS7E1-3)<br>● Africa in the 21st century |

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|---|---|---|---|---|
| | | | | (SS7H1) |
| **Language Arts** | **Narrative**<br>● Reading narrative essays (ELA7R1) (ELA7R3) (ELA7RC1)<br>● Writing narrative essays (ELA7W1-2) (ELA7W4)<br>● Evaluating electronic journalism (ELA7LS2) | **Expository/Technical**<br>● Reading expository writing (ELA7R1) (ELA7RC1)<br>● Writing technical pieces (ELA7W1-3)<br>● Oral Presentations and speechmaking (ELA7LS2) | **Persuasion/Response To Literature**<br>● Reading Literature (ELA7R1)<br>● Writing short stories (ELA7W1-2)<br>● Clauses, tenses, agreement (ELA7C1) | **Poetry**<br>● Reading Poetry (ELA7R1)<br>● Poetry workshop (ELA6W2)<br>● Poetry SLAM! (ELA7R2)(ELA7LS2)<br>● Homonyms and advanced punctuation (ELA7C1) |
| **Math** | **Numbers and Operations (M7N1)**<br>● Absolute value<br>● Compare and order rational numbers<br>● Compute and solve problems with positive and negative rational numbers | **Algebra**<br>● Algebraic expressions (M7A1)<br>● Linear equations in 1 variable (M7A2)<br>● Relationships between 2 variables (M7A3) | **Geometry**<br>● Basic constructions (M7G1)<br>● Transformations (M7G2)<br>● Properties of similarity (M7G3)<br>● 3-D figures formed by translations and rotations (M7G4)<br>● Cross-sections of 3-D shapes (M7G4) | **Data and Probability**<br>● Question, collect data, make graphs, interpret results (M7D1) |
| **8th Grade** | | | | |
| **Science** | **Forces**<br>● Nature of matter (S8P1) | **Chemistry of the Climate**<br>● Examining matter (S8P1) | **Electromagnetics and the Wave**<br>● Sound and radiation | **Space**<br>● Energy transformation in space (S8P2) |

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|---|---|---|---|---|
| | • Energy (S8P2)<br>• Force, mass and motion (S8P3) | • Transforming energy (S8P2) | (S8P4)<br>• Gravity, electricity and magnetism (S8P5) | • Force, mass and motion (S8P3)<br>• Sound and electromagnetic radiation (S8P4)<br>• What happened to gravity? (S8P5) |
| **Social Studies** | **Georgia and Prehistory**<br>• Native Americans in Georgia (SS8H1)<br>• Georgia's physical features (SS8G1)<br>• Trade in Georgia (SS8E1)<br>• Georgia's roles in historical national politics (SS8H3-5) | **America through the Civil War (focus on GA)**<br>• Exploration and colonization (SS8H1) (SS8H2) (SS8G1) (SS8E1)<br>• Civil War and Reconstruction (SS8H6) (SS8E2) | **Turn of the Century through Today (focus on GA)**<br>• Georgia at the turn of the century (SS8H7)<br>• State economy (SSG3)<br>• Georgia's economic growth and development (SS8E3)<br>• World War I (SS8H8)<br>• World War II (SS8H9)<br>• Georgia's changing economy (SS8E1) | **Government and Juvenile Justice**<br>• Civil Rights in Georgia (SS8H11)<br>• Government branches (SS8CG2-4)<br>• Local and state govt. (SS8CG5)<br>• Georgia's economy (SS8E4)<br>• Juvenile Justice (SS8CG6) |
| **Language Arts** | **Georgia Writers/Narrative**<br>• Reading narratives by Georgia authors (ELA8R1) (ELA8R4) | **Georgia Expository/**<br>**Persuasion**<br>• Reading expository | **Research/Technical Writing**<br>• Reading non-fiction (ELA8RC1) | **Response to Literature/Poetry**<br>• Reading literature and poetry |

| | | | | |
|---|---|---|---|---|
| | • Writers' workshop: memoirs (ELA8W1) (ELA8W4)<br>• Revising writing for sentence structure, pronoun/verb agreement, and clarity (ELA8C1) | writing by Georgia authors (ELA8R1) (ELA8R4)<br>• Writing an expository essay (ELA8W1) (ELA8W4)<br>• Revising writing for spelling, punctuation, and best choice of vocabulary (ELA8C1) (ELA8RC3) | (ELA8RC2)<br>• Writing a research paper (ELA8W1-4)<br>• Creating an informational video (peer assessed!) (ELA8LSV2) | (ELA8R4) (ELA8RC1)<br>• Writing fiction (ELA8W1-2) (ELA8W4)<br>• Juried class presentations (ELA8LSV2) |
| **Math** | **Numbers and Operations (M8N1)**<br>• Square roots of perfect squares<br>• Rational vs. irrational numbers<br>• Simplifying expressions<br>• Scientific notation | **Geometry**<br>• Properties of parallel and perpendicular lines (M8G1)<br>• Pythagorean Theorem (M8G2) | **Algebra**<br>• Represent, analyze and solve problems (M8A1)<br>• Inequalities in one variable (M8A2)<br>• Graphs and systems of linear equations (M8A3) (M8A4) | **Data and Probability**<br>• Set theory (M8D1)<br>• Tree diagrams/counting principles (M8D2)<br>• Basic laws of probability (M8D3)<br>• Organize, interpret, make inferences from data (M8D4) |

# BYLAWS
# OF
# AVONDALE EDUCATION ASSOCIATION, INC.

## ARTICLE I.
## NAME

1.01 The name of the corporation shall be Avondale Education Association, Inc. (the "Corporation").

## ARTICLE II.
## PURPOSES

2.01 The Corporation shall be a non-profit corporation under the provisions of the Georgia Nonprofit Corporations Code. The Corporation shall have power and authority:

(a) to create and govern a charter school, The Museum School of Avondale Estates, to serve Avondale Estates and the surrounding area;

(b) to fulfill the mission of The Museum School of Avondale Estates. The mission is to inspire students, teachers, and the community to collaborate to develop strong critical thinking, interpersonal, and academic skills in our students, which will prepare them for real-world success;

(c) to promote an exchange of information, experiences, and opinions and such other matters pertaining to educational issues as allowed by applicable law or regulation; and

(d) to perform all acts necessary or incidental to the above and to do whatever is deemed necessary, useful, advisable, or conducive, directly or indirectly, as determined by the Board of Directors, to carry out any of the purposes of the Corporation, as set forth in the Articles of Incorporation, including the exercise of all power and authority enjoyed by corporations generally by virtue of the provisions of the Georgia Nonprofit Corporations Code (within and subject to the limitations of section 501(c)(3) of the Internal Revenue Code).

The Corporation shall serve only such purposes and functions and shall engage only in such activities as are consonant with the purposes set forth in the Articles of Incorporation

and as are consistent with the Corporation's tax-exempt status under section 501(c)(3) of the Internal Revenue Code.

## ARTICLE III.
## MEMBERS

3.01 The Corporation may have one or more classes of members; however, all authority shall be vested in the Board of Directors.

## ARTICLE IV.
## BOARD OF DIRECTORS

4.01 The affairs of the Corporation shall be managed by a Board of Directors (the "Board") consisting of not less than eleven (11) and not more than seventeen (17) persons ("Directors"). The Board shall oversee the general policies of the Corporation as well as provide guidance and support to ensure the continued long-term strength of the Corporation.

The Board shall consist of the following: parent/guardian representatives nominated by the community at large and elected by a simple majority vote of the Board; community representatives nominated by the community at large and elected by a simple majority vote of the Board; and up to two (2) representatives from museums or other community organizations which partner with The Museum School, as nominated by the community at large and elected by a simple majority of the Board.

In an effort to encourage parent and community involvement from all geographical areas included in the attendance zone, the Board shall seek to include parents and community members from all such areas.

4.02 Directors of the Board shall be elected at an annual or special meeting, which shall be conducted in accordance with these Bylaws. Directors shall be elected at each annual Directors' meeting; provided that if no such annual meeting is held or if the Directors are not appointed or elected thereat, the Directors may be appointed or elected at any special meeting of the Directors held for such purpose.

4.03 The Head of School shall serve as a member of the Board in an ex officio, non-voting capacity.

4.04 The term of each Director shall be two (2) years, unless otherwise noted herein or until his or her successor is elected. Directors shall be permitted to serve consecutive terms, with a three (3) term limit.

4.05 The Board shall develop its own rules and procedures for performing its duties and functions. The Secretary of the Corporation or their designee shall keep and maintain complete and accurate minutes of each meeting of the Board.

4.06 In addition to any and all rules and procedures developed by the Board for self-governance, if called upon by the Chairman each member of the Board shall attend functions and represent the Corporation at selected gatherings or may designate a person to act in his or her place.

4.07 Resignation of Directors shall become effective immediately or on the date specified therein and vacancies will be deemed to exist as of such effective date. Any vacancies on the Board resulting from the removal or the resignation of a Director may be filled by a majority of the remaining Directors for the balance of the unexpired term of the Director that resigned.

4.08 Any Director may be removed from office by a two-thirds vote of the Directors then in office.

## ARTICLE V.

## OFFICERS

5.01 The Corporation shall have officers who shall serve terms of one year and shall be elected each year at an annual or special meeting of the Board and shall serve at the pleasure of the Board and until their successors have been elected or until their earlier death, resignation, removal, retirement or disqualification. Officers shall be permitted to serve consecutive terms, with a three (3) term limit, as officers. The Directors shall develop a slate of proposed candidates for each office and present the same at an annual or special meeting of the Board, along with such recommendations as the Board shall consider appropriate. Officers shall be members of the Board of Directors. The Board may elect or provide for the appointment of such officers or assistant officers, in addition to those set forth in these Bylaws, as the Board deems necessary for the efficient

management of the Corporation. Notwithstanding the foregoing, the Corporation shall not be required to have at any time any officers other than a Chairman, Vice-Chairman, Secretary and Treasurer. An individual may hold more than one (1) office except that the Chairman shall not serve concurrently as the Treasurer.

5.02 In the event that any vacancy shall occur in the officers of the Corporation, the Chairman shall appoint a successor officer who shall serve out the remainder of the predecessor's term; provided, however, if the position of Chairman shall become vacant, his or her replacement shall be elected by a simple majority of the Board.

5.03 The Board may hire such staff as is necessary to conduct the affairs of the Corporation and may authorize salaries and such other compensation as the Board shall consider appropriate. Where appropriate, the Board shall enter into contracts on behalf of the Corporation with such persons to perform other services for the Corporation as it may consider desirable.

## ARTICLE VI.
## CHAIRMAN

6.01 The Chairman shall preside at all meetings of the Board of the Corporation. The Chairman, subject to the control of the Board of Directors, shall generally supervise and control all of the business and affairs of the Corporation, and shall see that all orders and resolutions of the Board are carried into effect. The Chairman shall appoint the chairs and members of all standing and ad hoc committees, subject to approval by a simple majority vote of the Board. Committee members, other than the chair, need not be members of the Board of Directors.

The Chairman is the senior volunteer leader of The Museum School and s/he presides at all meetings of the Board of Directors and other meetings as required. The Chairman is an ex-officio member of all committees of the organization. The Chairman oversees implementation of corporate and local policies and ensures that appropriate administrative systems are established and maintained. Key responsibilities include:

- Works with the school leaders, board officers, and committee chairs to develop the agendas for board meetings.
- Appoints volunteers to key leadership positions, including positions as chair of board committees.

- Works with the Board of Directors and paid and volunteer leadership, in accordance with the Bylaws, to establish and maintain systems for: planning the organization's human and financial resources, reviewing operational effectiveness and setting priorities for future development, controlling fiscal affairs, acquiring, maintaining, and disposing of property, maintaining a public relations program to ensure community involvement and ensuring the Board meets ethical standards in its ongoing operations.

6.02 The Chairman shall provide guidance to the Board to assist in developing slates of prospective candidates for election as officers and Directors of the Corporation.

6.03 The Chairman shall perform such other duties as may be assigned to him or her from time to time by the Board.

## ARTICLE VII.
## VICE-CHAIRMAN

7.01 The Vice-Chairman of the Board of Directors will preside in the Board Chairman's absence and serves as a member of standing committees.

## ARTICLE VIII.
## TREASURER

8.01 The Treasurer, jointly with the Board Chairman, ensures that current records are maintained, reflecting the financial condition of The Museum School. These records will include cash, outstanding advances, investments, accounts receivable and other assets, accounts payable, and fund balances (net assets). Key responsibilities include:

- Oversees and controls all Museum School funds.
- Participates in the preparation of the budget.
- Serves as the Chairman of the Finance Committee.
- Ensures that accurate books and records on financial condition are maintained.
- Ensures that assets are protected and invested according to corporate policy.

- Ensures that The Museum School complies with corporate and statutory reporting requirements.
- Ensures that comprehensive financial reports to the Board are prepared in a timely and accurate manner.
- Serves as the agent of the Corporation for all designated bank accounts.

8.02 With the approval of a majority vote of the Board, the Treasurer shall select an accountant to conduct an annual audit of the financial books and records of the Corporation and prepare such reports to the Board in accordance with the appropriate accounting standards. All such reports and audits shall be delivered to each member of the Board of Directors.

8.03 The Treasurer, with the approval of the Chairman, may delegate certain clerical functions associated with his or her office to any other Director, employee, volunteer, or independent contractor of the Corporation.

8.04 The Treasurer shall perform such other duties as may be assigned to him or her from time to time by the Board.

## ARTICLE IX.
## SECRETARY

9.01 The Secretary of the Board of Directors performs the following responsibilities:

- Certifies and keeps at the principal office of the organization the original or a copy of the Bylaws as amended or otherwise altered to date.
- Keeps at the principal office of the organization or at such a place as the Board may determine a book of minutes of all meetings of the Directors and meetings of committees. Minutes shall record time and place of meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting and the proceedings thereof.
- Ensures that all notices are duly given in accordance with the provisions of the Bylaws or a required bylaw.
- In general, performs all duties incident to the office of the Secretary and such other duties as may be required by law, by the Articles of

Incorporation, or by the Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

9.02 The Secretary shall make all of the arrangements necessary for the scheduling and holding of all meetings of the Board, including the preparation and delivery of notices to each person entitled to attend such meeting.

9.03 The Secretary shall attend all meetings of the Board and shall keep and maintain accurate minutes of all such meetings. The minutes of these meetings, when approved by the Board, shall be made a part of the Corporation's permanent records.

9.04 With the approval of the Chairman, the Secretary may delegate certain clerical functions associated with his or her office to any other Director, employee, volunteer, or independent contractor of the Corporation, specifically including, but not limited to, the attendance and taking of minutes for any meeting.

9.05 The Secretary, or his or her designee, shall receive and respond to all correspondence addressed to the Corporation, with the advice, where necessary, of other officers of the Corporation.

9.06 The Secretary shall perform such other duties as may be assigned to him or her from time to time by the Board.

## ARTICLE X.
## MEETINGS

10.01 The annual meeting of the Board shall be held at a time and place selected by the Board. The Secretary of the Corporation shall e-mail written notice of the time and place of each annual meeting of the Corporation to each Director of the Corporation at least fourteen (14) days prior to the date set for the meeting. At the annual meeting, the Board shall: (i) hear reports from the Chairman; (ii) elect, when appropriate, new Directors and new officers; and (iii) transact such other business as may lawfully come before the meeting. In addition, special meetings of the Board for any purpose may be called at any time upon written notice delivered at least three (3) days in advance of such meeting. Such special meetings may be called at the instance of the Chairman or five (5) or more Directors. If at any meeting of the Board there shall be less than a quorum present, a majority of those present may adjourn the meeting or recess until a quorum

shall have been obtained. A minimum of six (6) meetings of the Board, including the annual meeting, shall be held on a yearly basis.

10.02 Notice of all meetings shall be provided to each Director and Officer. However, failure to receive such notice by any Director or Officer shall not act to invalidate acts of the Board taken at such meetings unless any such Director at the beginning of such meeting states any objections to the place or time of the meeting, to the manner in which it has been called or convened, or to the transaction of business thereat. Further, notice shall not be required to be given any Director who at any time before or after the meeting waives notice of the same in writing.

10.03 Any action required or permitted by these Bylaws or otherwise to be taken at any meeting of the Board may be taken without a meeting if written consent setting forth the action so taken shall be signed by a majority of the Directors and such written consent is filed with the minutes of the proceedings of the Board, and such notice of action is made in accordance with the Georgia Open Records Act and Georgia Open Meetings Act.

## ARTICLE XI.
## QUORUMS AND VOTING; RULES AND PROCEDURES

11.01 A majority of the incumbent members of the Corporation's Board shall constitute a quorum for the transaction of business. Each Director (not including vacancies) shall be entitled to one (1) vote or to designate a proxy to vote in his or her behalf.

11.02 Except as otherwise required by the Georgia Nonprofit Corporation Code, the Corporation's Articles of Incorporation or these Bylaws, all decisions of Board shall be by majority vote of those present.

## ARTICLE XII.
## COMMITTEES

12.01 Executive Committee. The Board may, by resolution adopted by a majority of the entire Board, designate an Executive Committee consisting of at least two (2) or more Directors, that may exercise such powers of the Board in the management of the activities

and affairs of the Corporation, except the powers denied to the Executive Committee, as may be determined from time to time by the Board.

12.02 Other Committees. The Board, by resolution adopted by a majority of the entire Board, may designate one or more additional committees, each committee to consist of one (1) or more of the Directors of the Corporation, which shall have such name or names and shall have and may exercise such powers of the Board in the management of the activities and affairs of the Corporation, except the powers denied to the Executive Committee, as may be determined from time to time by the Board. Each such committee will be chaired by one of the members of the Board, but community volunteers may serve on the committees as appointed by the committee chairs. Any candidate interested in serving on the Board will be required to demonstrate one of the following:

1. Service on a committee of the Board for at least 6 months
2. Completion of volunteer hours as specified by the governance committee.
3. Demonstrated commitment to The Museum School, as approved by a two-thirds vote of the governing board.

At a minimum, the Board will appoint a Governance Committee, a Development Committee, a Finance Committee, and an Academic Excellence Committee.

12.03 Removal. The Board shall have power at any time to remove any member of any committee, with or without cause, and to fill vacancies in and to dissolve any such committee.

12.04 Powers denied to the Executive Committee. The Executive Committee is not permitted to do any of the following:

- Amend the articles or bylaws
- Dissolve the nonprofit corporation (if the school is a separately incorporated nonprofit organization)
- Dismiss or elect new board directors or officers
- Hire or fire Head of School
- Enter into or alter major contracts such as the charter contract
- Sue another entity
- Change a board approved budget; or
- Adopt or eliminate major programs or services.

## ARTICLE XIII.

## ADVISORY COUNCIL AND ADVISORY BOARDS

13.01 The Board shall have the authority to create an Advisory Council consisting of former Directors that are otherwise eligible in accordance with rules established by the Board from time to time and appointed by the Board from candidates proposed by the Governance Committee. The Advisory Council Chair shall be nominated by the Governance Committee and approved by a majority vote of the Board. The Advisory Council Chair shall be expected to attend all Board meetings.

13.02 Members of the Advisory Council shall not have the right to vote or to bind the Corporation, and none shall have any legal responsibility for the operations of the Corporation.

13.03 The Board shall have power at any time to remove any member of the Advisory Council, with or without cause, to fill vacancies in the Advisory Council, and to dissolve the Advisory Council.

13.04 The Board shall also have the authority to create, from time to time, one or more technical or special Advisory Boards for the purpose of providing formal mechanisms to solicit the advice and assistance of persons with special knowledge and resources for the benefit of the Corporation. Members of such Advisory Boards shall be appointed from candidates proposed by the Board.

13.05 Members of the Advisory Boards shall not have the right to vote or to bind the Corporation, and none shall have any legal responsibility for the operations of the Corporation. Such persons shall not be required to attend meetings of the Board except at the invitation of the Chairman or two (2) or more members of the Board.

## ARTICLE XIV.

## DEPOSITS, CHECKS, LOANS, AND CONTRACTS

14.01 The funds of the Corporation shall be deposited in such banks, trust companies, or other depositories as the Board shall select.

14.02 No contract, agreement, indenture, check, draft, endorsement, note, evidence of indebtedness or other writing shall be valid and binding as against the Corporation unless the same is executed by the Chairman and any one of the following

persons: the Treasurer or any other individual specifically authorized by the Board. Endorsements for deposits to the Corporation's bank account shall be made in any manner which the Board may from time to time authorize.

14.03 No loan, extension of credit or advance shall be contracted for on behalf of the Corporation except and to the extent that the same has been authorized by the Board, which authorization may be general or limited to specific instances. No asset or property of the Corporation may be pledged or encumbered to collateralize any loan made to the Corporation unless the same is specifically authorized by the Board.

## ARTICLE XV.
## FISCAL YEAR

15.01 The Corporation's fiscal year shall begin on July 1 of each year and end on June 30 of that year.

## ARTICLE XVI.
## AMENDMENTS

16.01 The Board of the Corporation shall have power to alter, amend or repeal these Bylaws or adopt new Bylaws of the Corporation by an affirmative vote of a majority of the Board at which a quorum is present or at any special meeting thereof at which a quorum is present; provided, however, notice of the contemplated action concerning the Bylaws is delivered to each member of said Board at least three (3) days in advance of said meeting.

## ARTICLE XVII.
## INDEMNIFICATION

17.01 Generally. The Corporation shall indemnify any Director or officer of the Corporation and may, at the discretion of the Board of Directors, indemnify any employee, agent or advisor of the Corporation who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than action by or in the right of the

Corporation in which he or she was adjudged liable to the Corporation) by reason of the fact that he or she is or was a Director, officer, employee, agent or advisor of the Corporation, against any expenses (including attorney's fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by him or her in connection with such action, suit or proceeding if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interest of the Corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful; provided, that this provision shall provide for indemnification only pursuant to the procedures and limitations provided and to the fullest extent permitted from time to time by the Georgia Nonprofit Corporation Code or any successor law or laws.

17.02 Rights Not Exclusive. The rights accruing to any person under the foregoing provisions of this Article shall not exclude any other right to which he or she may be lawfully entitled, nor shall anything herein contained restrict the right of the Corporation to indemnify or reimburse such person in any proper case even though not specifically herein provided for. The Corporation, its Directors, officers, employees, agents and advisors shall be fully protected in taking any action or making any payment under this Article 17 or in refusing to do so in reliance upon the advice of counsel to the Corporation.

17.03 Insurance. The Corporation shall be authorized to obtain and maintain insurance on behalf of its Directors, officers, employees, agents and advisors against liability asserted against or incurred by them in such capacity or arising from their status as a Director, officer, employee, agent or advisor, whether or not the Corporation would have power to indemnify such Director, officer, employee, agent or advisor against the same liability to the full extent permitted under the Georgia Nonprofit Corporation Code.

## ARTICLE XVIII.

## CORPORATE SEAL

18.01 The seal of the Corporation shall consist of an impression bearing the name of the Corporation around the perimeter and the word "Seal" or "Corporate Seal" and such other information in the center thereof as is desired. In lieu thereof, the

Corporation may use an impression or writing bearing the words "Corporate Seal" enclosed in parenthesis or scroll which shall also be deemed the seal of the Corporation.

## ARTICLE XIX.
## CONSTRUCTION

19.01 In referring herein to any officer or Director, the use of the singular shall include the plural, the plural shall include the singular, and any gender shall include the other gender, as appropriate in the context and under the circumstances.

I hereby certify that the foregoing Bylaws were duly adopted by the Board of Directors of the Corporation on this 15 of December, 2015.

_____,
Secretary

AVONDALE EDUCATION ASSOCIATION
[CORPORATE SEAL]
2009

BYLAWS OF AVONDALE EDUCATION ASSOCIATION, INC.
12/15/2015

This item is not applicable.

# Public Charter School Lease or Contract Arrangement With Church or Other Religious Organization Questionnaire

**Name of Charter School:** The Museum School of Avondale Estates
**Address of School Building**: 923 Forrest Drive, Decatur, GA 30030
**Name of Lessor**: DeKalb County School District

**Please answer the following questions as detailed as possible. If the question is not applicable, please indicate in your response the reason that the question does not apply.**

1) Is there a church connected to the school building? No
2) What proportion of the members of the Academy's board of directors are also officers, board members or employees of the non-public school? 0 Also what proportion of the charter board of directors are members of the church? 0
3) Will there be any shared time programs with the church? N/A – the school has no affiliation with a church or church building.
4) If the church is connected to the school building, does the school building have a separate entrance from the church entrance? Is the separate entrance clearly marked and identified? N/A – the school has no affiliation with a church or church building.
5) Will there be any religious symbols, pictures or statues in the school building? Will there be any religious symbols, pictures or statues in the classrooms and common areas used by charter students? No
6) Will the church conduct any programs in the building during school hours? If so, will the church programs and the school share common areas in the building or at the building site (e.g., bathrooms, teacher's lounge, playground or lunchroom)? N/A – the school has no affiliation with a church or church building.
7) Will the school have its own signage separate from the church signage to indicate that it is not organized by or affiliated with the church? N/A – the school has no affiliation with a church or church building.
8) Do the church and the school plan to share employees, textbooks or services (e.g., transportation, food service)? N/A – the school has no affiliation with a church or church building.
9) Is the school parking lot separate from the church parking lot? N/A – the school has no affiliation with a church or church building.
10) Is the Academy being operated or organized by the church or any other religious organization? Will the Academy have any organizational ties or affiliations with the church that would be prohibited by state and federal constitutional laws? N/A – the school has no affiliation with a church or church building.
11) Will there be any other tenants occupying the school building? If so, please list those additional tenants by name (including church personnel)? No
12) Are there any provisions in the proposed lease agreement requiring the charter to teach or promote religion? N/A – the school has no affiliation with a church or church building.
13) Please describe how the Charter Governing Board will notify the general public that the charter is a public school and that it is not operated by or affiliated with the church. N/A – the school has no affiliation with a church or church building.
14) Please describe how the charter will advertise that it is enrolling students and the procedures for applying for enrollment. Please see section VII.
15) Is the agreed rental rate similar to the rate that is being charged for structures of similar size and in the same general location? Yes
16) Did the charter engage in a legitimate search for other potential sites? Yes
17) Is the church building used for any other public functions? N/A – the school has no affiliation with a church or church building.
18) Does the lease contain any restrictions on the school's curriculum or activities? No.

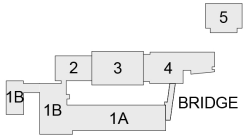
**The following questions apply only to applicants/academies requesting to utilize a non-public**

**school building operating during the past 12 months as a school building.**
N/A – the school currently leases a DeKalb County School building from the DeKalb County School District.

19) Does the governing body of the non-public school plan to dissolve or discontinue the nonpublic school? If so, please disclose whether the non-public school has outstanding debts and how those outstanding debts will be retired.
20) How many students currently or formerly enrolled at the non-public school affiliated with the religious organization have communicated interest in enrolling in the charter?
21) How many currently or formerly enrolled non-public school students does the charter anticipate will apply for enrollment?
22) How many teachers formerly employed by the non-public school or church will become or are now employees of the Academy or an educational service provider that will contract or currently contracts with the Academy?

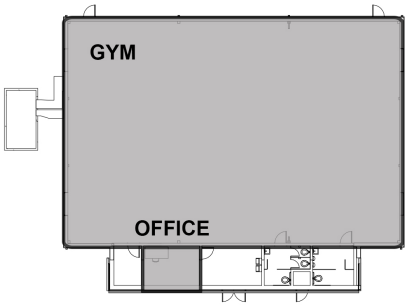
This item is not applicable.

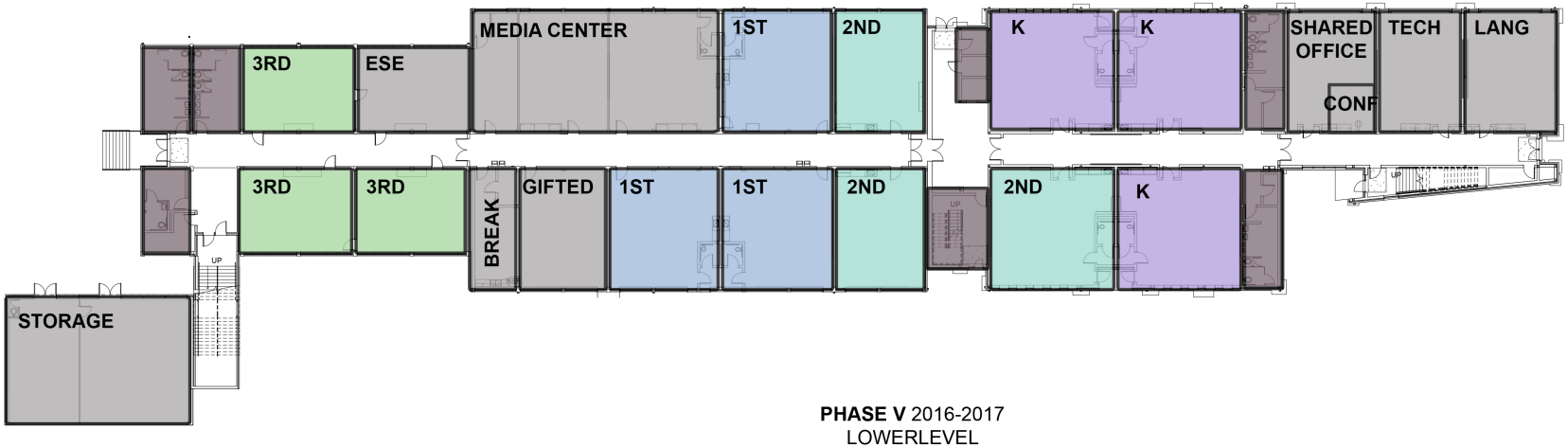
the museum school
OF AVONDALE ESTATES




- Kindergarten
- First Grade
- Second Grade
- Third Grade
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- Building Core
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- Eighth Grade

| Phase | | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total Students | Total Classrooms |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 12-13 | 3 | 3 | 3 | 2 | 2 | 2 | | | | 264 | 13 |
| 2 | 13-14 | 3 | 3 | 3 | 3 | 2 | 1 | 2 | | | 354 | 17 |
| 3 | 14-15 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | | 446 | 21 |
| 4 | 15-16 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 516 | 24 |
| 5 | 16-17 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 540 | 25 |
| 6 | 17-18 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 564 | 26 |
| 7 | 18-19 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 588 | 27 |
| | FULL | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 588 | 27 |
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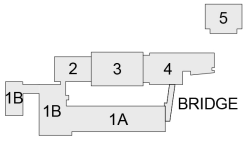




**PHASE V** 2016-2017
LOWERLEVEL

04/19/2016

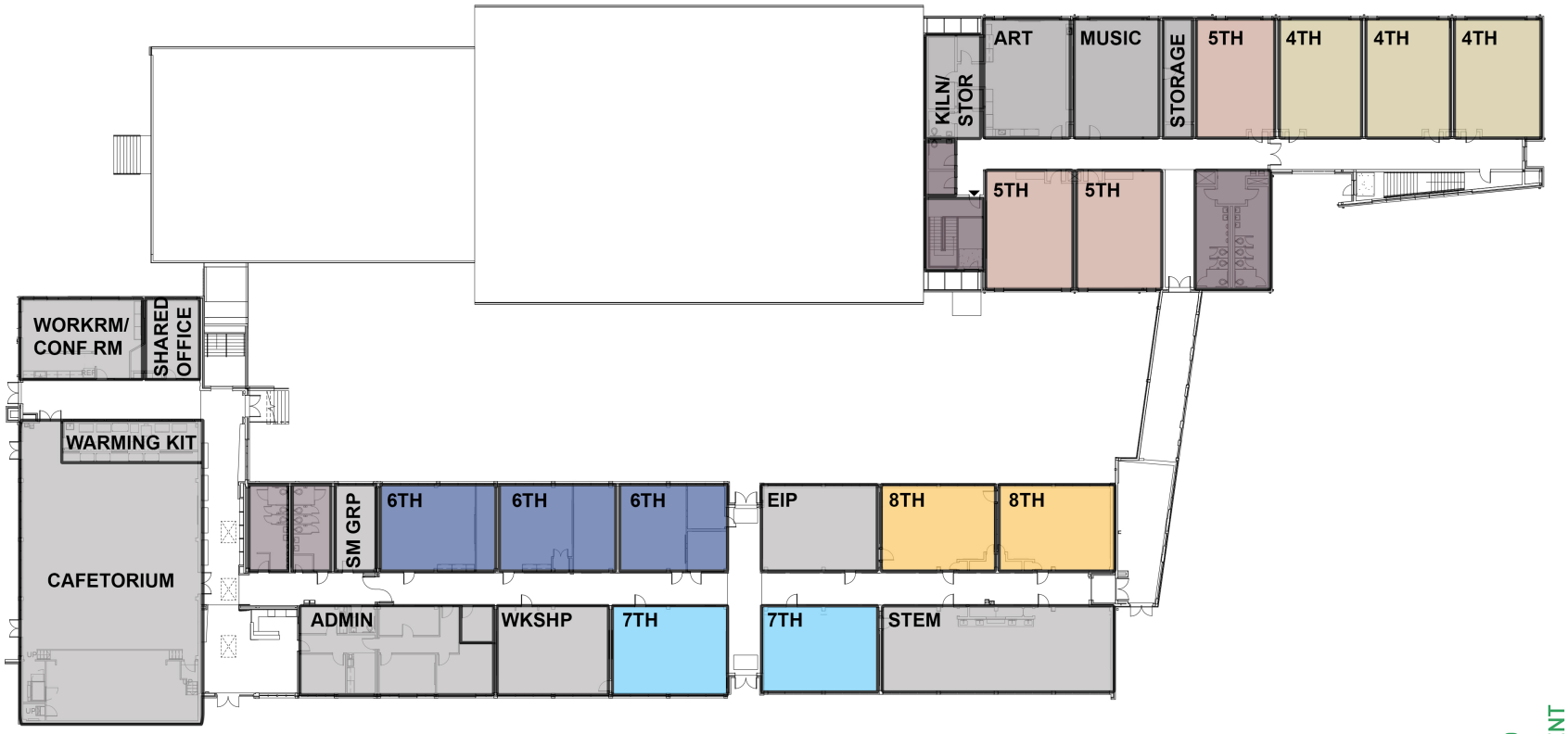
LORD AECK SARGENT

the museum school
OF AVONDALE ESTATES




- Kindergarten
- First Grade
- Second Grade
- Third Grade
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| Phase | | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total Students | Total Classrooms |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
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| 7 | 18-19 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 588 | 27 |
| | FULL | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 588 | 27 |
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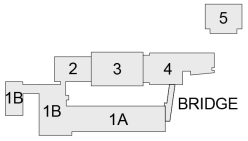



**PHASE V** 2016-2017
UPPER LEVEL

04/19/2016

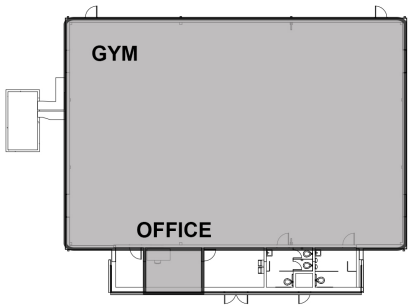
LORD AECK SARGENT

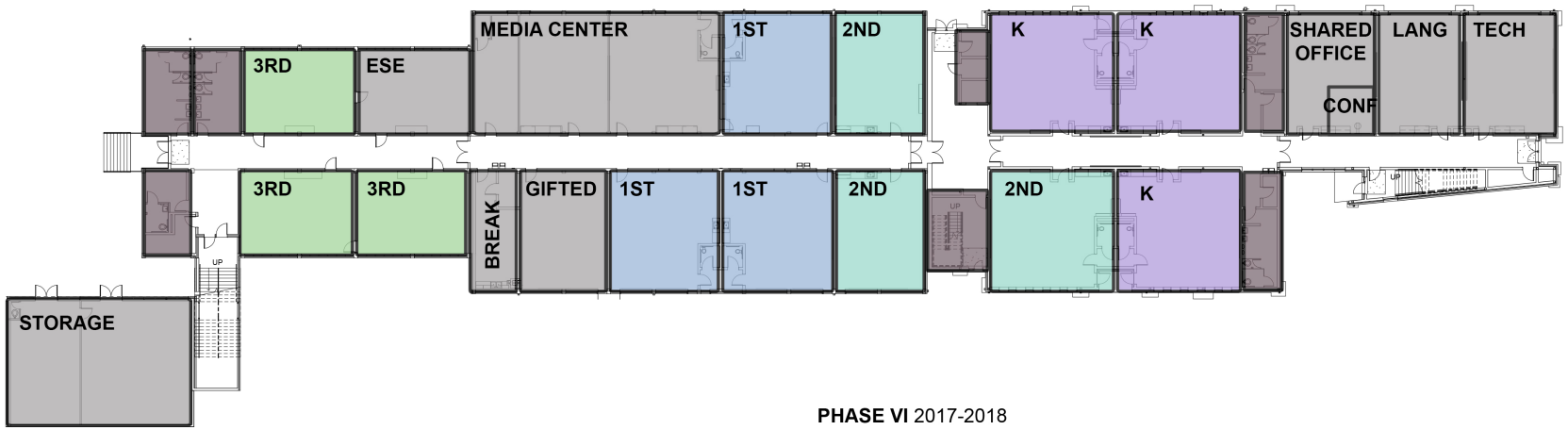
the museum school
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| 6 | 17-18 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 564 | 26 |
| 7 | 18-19 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 588 | 27 |
| | FULL | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 588 | 27 |
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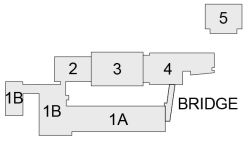




**PHASE VI** 2017-2018
LOWERLEVEL

04/19/2016

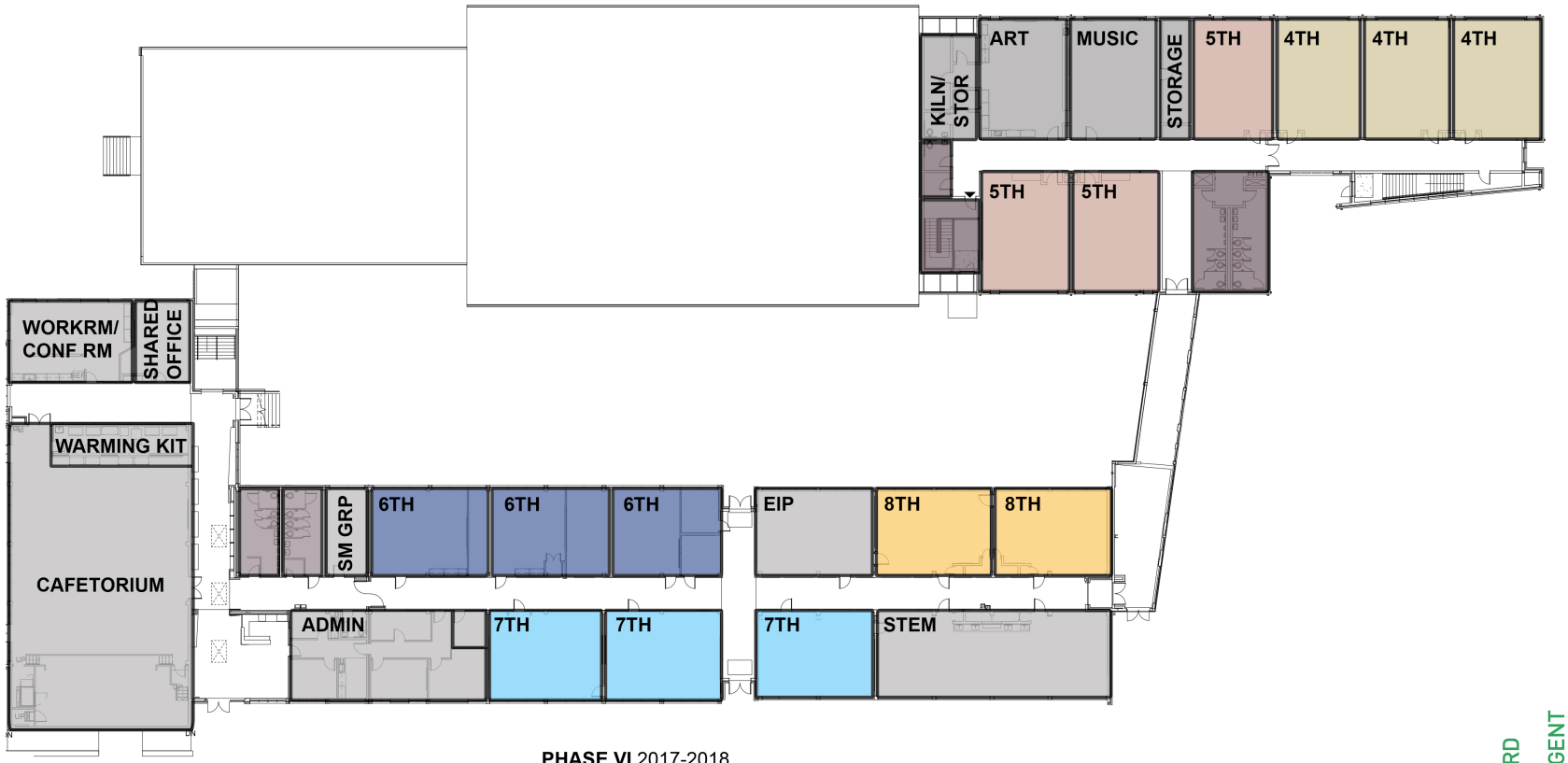
LORD AECK SARGENT

the museum school
OF AVONDALE ESTATES




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| Phase | | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total Students | Total Classrooms |
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| | FULL | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 588 | 27 |
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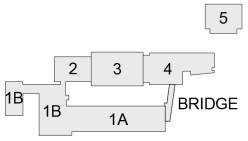



**PHASE VI** 2017-2018
UPPER LEVEL

04/19/2016

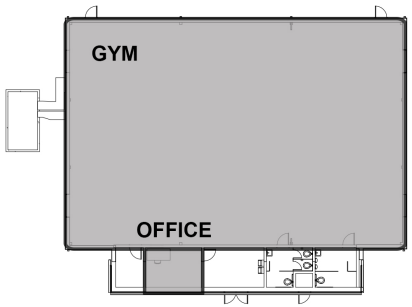
LORD AECK SARGENT

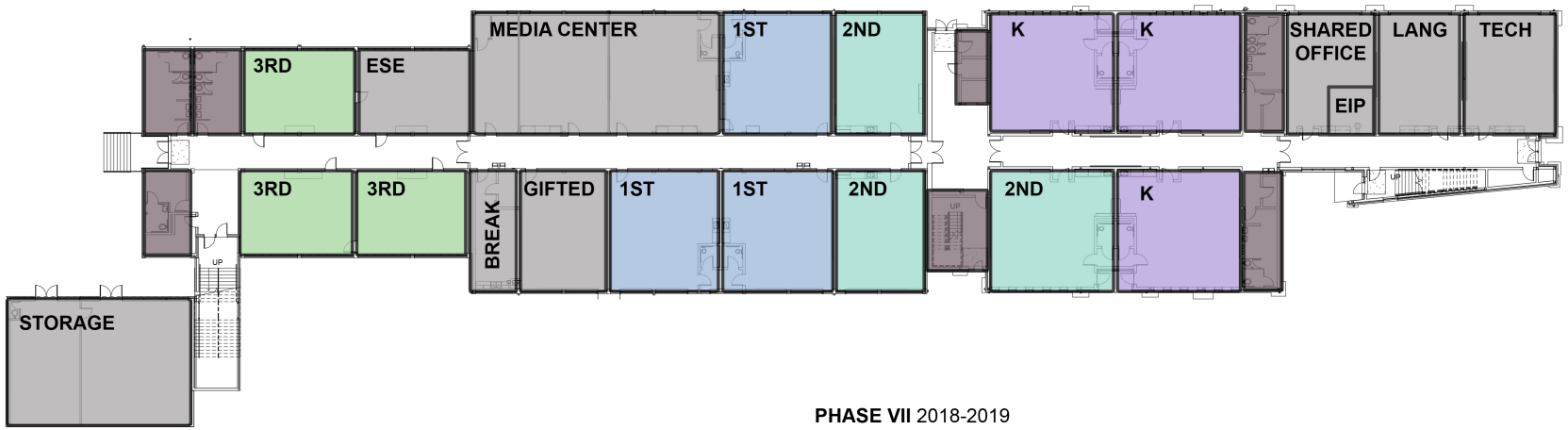
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| | FULL | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 588 | 27 |
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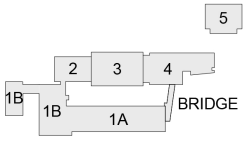




**PHASE VII** 2018-2019
LOWERLEVEL

04/19/2016

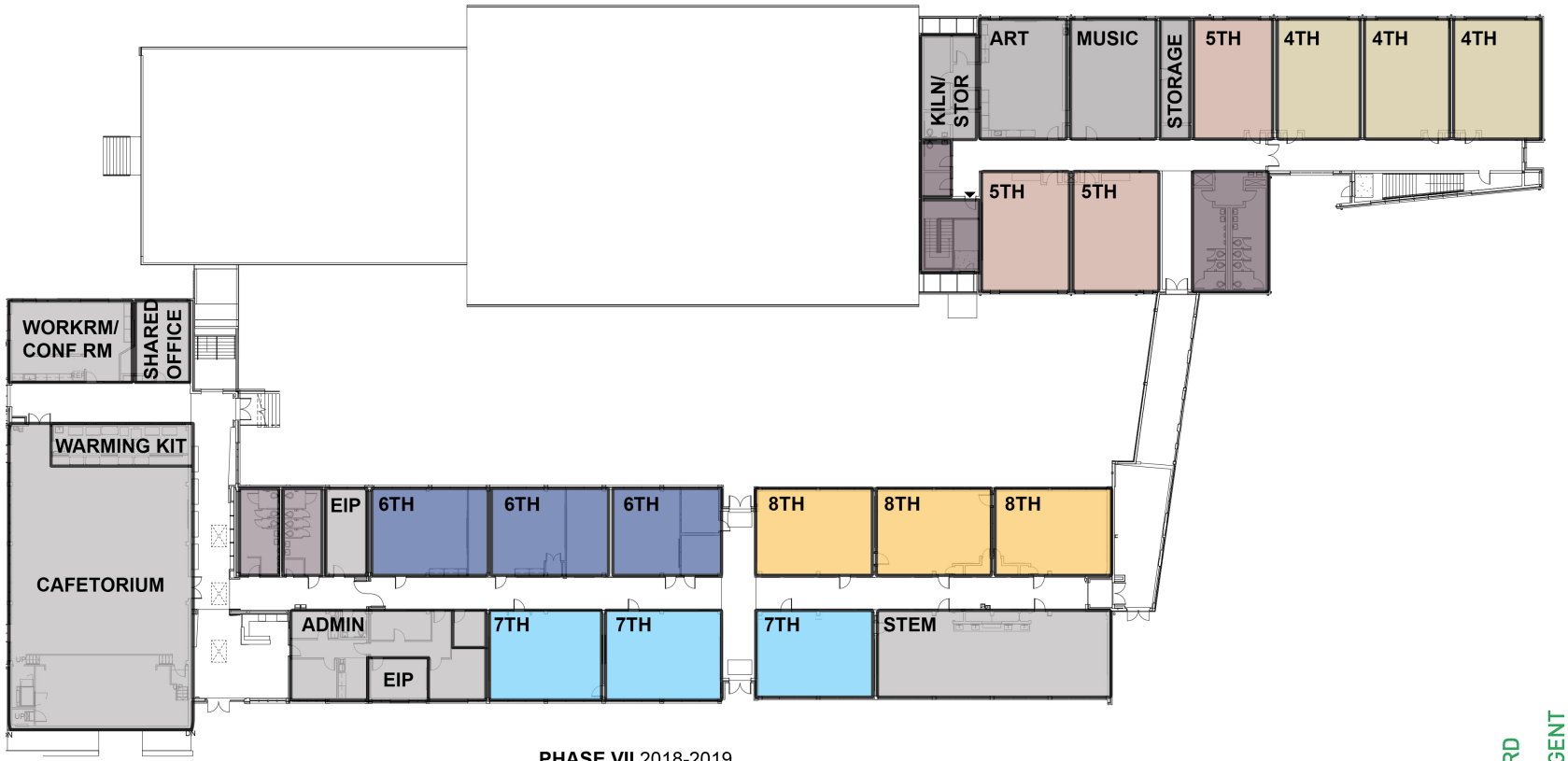
LORD AECK SARGENT

the museum school
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| | FULL | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 588 | 27 |
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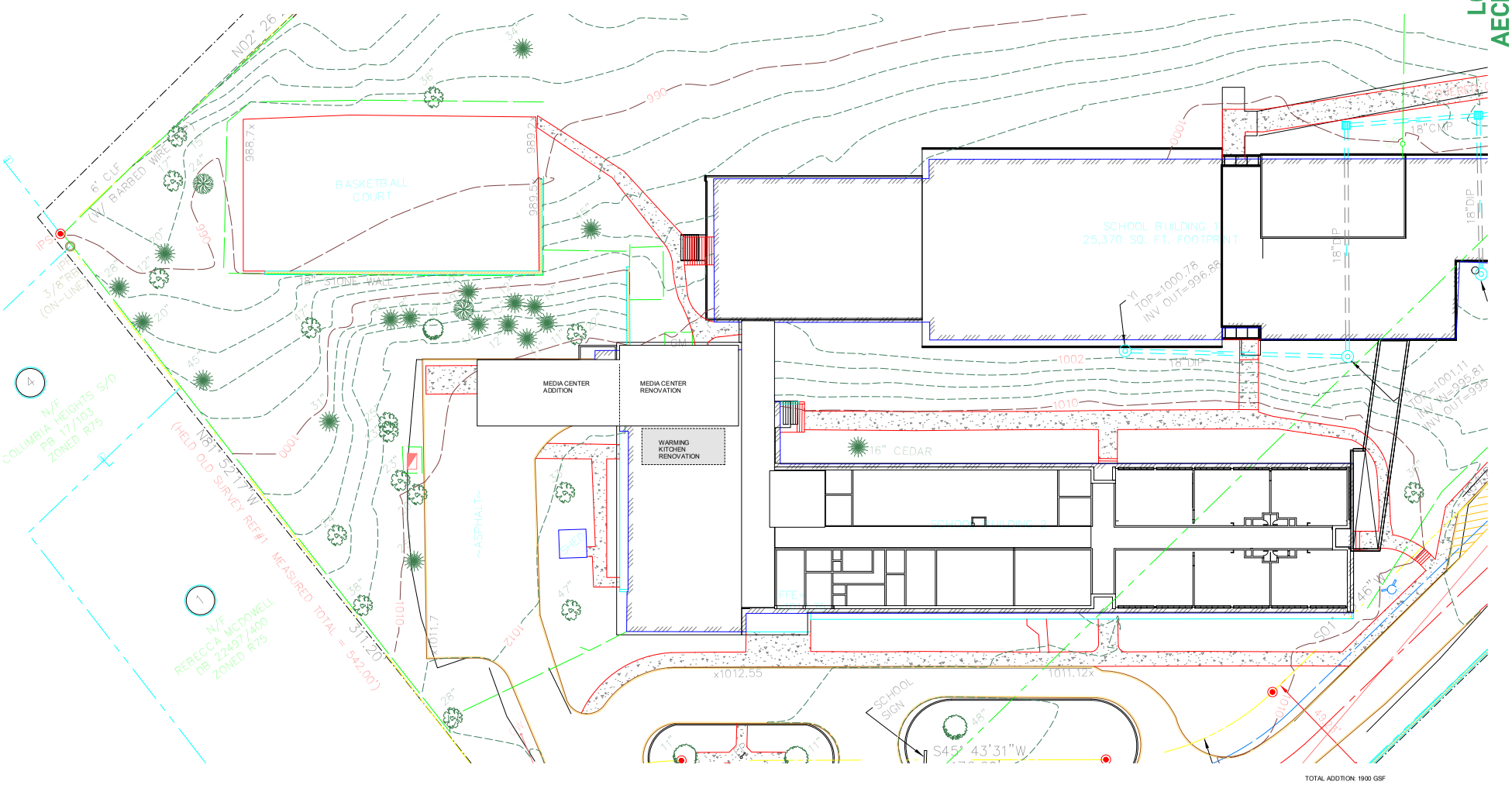



**PHASE VII** 2018-2019
UPPER LEVEL

04/19/2016

LORD AECK SARGENT

LORD AECK SARGENT




**The Museum School of Avondale Estates,**
**A Dekalb Co. School System Charter (FC0411)**

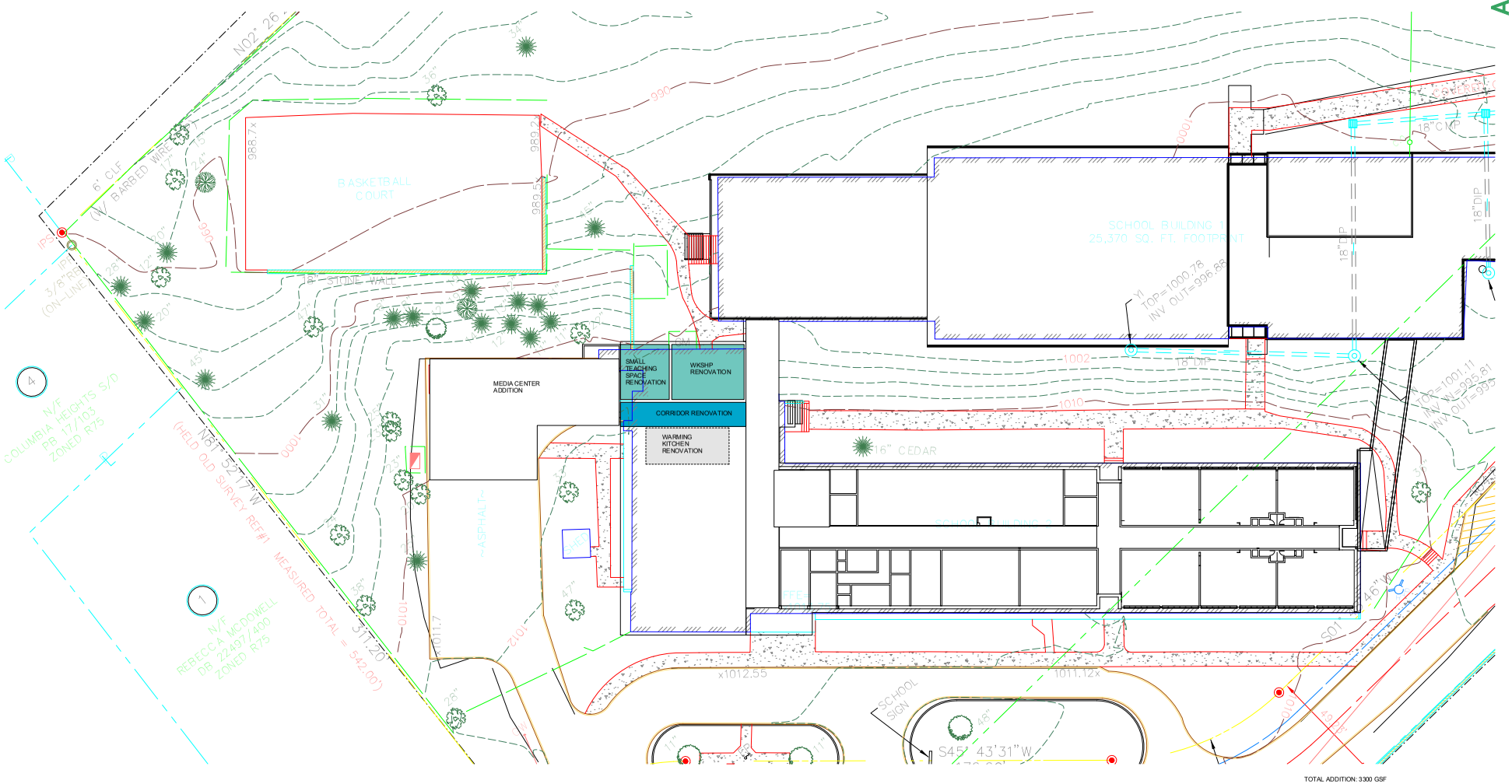
project: 10130-00

923 FORREST BLVD
DECATUR, GA 30030

## SITE PLAN PHASE V - MEDIA EXPANSION 1

10/20/14

LORD AECK SARGENT




**The Museum School of Avondale Estates,**
**A Dekalb Co. School System Charter (FC0411)**

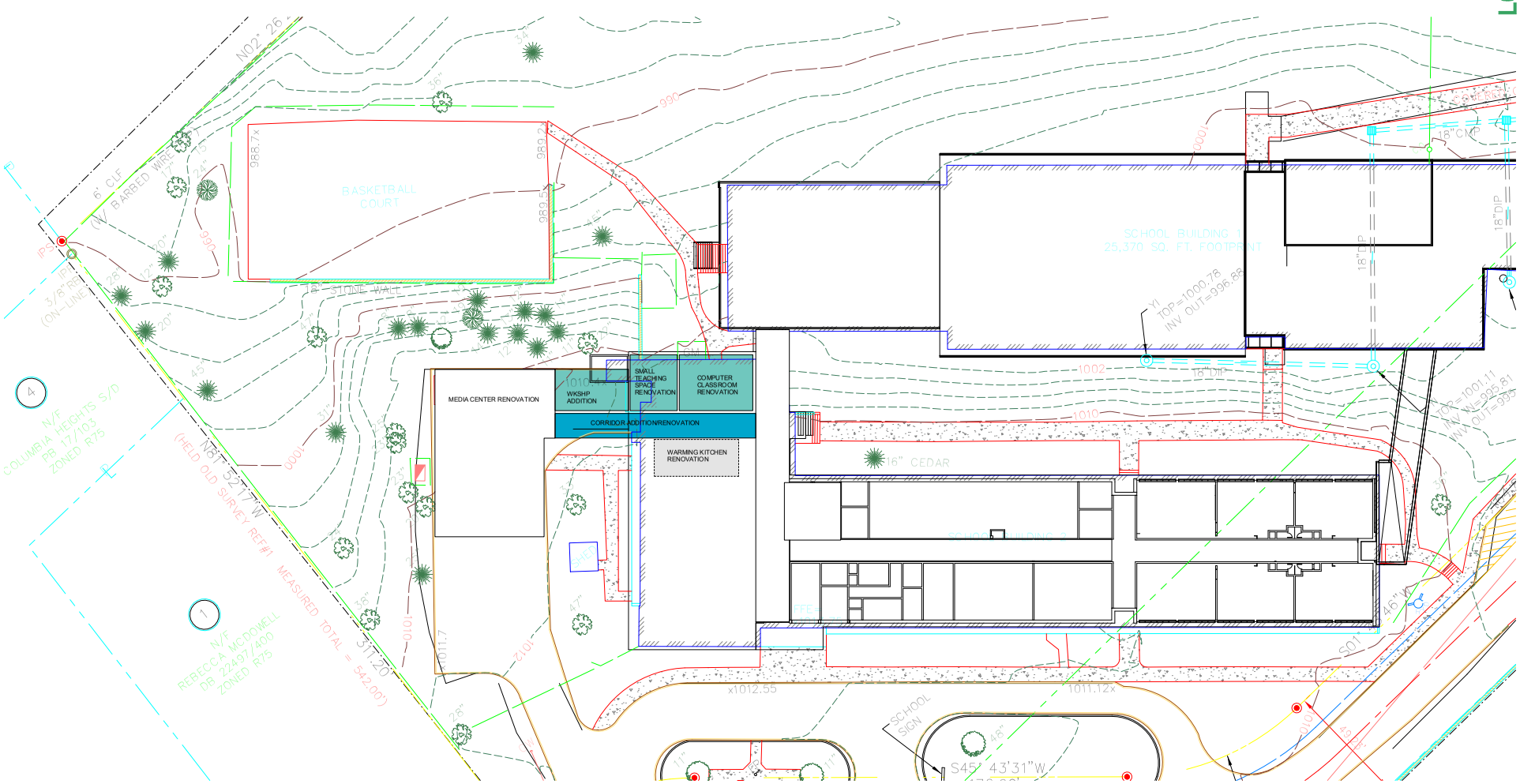
923 FORREST BLVD
DECATUR, GA 30030

project: 10130-00

**SITE PLAN PHASE V - MEDIA EXPANSION 2**

10/20/14

LORD AECK SARGENT




**The Museum School of Avondale Estates,**
**A Dekalb Co. School System Charter (FC0411)**

923 FORREST BLVD
DECATUR, GA 30030

project: 10130-00

## SITE PLAN PHASE V - MEDIA EXPANSION 3

10/20/14

| | |
|---|---|
| General Liability | |
| General Aggregate | $2,000,000 |
| Products | |
| Completed Operations Aggregate | $2,000,000 |
| Personal and Advertising Injury | $1,000,000 |
| Each Occurrence | $1,000,000 |
| Umbrella | $10,000,000 per occurrence / aggregate |
| Errors or Omissions | |
| Professional Liability | $1,000,000 per claim / aggregate |
| Directors & Officers | $1,000,000 |
| Property/Lease Insurance | $10,911,124 Blanket Building Limit (90% coinsurance), $585,000 Contents (90% coinsurance) |
| Auto Liability | |
| Commercial Auto Liability | $1,000,000 each accident |
| Worker's Compensation | |
| Yes - statutory | |
| Employers' Liability | $500,000 |
| Theft | |
| Included above | |

# Technology Insurance Company

**A Stock Insurance Company**

WORKERS COMPENSATION
AND EMPLOYERS LIABILITY
INSURANCE POLICY

WC 99 00 01 B

INFORMATION PAGE

Ncci Code: 39071

1. Insured:

Avondale Education Association
DBA: The Museum School
923 Forrest Blvd.
Decatur, GA 30030

Other workplaces not shown above:
See Extension of Information Page

Producer:

AmTrust North America, Inc.
c/o Siegel Insurance, Inc.
2987 Clairmont Rd NE # 425
Atlanta, GA 30329-4448

**Policy Number: TWC3544020**

__Individual __Partnership
X Corporation
Federal Tax ID: 571212862
Risk Id:
Renewal of: TWC3470614

2. The policy period is from 5/26/2016 to 5/26/2017 12:01 a.m. at the insured's mailing address.

3. A. Workers Compensation Insurance: Part One of the policy applies to the Workers Compensation Law of the states listed here: Georgia

B. Employers Liability Insurance: Part Two of the policy applies to work in each state listed in item 3.A. The limits of our liability under Part Two are:

| State | Bodily Injury by Accident | Bodily Injury by Disease | Bodily Injury by Disease |
|---|---|---|---|
| | $500,000 each accident | $500,000 policy limit | $500,000 each employee |

C. Other States Insurance: Part Three of the policy applies to the states, if any, listed here:
All states except ND, OH, WA, WY and State(s) Designated in Item 3A.

D. This policy includes these endorsements and schedules: See Extension of Information Page

4. The premium for this policy will be determined by our Manuals of Rules, Classifications, Rates and Rating Plans. All information required below is subject to verification and change by audit.

See Extension of Information Page

| | |
|---|---|
| **TOTAL ESTIMATED ANNUAL PREMIUM** | **8,045** |
| **STATE ASSESSMENT** | **0** |
| **TOTAL ESTIMATED COST** | **8,045** |
| Minimum Premium | 750 |
| Deposit Premium | 800 |

Issue Date: 3/29/2016

Countersigned by: _____
Authorized Representative

8 - 27 / 000TWC3544020

**Technology Insurance Company** WC 99 00 01 B

WORKERS COMPENSATION AND EMPLOYERS LIABILITY INSURANCE POLICY INFORMATION PAGE

**Insured: Avondale Education Association** **Policy Number: TWC3544020**

## EXTENSION OF INFORMATION PAGE FOR ITEM #1
## ITEM 1: NAMED INSURED and WORKPLACES

**NAMED INSURED:** Avondale Education Association
DBA: The Museum School

**WORKPLACES:** Location Number 1.
923 Forest Blvd
Decatur , GA 30030

**Insured: Avondale Education Association** **Policy Number: TWC3544020**

## EXTENSION OF INFORMATION PAGE FOR ITEM #3.D
## ITEM 3.D: ENDORSEMENT SCHEDULE

| State | Form Number | Description |
|---|---|---|
| | WC000000A | DECLARATIONS COVER LETTER |
| | WC990001B | DECLARATIONS PAGE |
| | WC000404 | PENDING RATE CHANGE ENDORSEMENT |
| | WC000406 | PREMIUM DISCOUNT ENDORSEMENT |
| | WC000414 | NOTIFICATION OF CHANGE IN OWNERSHIP ENDORSEMENT |
| | WC000419 | PREMIUM DUE DATE ENDORSEMENT |
| | WC000421D | CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM) PREMIUM ENDORSEMENT |
| | WC000422B | TERRORISM RISK INSURANCE PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT |
| GA | WC100601A | GEORGIA CANCELATION, NONRENEWAL AND CHANGE ENDORSEMENT |

**Technology Insurance Company** WC 99 00 01 B

WORKERS COMPENSATION AND EMPLOYERS LIABILITY INSURANCE POLICY INFORMATION PAGE

**Insured: Avondale Education Association** **Policy Number: TWC3544020**

## EXTENSION OF INFORMATION PAGE FOR ITEM #4
## ITEM 4: SCHEDULE OF PREMIUMS

| Classifications | # of Emps | Code No. | Premium Basis Total Est. Annual Remuneration | Rate Per $100 of Remuneration | Estimated Annual Premium |
|---|---|---|---|---|---|
| **Georgia** | | | | | |
| School—Professional Employees & Clerical | 0 | 8868 | 1,752,332 | 0.46 | 8,061 |
| Manual Premium | | | | | 8,061 |
| Total Manual Premium | | | | | 8,061 |
| Premium for Increased Limits Part Two: 0.8% (500/500/500) | | 9807 | | | 64 |
| Premium to Equal Increased Limits Minimum Charge | | 9848 | | | 11 |
| Total Premium Subject to Experience Modification | | | | | 8,136 |
| Experience Modification 91% | | | | | 7,404 |
| Premium Discount 3.5% | | 0063 | | | -259 |
| Expense Constant | | 0900 | | | 200 |
| Terrorism | | 9740 | | | 350 |
| Catastrophe (other than Terrorism) | | 9741 | | | 350 |
| Total GA Premium | | | | | 8,045 |
| Total GA Cost | | | | | 8,045 |

**TOTAL ESTIMATED ANNUAL PREMIUM** **8,045**

**STATE ASSESSMENT** **0**

**TOTAL COST (Includes installment fees of $90)** **8,135**

**Insured: Avondale Education Association** **Policy Number: TWC3544020**

## PAYMENT SCHEDULE

| Statement Closing Date | Payment Due Date | Description | Amount Due |
|---|---|---|---|
| | 5/26/2016 | Downpayment | $800.00 |
| | 7/20/2016 | Installment 1 of 9 | $815.00 |
| | 8/20/2016 | Installment 2 of 9 | $815.00 |
| | 9/20/2016 | Installment 3 of 9 | $815.00 |
| | 10/20/2016 | Installment 4 of 9 | $815.00 |
| | 11/20/2016 | Installment 5 of 9 | $815.00 |
| | 12/20/2016 | Installment 6 of 9 | $815.00 |
| | 1/20/2017 | Installment 7 of 9 | $815.00 |
| | 2/20/2017 | Installment 8 of 9 | $815.00 |
| | 3/20/2017 | Installment 9 of 9 | $815.00 |
| | | | Total Cost $8,135.00 |

# WORKERS COMPENSATION AND EMPLOYERS LIABILITY INSURANCE POLICY

In return for the payment of the premium and subject to all terms of this policy, we agree with you as follows:

## GENERAL SECTION

A. **The Policy**
This policy includes at its effective date the Information Page and all endorsements and schedules listed there. It is a contract of insurance between you (the employer named in Item 1 of the Information Page) and us (the insurer named on the Information Page). The only agreements relating to this insurance are stated in this policy. The terms of this policy may not be changed or waived except by endorsement issued by us to be part of this policy.

B. **Who Is Insured**
You are insured if you are an employer named in Item 1 of the Information Page. If that employer is a partnership, and if you are one of its partners, you are insured, but only in your capacity as an employer of the partnership's employees.

C. **Workers Compensation Law**
Workers Compensation Law means the workers or workmen's compensation law and occupational disease law of each state or territory named in Item 3.A. of the Information Page. It includes any amendments to that law which are in effect during the policy period. It does not include any federal workers or workmen's compensation law, any federal occupational disease law or the provisions of any law that provide nonoccupational disability benefits.

D. **State**
State means any state of the United States of America, and the District of Columbia.

E. **Locations**
This policy covers all of your workplaces listed in Items 1 or 4 of the Information Page; and it covers all other workplaces in Item 3.A. states unless you have other insurance or are self-insured for such workplaces.

## PART ONE

## WORKERS COMPENSATION INSURANCE

A. **How This Insurance Applies**
This workers compensation insurance applies to bodily injury by accident or bodily injury by disease. Bodily injury includes resulting death.

1. Bodily injury by accident must occur during the policy period.
2. Bodily injury by disease must be caused or aggravated by the conditions of your employment. The employee's last day of last exposure to the conditions causing or aggravating such bodily injury by disease must occur during the policy period.

B. **We Will Pay**
We will pay promptly when due the benefits required of you by the workers compensation law.

C. **We Will Defend**
We have the right and duty to defend at our expense any claim, proceeding or suit against you for benefits payable by this insurance. We have the right to investigate and settle these claims, proceedings or suits. We have no duty to defend a claim, proceeding or suit that is not covered by this insurance.

D. **We Will Also Pay**
We will also pay these costs, in addition to other amounts payable under this insurance, as part of any claim, proceeding or suit we defend:

1. reasonable expenses incurred at our request, but not loss of earnings;
2. premiums for bonds to release attachments and for appeal bonds in bond amounts up to the amount payable under this insurance;

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3. litigation costs taxed against you;
4. interest on a judgment as required by law until we offer the amount due under this insurance; and
5. expenses we incur.

E. **Other Insurance**

We will not pay more than our share of benefits and costs covered by this insurance and other insurance or self-insurance. Subject to any limits of liability that may apply, all shares will be equal until the loss is paid. If any insurance or self-insurance is exhausted, the shares of all remaining insurance will be equal until the loss is paid.

F. **Payments You Must Make**

You are responsible for any payments in excess of the benefits regularly provided by the workers compensation law including those required because:

1. of your serious and willful misconduct;
2. you knowingly employ an employee in violation of law;
3. you fail to comply with a health or safety law or regulation; or
4. you discharge, coerce or otherwise discriminate against any employee in violation of the workers compensation law.

If we make any payments in excess of the benefits regularly provided by the workers compensation law on your behalf, you will reimburse us promptly.

G. **Recovery From Others**

We have your rights, and the rights of persons entitled to the benefits of this insurance, to recover our payments from anyone liable for the injury. You will do everything necessary to protect those rights for us and to help us enforce them.

H. **Statutory Provisions**

These statements apply where they are required by law.

1. As between an injured worker and us, we have notice of the injury when you have notice.
2. Your default or the bankruptcy or insolvency of you or your estate will not relieve us of our duties under this insurance after an injury occurs.
3. We are directly and primarily liable to any person entitled to the benefits payable by this insurance. Those persons may enforce our duties; so may an agency authorized by law. Enforcement may be against us or against you and us.
4. Jurisdiction over you is jurisdiction over us for purposes of the workers compensation law. We are bound by decisions against you under that law, subject to the provisions of this policy that are not in conflict with that law.
5. This insurance conforms to the parts of the workers compensation law that apply to:
   a. benefits payable by this insurance;
   b. special taxes, payments into security or other special funds, and assessments payable by us under that law.
6. Terms of this insurance that conflict with the workers compensation law are changed by this statement to conform to that law.

Nothing in these paragraphs relieves you of your duties under this policy.

## PART TWO

## EMPLOYERS LIABILITY INSURANCE

A. **How This Insurance Applies**

This employers liability insurance applies to bodily injury by accident or bodily injury by disease. Bodily injury includes resulting death.

1. The bodily injury must arise out of and in the course of the injured employee's employment by you.

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2. The employment must be necessary or incidental to your work in a state or territory listed in Item 3.A. of the Information Page.
3. Bodily injury by accident must occur during the policy period.
4. Bodily injury by disease must be caused or aggravated by the conditions of your employment. The employee's last day of last exposure to the conditions causing or aggravating such bodily injury by disease must occur during the policy period.
5. If you are sued, the original suit and any related legal actions for damages for bodily injury by accident or by disease must be brought in the United States of America, its territories or possessions, or Canada.

B. **We Will Pay**

We will pay all sums you legally must pay as damages because of bodily injury to your employees, provided the bodily injury is covered by this Employers Liability Insurance.

The damages we will pay, where recovery is permitted by law, include damages:

1. for which you are liable to a third party by reason of a claim or suit against you by that third party to recover the damages claimed against such third party as a result of injury to your employee;
2. for care and loss of services; and
3. for consequential bodily injury to a spouse, child, parent, brother or sister of the injured employee; provided that these damages are the direct consequence of bodily injury that arises out of and in the course of the injured employee's employment by you; and
4. because of bodily injury to your employee that arises out of and in the course of employment, claimed against you in a capacity other than as employer.

C. **Exclusions**

This insurance does not cover:

1. liability assumed under a contract. This exclusion does not apply to a warranty that your work will be done in a workmanlike manner;
2. punitive or exemplary damages because of bodily injury to an employee employed in violation of law;
3. bodily injury to an employee while employed in violation of law with your actual knowledge or the actual knowledge of any of your executive officers;
4. any obligation imposed by a workers compensation, occupational disease, unemployment compensation, or disability benefits law, or any similar law;
5. bodily injury intentionally caused or aggravated by you;
6. bodily injury occurring outside the United States of America, its territories or possessions, and Canada. This exclusion does not apply to bodily injury to a citizen or resident of the United States of America or Canada who is temporarily outside these countries;
7. damages arising out of coercion, criticism, demotion, evaluation, reassignment, discipline, defamation, harassment, humiliation, discrimination against or termination of any employee, or any personnel practices, policies, acts or omissions;
8. bodily injury to any person in work subject to the Longshore and Harbor Workers' Compensation Act (33 USC Sections 901–950), the Non-appropriated Fund Instrumentalities Act (5 USC Sections 8171–8173), the Outer Continental Shelf Lands Act (43 USC Sections 1331–1356), the Defense Base Act (42 USC Sections 1651–1654), the Federal Coal Mine Health and Safety Act of 1969 (30 USC Sections 901–942), any other federal workers or workmen's compensation law or other federal occupational disease law, or any amendments to these laws;
9. bodily injury to any person in work subject to the Federal Employers' Liability Act (45 USC Sections 51–60), any other federal laws obligating an employer to pay damages to an employee due to bodily injury arising out of or in the course of employment, or any amendments to those laws;
10. bodily injury to a master or member of the crew of any vessel;
11. fines or penalties imposed for violation of federal or state law; and
12. damages payable under the Migrant and Seasonal Agricultural Worker Protection Act (29 USC Sections 1801–1872) and under any other federal law awarding damages for violation of those laws or regulations issued thereunder, and any amendments to those laws.

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D. **We Will Defend**

We have the right and duty to defend, at our expense, any claim, proceeding or suit against your for damages payable by this insurance. We have the right to investigate and settle these claims, proceedings and suits. We have no duty to defend a claim, proceeding or suit that is not covered by this insurance. We have no duty to defend or continue defending after we have paid our applicable limit of liability under this insurance.

E. **We Will Also Pay**

We will also pay these costs, in addition to other amounts payable under this insurance, as part of any claim, proceeding, or suit we defend:

1. reasonable expenses incurred at our request, but not loss of earnings;
2. premiums for bonds to release attachments and for appeal bonds in bond amounts up to the limit of our liability under this insurance;
3. litigation costs taxed against you;
4. interest on a judgment as required by law until we offer the amount due under this insurance; and
5. expenses we incur.

F. **Other Insurance**

We will not pay more than our share of damages and costs covered by this insurance and other insurance or self-insurance. Subject to any limits of liability that apply, all shares will be equal until the loss is paid. If any insurance or self-insurance is exhausted, the shares of all remaining insurance and self-insurance will be equal until the loss is paid.

G. **Limits of Liability**

Our liability to pay for damages is limited. Our limits of liability are shown in Item 3.B. of the Information Page. They apply as explained below.

1. Bodily Injury by Accident. The limit shown for "bodily injury by accident—each accident" is the most we will pay for all damages covered by this insurance because of bodily injury to one or more employees in any one accident. A disease is not bodily injury by accident unless it results directly from bodily injury by accident.
2. Bodily Injury by Disease. The limit shown for "bodily injury by disease—policy limit" is the most we will pay for all damages covered by this insurance and arising out of bodily injury by disease, regardless of the number of employees who sustain bodily injury by disease. The limit shown for "bodily injury by disease—each employee" is the most we will pay for all damages because of bodily injury by disease to any one employee. Bodily injury by disease does not include disease that results directly from a bodily injury by accident.
3. We will not pay any claims for damages after we have paid the applicable limit of our liability under this insurance.

H. **Recovery From Others**

We have your rights to recover our payment from anyone liable for an injury covered by this insurance. You will do everything necessary to protect those rights for us and to help us enforce them.

I. **Actions Against Us**

There will be no right of action against us under this insurance unless:

1. You have complied with all the terms of this policy; and
2. The amount you owe has been determined with our consent or by actual trial and final judgment.

This insurance does not give anyone the right to add us as a defendant in an action against you to determine your liability. The bankruptcy or insolvency of you or your estate will not relieve us of our obligations under this Part.

## PART THREE

## OTHER STATES INSURANCE

A. **How This Insurance Applies**

1. This other states insurance applies only if one or more states are shown in Item 3.C. of the Information Page.
2. If you begin work in any one of those states after the effective date of this policy and are not insured or are not self-insured for such work, all provisions of the policy will apply as though that state were listed in Item 3.A. of the Information Page.

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3. We will reimburse you for the benefits required by the workers compensation law of that state if we are not permitted to pay the benefits directly to persons entitled to them.
4. If you have work on the effective date of this policy in any state not listed in Item 3.A. of the Information Page, coverage will not be afforded for that state unless we are notified within thirty days.

B. **Notice**

Tell us at once if you begin work in any state listed in Item 3.C. of the Information Page.

## PART FOUR

## YOUR DUTIES IF INJURY OCCURS

Tell us at once if injury occurs that may be covered by this policy. Your other duties are listed here.

1. Provide for immediate medical and other services required by the workers compensation law.
2. Give us or our agent the names and addresses of the injured persons and of witnesses, and other information we may need.
3. Promptly give us all notices, demands and legal papers related to the injury, claim, proceeding or suit.
4. Cooperate with us and assist us, as we may request, in the investigation, settlement or defense of any claim, proceeding or suit.
5. Do nothing after an injury occurs that would interfere with our right to recover from others.
6. Do not voluntarily make payments, assume obligations or incur expenses, except at your own cost.

## PART FIVE—PREMIUM

A. **Our Manuals**

All premium for this policy will be determined by our manuals of rules, rates, rating plans and classifications. We may change our manuals and apply the changes to this policy if authorized by law or a governmental agency regulating this insurance.

B. **Classifications**

Item 4 of the Information Page shows the rate and premium basis for certain business or work classifications. These classifications were assigned based on an estimate of the exposures you would have during the policy period. If your actual exposures are not properly described by those classifications, we will assign proper classifications, rates and premium basis by endorsement to this policy.

C. **Remuneration**

Premium for each work classification is determined by multiplying a rate times a premium basis. Remuneration is the most common premium basis. This premium basis includes payroll and all other remuneration paid or payable during the policy period for the services of:

1. all your officers and employees engaged in work covered by this policy; and
2. all other persons engaged in work that could make us liable under Part One (Workers Compensation Insurance) of this policy. If you do not have payroll records for these persons, the contract price for their services and materials may be used as the premium basis. This paragraph 2 will not apply if you give us proof that the employers of these persons lawfully secured their workers compensation obligations.

D. **Premium Payments**

You will pay all premium when due. You will pay the premium even if part or all of a workers compensation law is not valid.

E. **Final Premium**

The premium shown on the Information Page, schedules, and endorsements is an estimate. The final premium will be determined after this policy ends by using the actual, not the estimated, premium basis and the proper

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classifications and rates that lawfully apply to the business and work covered by this policy. If the final premium is more than the premium you paid to us, you must pay us the balance. If it is less, we will refund the balance to you. The final premium will not be less than the highest minimum premium for the classifications covered by this policy. If this policy is canceled, final premium will be determined in the following way unless our manuals provide otherwise:

1. If we cancel, final premium will be calculated pro rata based on the time this policy was in force. Final premium will not be less than the pro rata share of the minimum premium.
2. If you cancel, final premium will be more than pro rata; it will be based on the time this policy was in force, and increased by our short-rate cancelation table and procedure. Final premium will not be less than the minimum premium.

F. **Records**
You will keep records of information needed to compute premium. You will provide us with copies of those records when we ask for them.

G. **Audit**
You will let us examine and audit all your records that relate to this policy. These records include ledgers, journals, registers, vouchers, contracts, tax reports, payroll and disbursement records, and programs for storing and retrieving data. We may conduct the audits during regular business hours during the policy period and within three years after the policy period ends. Information developed by audit will be used to determine final premium. Insurance rate service organizations have the same rights we have under this provision.

## PART SIX—CONDITIONS

A. **Inspection**
We have the right, but are not obliged to inspect your workplaces at any time. Our inspections are not safety inspections. They relate only to the insurability of the workplaces and the premiums to be charged. We may give you reports on the conditions we find. We may also recommend changes. While they may help reduce losses, we do not undertake to perform the duty of any person to provide for the health or safety of your employees or the public. We do not warrant that your workplaces are safe or healthful or that they comply with laws, regulations, codes or standards. Insurance rate service organizations have the same rights we have under this provision.

B. **Long Term Policy**
If the policy period is longer than one year and sixteen days, all provisions of this policy will apply as though a new policy were issued on each annual anniversary that this policy is in force.

C. **Transfer of Your Rights and Duties**
Your rights or duties under this policy may not be transferred without our written consent. If you die and we receive notice within thirty days after your death, we will cover your legal representative as insured.

D. **Cancelation**
1. You may cancel this policy. You must mail or deliver advance written notice to us stating when the cancelation is to take effect.
2. We may cancel this policy. We must mail or deliver to you not less than ten days advance written notice stating when the cancelation is to take effect. Mailing that notice to you at your mailing address shown in Item 1 of the Information Page will be sufficient to prove notice.
3. The policy period will end on the day and hour stated in the cancelation notice.
4. Any of these provisions that conflict with a law that controls the cancelation of the insurance in this policy is changed by this statement to comply with the law.

E. **Sole Representative**
The insured first named in Item 1 of the Information Page will act on behalf of all insureds to change this policy, receive return premium, and give or receive notice of cancelation.

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**WORKERS COMPENSATION AND EMPLOYERS LIABILITY INSURANCE POLICY** **WC 00 04 04**

## PENDING RATE CHANGE ENDORSEMENT

A rate change filing is being considered by the proper regulatory authority. The filing may result in rates different from the rates shown on the policy. If it does, we will issue an endorsement to show the new rates and their effective date.

If only one state is shown in Item 3.A. of the Information Page, this endorsement applies to that state. If more than one state is shown there, this endorsement applies only in the state shown in the Schedule.

Schedule

**State**
GA

This endorsement changes the policy to which it is attached and is effective on the date issued unless otherwise stated.

| | | | | | |
|---|---|---|---|---|---|
| Endorsement Effective | 5/26/2016 | Policy No. | TWC3544020 | Endorsement No. | WC000404 |
| Insured | Avondale Education Association | | | Premium $ | 8045 |
| Insurance Company | Technology Insurance Company | | | | |

Countersigned by _____

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## PREMIUM DISCOUNT ENDORSEMENT

The premium for this policy and the policies, if any, listed in Item 3 of the Schedule may be eligible for a discount. This endorsement shows your estimated discount in Items 1 or 2 of the Schedule. The final calculation of premium discount will be determined by our manuals and your premium basis as determined by audit. Premium subject to retrospective rating is not subject to premium discount.

Schedule

1. **State**

**Estimated Eligible Premium**

| | First $5,000 | Next $190,000 | Next $1,550,000 | Balance |
|---|---|---|---|---|
| Georgia | 0% | 10.9% | 12.6% | 14.4% |

2. Average percentage discount: 3.5%

3. Other policies:

4. If there are no entries in Items 1, 2 and 3 of the Schedule, see the Premium Discount Endorsement attached to your policy number:

This endorsement changes the policy to which it is attached and is effective on the date issued unless otherwise stated.

| | | | | | |
|---|---|---|---|---|---|
| Endorsement Effective | 5/26/2016 | Policy No. | TWC3544020 | Endorsement No. | WC000406 |
| Insured | Avondale Education Association | | | Premium $ | 8045 |
| Insurance Company | Technology Insurance Company | | | | |

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**WORKERS COMPENSATION AND EMPLOYERS LIABILITY INSURANCE POLICY** **WC 00 04 14**

## NOTIFICATION OF CHANGE IN OWNERSHIP ENDORSEMENT

Experience rating is mandatory for all eligible insureds. The experience rating modification factor, if any, applicable to this policy, may change if there is a change in your ownership or in that of one or more of the entities eligible to be combined with you for experience rating purposes. Change in ownership includes sales, purchases, other transfers, mergers, consolidations, dissolutions, formations of a new entity and other changes provided for in the applicable experience rating plan manual.

You must report any change in ownership to us in writing within 90 days of such change. Failure to report such changes within this period may result in revision of the experience rating modification factor used to determine your premium.

This endorsement changes the policy to which it is attached and is effective on the date issued unless otherwise stated.

| | | | | | |
|---|---|---|---|---|---|
| Endorsement Effective | 5/26/2016 | Policy No. | TWC3544020 | Endorsement No. | WC000414 |
| Insured | Avondale Education Association | | | Premium $ | 8045 |
| Insurance Company | Technology Insurance Company | | | | |

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## PREMIUM DUE DATE ENDORSEMENT

This endorsement is used to amend:

Section D. of Part Five of the policy is replaced by this provision.

### PART FIVE
### PREMIUM

D. **Premium** is amended to read:

You will pay all premium when due. You will pay the premium even if part or all of a workers compensation law is not valid. **The due date for audit and retrospective premiums is the date of the billing.**

This endorsement changes the policy to which it is attached and is effective on the date issued unless otherwise stated.

| | | | | | |
|---|---|---|---|---|---|
| Endorsement Effective | 5/26/2016 | Policy No. | TWC3544020 | Endorsement No. | WC000419 |
| Insured | Avondale Education Association | | | Premium $ | 8045 |
| Insurance Company | Technology Insurance Company | | | | |

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## CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM) PREMIUM ENDORSEMENT

This endorsement is notification that your insurance carrier is charging premium to cover the losses that may occur in the event of a Catastrophe (other than Certified Acts of Terrorism) as that term is defined below. Your policy provides coverage for workers compensation losses caused by a Catastrophe (other than Certified Acts of Terrorism). This premium charge does not provide funding for Certified Acts of Terrorism contemplated under the Terrorism Risk Insurance Program Reauthorization Act Disclosure Endorsement (WC 00 04 22 B), attached to this policy.

For purposes of this endorsement, the following definitions apply:

- Catastrophe (other than Certified Acts of Terrorism): Any single event, resulting from an Earthquake, Noncertified Act of Terrorism, or Catastrophic Industrial Accident, which results in aggregate workers compensation losses in excess of $50 million.
- Earthquake: The shaking and vibration at the surface of the earth resulting from underground movement along a fault plane or from volcanic activity.
- Noncertified Act of Terrorism: An event that is not certified as an Act of Terrorism by the Secretary of Treasury pursuant to the Terrorism Risk Insurance Act of 2002 (as amended) but that meets all of the following criteria:
  a. It is an act that is violent or dangerous to human life, property, or infrastructure;
  b. The act results in damage within the United States, or outside of the United States in the case of the premises of United States missions or air carriers or vessels as those terms are defined in the Terrorism Risk Insurance Act of 2002 (as amended); and
  c. It is an act that has 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.
- Catastrophic Industrial Accident: A chemical release, large explosion, or small blast that is localized in nature and affects workers in a small perimeter the size of a building.

The premium charge for the coverage your policy provides for workers compensation losses caused by a Catastrophe (other than Certified Acts of Terrorism) is shown in Item 4 of the Information Page or in the Schedule below.

**Schedule**

| State | Rate | Premium |
|---|---|---|
| GA | 0.02 | $350.00 |

This endorsement changes the policy to which it is attached and is effective on the date issued unless otherwise stated.

**(The information below is required only when this endorsement is issued subsequent to preparation of the policy.)**

| | | | | | |
|---|---|---|---|---|---|
| Endorsement Effective | 5/26/2016 | Policy No. | TWC3544020 | Endorsement No. | WC000421D |
| Insured | Avondale Education Association | | | Premium $ | 8045 |
| Insurance Company | Technology Insurance Company | | | | |

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## TERRORISM RISK INSURANCE PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT

This endorsement addresses the requirements of the Terrorism Risk Insurance Act of 2002 as amended and extended by the Terrorism Risk Insurance Program Reauthorization Act of 2015. It serves to notify you of certain limitations under the Act, and that your insurance carrier is charging premium for losses that may occur in the event of an Act of Terrorism.

Your policy provides coverage for workers compensation losses caused by Acts of Terrorism, including workers compensation benefit obligations dictated by state law. Coverage for such losses is still subject to all terms, definitions, exclusions, and conditions in your policy, and any applicable federal and/or state laws, rules, or regulations.

### Definitions

The definitions provided in this endorsement are based on and have the same meaning as the definitions in the Act. If words or phrases not defined in this endorsement are defined in the Act, the definitions in the Act will apply.

"Act" means the Terrorism Risk Insurance Act of 2002, which took effect on November 26, 2002, and any amendments thereto, including any amendments resulting from the Terrorism Risk Insurance Program Reauthorization Act of 2015.

"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 as meeting all of the following requirements:

a. The act is an act of terrorism.

b. The act is violent or dangerous to human life, property or infrastructure.

c. The act resulted in damage within the United States, or outside of the United States in the case of the premises of United States missions or certain air carriers or vessels.

d. The act has 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.

"Insured Loss" means any loss resulting from an act of terrorism (and, except for Pennsylvania, including an act of war, in the case of workers compensation) that is covered by primary or excess property and casualty insurance issued by an insurer if the loss occurs in the United States or at the premises of United States missions or to certain air carriers or vessels.

"Insurer Deductible" means, for the period beginning on January 1, 2015, and ending on December 31, 2020, an amount equal to 20% of our direct earned premiums, during the immediately preceding calendar year.

### Limitation of Liability

The Act limits our liability to you under this policy. If aggregate Insured Losses exceed $100,000,000,000 in a calendar year and if we have met our Insurer Deductible, we are not liable for the payment of any portion of the amount of Insured Losses that exceeds $100,000,000,000; and for aggregate Insured Losses up to $100,000,000,000, we will pay only a pro rata share of such Insured Losses as determined by the Secretary of the Treasury.

### Policyholder Disclosure Notice

1. Insured Losses would be partially reimbursed by the United States Government. If the aggregate industry Insured Losses exceed:

   a. $100,000,000, with respect to such Insured Losses occurring in calendar year 2015, the United States Government would pay 85% of our Insured Losses that exceed our Insurer Deductible.

   b. $120,000,000, with respect to such Insured Losses occurring in calendar year 2016, the United States Government would pay 84% of our Insured Losses that exceed our Insurer Deductible.

   c. $140,000,000, with respect to such Insured Losses occurring in calendar year 2017, the United States Government would pay 83% of our Insured Losses that exceed our Insurer Deductible.

   d. $160,000,000, with respect to such Insured Losses occurring in calendar year 2018, the United States Government would pay 82% of our Insured Losses that exceed our Insurer Deductible.

   e. $180,000,000, with respect to such Insured Losses occurring in calendar year 2019, the United States Government would pay 81% of our Insured Losses that exceed our Insurer Deductible.

   f. $200,000,000, with respect to such Insured Losses occurring in calendar year 2020, the United States Government would pay 80% of our Insured Losses that exceed our Insurer Deductible.

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2. Notwithstanding item 1 above, the United States Government will not make any payment under the Act for any portion of Insured Losses that exceed $100,000,000,000.
3. The premium charge for the coverage your policy provides for Insured Losses is included in the amount shown in Item 4 of the Information Page or in the Schedule below.

**Schedule**

| State | Rate | Premium |
|---|---|---|
| GA | 0.02 | $350.00 |

This endorsement changes the policy to which it is attached and is effective on the date issued unless otherwise stated.

**(The information below is required only when this endorsement is issued subsequent to preparation of the policy.)**

| | | | | | |
|---|---|---|---|---|---|
| Endorsement Effective | 5/26/2016 | Policy No. | TWC3544020 | Endorsement No. | WC000422B |
| Insured | Avondale Education Association | | | Premium $ | 8045 |
| Insurance Company | Technology Insurance Company | | | | |

Countersigned by _____

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## GEORGIA CANCELATION, NONRENEWAL AND CHANGE ENDORSEMENT

This endorsement applies only to the insurance provided by the policy because Georgia is shown in Item 3.A. of the Information Page.

The **Cancelation** Condition of the policy is replaced by this Condition:

D. **Cancelation, Nonrenewal and Change**

1. You may cancel this policy. You must mail or deliver advance notice to us stating when the cancelation is to take effect, subject to the following:
   a. If only your interest is affected, the effective date of cancelation will be the later of the date we receive notice from you or the date specified in the notice.
   b. If by statute, regulation or contract this policy may not be canceled unless notice is given to a governmental agency or other third party, we will mail or deliver at least 10 days notice to you and the third party as soon as practicable after receiving your request for cancelation.

      Our notice will state the effective date of cancelation, which will be the later of the following:

      1) 10 days from the date of mailing or delivering our notice, or
      2) The effective date of cancelation stated in your notice to us.
2. We may cancel or nonrenew this policy. We must mail or deliver notice at least 10 days before the effective date of cancelation if this policy has been in effect less than 60 days or if we cancel for nonpayment of premium. If this policy has been in effect 60 or more days and we cancel for a reason other than nonpayment of premium or if we nonrenew this policy, we must send to you a notice of cancelation or nonrenewal by certified mail, return receipt requested, to your last address of record at least 75 days prior to the effective date of cancelation or nonrenewal.
3. If we increase current policy premium by more than 15% (other than any increase due to change in risk, exposure or experience modification or resulting from an audit of auditable coverages), limit or restrict coverage, we must mail by first class mail or deliver a notice of our action (including dollar amount of any increase in renewal premium more than 15%) to you at the last mailing address of record at least 45 days before the expiration date of this policy.
4. The policy period will end on the day and hour stated in the cancelation notice except as provided for above.

# Technology Insurance Company

## IMPORTANT NOTICE
## SMALL DEDUCTIBLE ELECTION FORM

POLICY NUMBER

TWC3544020

POLICY PERIOD

FROM: 5/26/2016 TO: 5/26/2017

INSURED

Avondale Education Association
DBA: The Museum School

Georgia law permits an employer to purchase workers' compensation insurance with a deductible. The deductible is applicable to medical and indemnity benefits and applies to each claim. The deductibles available are as follows:

DEDUCTIBLE AMOUNT EACH CLAIM

- ☐ $100
- ☐ $200
- ☐ $300
- ☐ $400
- ☐ $500
- ☐ $1,000
- ☐ $1,500
- ☐ $2,000
- ☐ $2,500

You are not required to select a deductible. However, if you choose to exercise this option, you may choose only one deductible amount. It is to be understood that we will pay the deductible amount for you and that you must reimburse us for any deductible amounts paid. Non-reimbursement of the deductible(s) will result in cancellation of your policy.

Please check the option you have elected and return this form to us as soon as possible.

- ☐ No, I do not want the deductible described in this Notice.
- ☐ Yes, I want the deductible checked above to apply to medical and indemnity benefits under the Georgia Workers' Compensation Law. I understand that the Company shall pay the deductible amount and be reimbursed by the employer shown above.

If you fail to respond promptly to the Company, it will be construed to mean you have not elected the small deductible option.

If you have any questions, please contact your agent or broker.

INSURED'S SIGNATURE AND TITLE

DATE

Policyholder Notice GA-SDEF 01 (11/03)



# AmTrust North America

An AmTrust Financial Company

Timely reporting of workers' compensation claims is essential so a complete and thorough investigation can be completed and determination of benefits made. Additionally, timely claim reporting supports our efforts to provide you and your employees the best possible medical and disability management. We urge you to please report the claim immediately upon notification.

## Claim Reporting Information

To Report a Claim by Phone, Fax or Email

***For ALL States***

**Phone: (866) 272-9267**
**Fax: (877) 669-9140**
**Email: Amtrustclaims@qrm-inc.com**

***For Florida Only***

**Florida Only: (888) 225-2442**
**Fax: (561) 241-3257**
**Email: Amtrustclaims@qrm-inc.com**

**Have a specific claim question? Contact the following service offices:**

| States | Office | Mailing Address | Physical Address | Phone / Fax |
|---|---|---|---|---|
| AL, AR, VA, NC, SC, GA, MS, TN | Atlanta | Amtrust North America<br>P.O. Box 740042<br>Atlanta, GA 30374-0042 | Amtrust North America<br>11330 Lakefield DR., Bldg. II<br>Johns Creek, GA 30097 | 888-239-3909<br>678-258-8000<br>Fax 678-258-8399 |
| AZ, LA, NM, OK, SD, TX, NE, UT, CO, NV | Dallas | Amtrust North America<br>P.O. Box 650767<br>Dallas TX 75265-0767 | Amtrust North America<br>12790 Merit Drive<br>Tower 9, 3rd Floor<br>Dallas, TX 75251 | 214-360-8065<br>866-249-4298<br>Fax 678-258-8395 |
| MT | Montana | Amtrust North America<br>P.O. Box 650767<br>Dallas, TX 75265-0767 | *Sub office in Missoula, MT*<br>The Talbot Agency Attn: Kay Martin<br>2600 Garfield Street<br>Missoula, MT 59806 | 866-246-6891<br>678-258-8531<br>Fax 214-382-2425 |
| CT, DC, DE, MA, MD, ME, NH, NJ, NY, PA, RI, VT | Princeton | Amtrust North America<br>P.O. Box 105010<br>Atlanta, GA 30348-5010 | Amtrust North America<br>300 Alexander Park, Suite 300<br>Princeton, NJ 08540 | 888-239-3909<br>Fax 678-258-8399 |
| IL, IN, KS, KY, MI, MO | Chicago | Amtrust North America<br>P.O. Box 105074<br>Atlanta, GA 30348-5074 | Amtrust North America<br>33 W. Monroe<br>Chicago, IL 60603 | 888-239-3909<br>312-781-0401<br>Fax 678-258-8399 |
| IA | Des Moines | Amtrust North America<br>P.O. Box 105074<br>Atlanta, GA 30348-5074 | Amtrust North America<br>4201 Weston Parkway, Ste 214<br>West Des Moines, IA 50266 | 888-239-3909 x8534<br>678-258-8534<br>Fax 678-258-8399 |
| MN, WI | Milwaukee | Amtrust North America<br>P.O. Box 105074<br>Atlanta, GA 30348-5074 | Amtrust North America<br>400 S. Executive Dr., Ste 150<br>Brookfield, WI 53005 | 888-239-3909 x 8538<br>262-641-0672<br>Fax 678-258-8399 |
| FL | Florida | AIIS, an AmTrust Group Company<br>P.O. Box 310719<br>Boca Raton, FL 33431 | AIIS, an AmTrust Group Company<br>901 NW 51st St.<br>Boca Raton, FL 33431 | 800-866-8600<br>561-994-9888<br>Fax 561-995-1004 |
| | | AIIS, an AmTrust Group Company<br>P.O. Box 310719<br>Boca Raton, FL 33431 | *Sub offices in Sunrise & Clearwater*<br>AIIS, an AmTrust Group Company<br>1551 Sawgrass Corporate Parkway<br>Suite 105<br>Sunrise, FL 33323 | 800-866-8600<br>561-994-9888<br>Fax 561-995-1004 |
| | | AIIS, an AmTrust Group Company<br>P.O. Box 310719<br>Boca Raton, FL 33431 | AIIS, an AmTrust Group Company<br>2605 Enterprise Rd. East, Suite 290<br>Clearwater, FL 33759 | 727-725-9900<br>888-250-7030<br>Fax 727-725-7456 |

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# ACORD ™ WORKERS COMPENSATION – FIRST REPORT OF INJURY OR ILLNESS

| EMPLOYER (NAME & ADDRESS INCL ZIP) | CARRIER/ADMINISTRATOR CLAIM NUMBER | REPORT PURPOSE CODE |
|---|---|---|
| Avondale Education Association<br>DBA: The Museum School<br>923 Forrest Blvd.<br>Decatur GA 30030 | JURISDICTION / JURISDICTION CLAIM NUMBER | |
| | INSURED REPORT NUMBER | |
| SIC CODE / EMPLOYER FEIN: 571212862 | EMPLOYER'S LOCATION ADDRESS (IF DIFFERENT) | LOCATION # / PHONE # / COUNTY |

## CARRIER/CLAIMS ADMINISTRATOR

| CARRIER (NAME, ADDRESS & PHONE NO) | POLICY PERIOD | CLAIMS ADMINISTRATOR (NAME, ADDRESS & PHONE NO) |
|---|---|---|
| Technology Insurance Company<br>800 Superior Avenue East, 21st Floor<br>Cleveland, OH 44114<br>877-528-7878 | 5/26/2016<br>TO<br>5/26/2017<br>CHECK IF APPROPRIATE<br>☐ SELF INSURANCE | To Report a Claim By Phone: 1-866-272-9267<br>To Report a Claim By Fax: 1-877-669-9140<br>To Report a Claim My Email: amtrustclaims@qrm-inc.com |

| CARRIER FEIN | POLICY / SELF INSURED NUMBER | ADMINISTRATOR FEIN |
|---|---|---|
| 02-0449082 | TWC3544020 | |

AGENT NAME & CODE NUMBER: Siegel Insurance, Inc. - #11815

## EMPLOYEE / WAGE

| NAME (LAST, FIRST, MIDDLE) | DATE OF BIRTH | SOCIAL SECURITY NUMBER | DATE HIRED | STATE OF HIRE |
|---|---|---|---|---|
| ADDRESS (INCL ZIP) | SEX<br>☐ MALE<br>☐ FEMALE<br>☐ UNKNOWN | MARITAL STATUS<br>☐ UNMARRIED (SNGL/DIV)<br>☐ MARRIED<br>☐ SEPARATED<br>☐ UNKNOWN | OCCUPATION / JOB TITLE<br>EMPLOYMENT STATUS | |
| PHONE HOME<br>WORK | # OF DEPENDENTS | | NCCI CLASS CODE | |

| RATE PER: ☐DAY ☐MONTH ☐WEEK ☐OTHER: | # DAYS WORKED/WEEK | FULL PAY FOR DAY OF INJURY? ☐ YES ☐ NO<br>DID SALARY CONTINUE ☐ YES ☐ NO |
|---|---|---|

## OCCURRENCE / TREATMENT

| TIME EMPLOYEE BEGAN WORK | DATE OF INJURY / ILLNESS | TIME OF OCCURRENCE | LAST WORK DATE | DATE EMPLOYER NOTIFIED | DATE DISABILITY BEGAN |
|---|---|---|---|---|---|
| | | | | | |

| CONTACT NAME / PHONE NUMBER | TYPE OF INJURY / ILLNESS | PART OF BODY AFFECTED |
|---|---|---|
| DID INJURY / ILLNESS EXPOSURE OCCUR ON EMPLOYER'S PREMISES? ☐ YES ☐ NO | TYPE OF INJURY / ILLNESS CODE | PART OF BODY AFFECTED |

| DEPARTMENT OR LOCATION WHERE ACCIDENT OR ILLNESS EXPOSURE OCCURRED | ALL EQUIPMENT, MATERIALS, OR CHEMICALS EMPLOYEE WAS USING WHEN ACCIDENT OR ILLNESS EXPOSURE OCCURRED |
|---|---|
| SPECIFIC ACTIVITY THE EMPLOYEE WAS ENGAGED IN WHEN THE ACCIDENT OR ILLESS EXPOSURE OCCURRED | WORK PROCESS THE EMPLOYEE WAS ENGAGED IN WHEN ACCIDENT OR ILLNESS EXPOSURE OCCURRED |

HOW INJURY OR ILLNESS/ABNORMAL HEALTH CONDITION OCCURRED. DESCRIBE THE SEQUENCE OF EVENTS AND INCLUDE ANY OBJECT OR SUBSTANCES THAT DIRECTLY INJURED THE EMPLOYEE OR MADE THE EMPLOYEE ILL

CAUSE OF INJURY CODE

| DATE RETURN(ED) TO WORK | IF FATAL, GIVE DATE OF DEATH | WERE SAFEGUARDS OR SAFETY EQUIPMENT PROVIDED? ☐ YES ☐ NO<br>WERE THEY USED? ☐ YES ☐ NO |
|---|---|---|

| | HOSPITAL (NAME & ADDRESS) | INITIAL TREATMENT<br>☐ NO MEDICAL TREATMENT<br>☐ MINOR BY EMPLOYER<br>☐ MINOR CLINIC/HOSP<br>☐ EMERGENCY CARE<br>☐ HOSPITALIZED > 24 HRS<br>☐ FUTURE MAJOR MED/LOST TIME ANTICIPATED |
|---|---|---|
| WITNESS (NAME & PHONE) | | |

| DATE ADMINISTRATOR NOTIFIED | DATE PREPARED | PREPARER'S NAME & TITLE | PHONE NUMBER |
|---|---|---|---|
| | | | |

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AmTrust North America

An AmTrust Financial Company

*Provide 24/7 Toll-Free Claim Reporting*

***For ALL States***
**Phone: (866) 272-9267**
**Fax: (775) 908-3724 or (877) 669-9140**
**Email: Amtrustclaims@qrm-inc.com**

**Information Required for All Claims reported.**

1. Name of the insured and policy number
2. Date, Time & Place of Accident
3. Description of accident or incident
4. Name, phone and/or e-mail of person making the report

Additional Information Required for Specific Claim Types

A. For Workers' Compensation
   1. ***MUST have the injured employee's social security number as it is required by law***
   2. Description of injury

B. For Property Claims
   1. Physical address of the loss
   2. If more than one building on property must have specific building(s) involved
   3. Type of loss, i.e., Fire, Theft, etc.
   4. Description of loss or damage

C. For Motor Vehicle (Auto) Claims
   1. Name, address and contact information of ***ALL*** parties involved.
   2. Make, model and VIN of the insured vehicle
   3. Make, model of all other vehicles involved
   4. Current location of all vehicles
   5. Name and contact information ***for each driver and all passengers***
   6. Name and contact information any known witnesses

D. For General Liability Claims
   1. Physical address of where the loss occurred
   2. Name, address and contact information for all persons claiming injury or damage
   3. Name and contact information any known witnesses

AmTrust North America

An AmTrust Financial Company

*Atendemos 24/7 Llamada Gratis para Reportar Accidentes*

***Para Todos los Estados***
**Teléfono: (866) 272-9267**
**Fax: (775) 908-3724 o (877) 669-9140**
**Correo electrónico: Amtrustclaims@qrm-inc.com**
**En línea: www.amtrustgroup.com (Deben registrarse)**

**Información Necesaria para Reportar un Accidente.**

1. Nombre del Asegurado y numero de полисы
2. Tiempo, fecha y lugar del accidente.
3. Descripción del accidente o la lesción.
4. Nombre, teléfono / correo electrónico de la persona reportando el accidente.

**Informacion Adicional "requerida" para casos Especificos.**

A. Para Accidentes de Trabajo.
   1. *Es NECESARIO tener el numero de seguro social del empleado requerido por ley.*
   2. DESCRIPCION especifica del accidente.

B. Para Daños en contra de la Propiedad.
   1. Direccion fisica donde ocurrio el daño.
   2. Si hay más de un edificio en la propiedad, Technical en cual (es) ocurrió el daño.
   3. Tipo de perdida, Ejmp. Fuego, Robo, etc.
   4. Perdida de Descripción o la de Daño en Propiedad.

C. Para vehiculos Motorizados (automóviles).
   1. Nombre, direccion y telefono, de TODOS los envueltos en el accidente.
   2. Marca, modelo y numero de VIN del vehiculo asegurado.
   3. Marca y modelo de todos los vehiculos envueltos en el accidente.
   4. Familia real de los vehiculos.
   5. Nombre, direccion y telefono, *de cada conductor y pasajeros.*
   6. Nombre, direccion y telefono, de todos los testigos presentes.

D. De Seguro Para Todo Riesgo de Construcción.
   1. Direccion fisica donde ocurrio el daño.
   2. Nombre direccion y telefono de toda persona afectada de algun daño.
   3. Nombre, direccion y telefono, de todos los testigos presentes.

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AmTrust North America
An AmTrust Financial Company

# *Frequently Asked Questions*

- ***Where's my claims kit?***There are 2 ways to access claims kits online:
  - Direct Link: www.talispoint.com/amtrust/external
  - From our website: www.amtrustgroup.com
    - Click Small Business Insurance
    - Click Claims
    - Click National Provider Directory
    - Click State Rules/Kits
    - Choose corresponding State
    - Open Claims Kit via .pdf link

- ***I have an injured worker, how do I find a doctor?***We will provide the Panel of Physicians for the required 4 states (CO, GA, PA & TN). All other states can access the directory online.
    - Direct Link: www.talispoint.com/amtrust/external
    - From our website: www.amtrustgroup.com
      - Click Small Business Insurance
      - Click Claims
      - For all states (except CA) click National Provider Directory
      - For CA click California MPN (specific to CA)
      - Specific laws for directing medical treatment for each state is listed on the State Rules Tab
      - Search for physicians by Name, Address or Regional Searches.

- ***Where's my posting notices?*** Most posting notices are inside the claims kits found online. There are some states that have specific criteria and we will provide the posting notices that meet the criteria for those states.

- ***I have a question about my claims kit or physician access, who do I contact?*** You may contact Client Services, 888-239-3909 x 298313.

- ***I have a question about a claim or injured worker, who do I contact?*** Please contact our Customer Service to direct you to the appropriate person, 888-239-3909.

# POLICY CHANGE DOCUMENT

**POLICY NO.:** PHPK1368819

| Philadelphia Indemnity Insurance Company | 4972 SIEGEL INSURANCE INC |
|---|---|

NAMED INSURED: Avondale Education Association, Inc.
dba The Museum School of Avondale Estates

MAILING ADDRESS: 923 Forrest Blvd
Decatur, GA 30030-4730

POLICY PERIOD: FROM 08/09/2015 TO 08/09/2016 at
12:01 A.M. Standard Time at your mailing address shown above.

CHANGE EFFECTIVE 08/09/2015 CHANGE # 2

DESCRIPTION

In consideration of the premium reflected, the policy is amended as indicated below:

Amended:

Loc 1 Bldg 1 - 923 Forrest Blvd, Decatur, GA 30030
Business Personal Property Limit to $290,937 in lieu of $273,750

Loc 1 Bldg 2 - 923 Forrest Blvd, Decatur, GA 30030
Business Personal Property Limit to $120,937 in lieu of $103,750

Loc 1 Bldg 3 - 923 Forrest Blvd, Decatur, GA 30030
To delete $68,750 Business Personal Property Limit in its entirety

Loc 1 Bldg 4 - 923 Forrest Blvd, Decatur, GA 30030
Business Personal Property Limit to $135,939 in lieu of $118,750

Loc 1 Bldg 5 - 923 Forrest Blvd, Decatur, GA 30030
Business Personal Property Limit to $37,187 in lieu of $20,000

Per attached schedules

Path ID 9262137

| Total Annual Additional/Return Premium $ | 1.00 ADDITIONAL | Total Prorate Additional/Return Premium $ | 1.00 ADDITIONAL |
|---|---|---|---|

COUNTERSIGNED (Date) BY (Authorized Representative)

10/09/2015
Issue Date

# ULTIMATECOVER
# PROPERTY COVERAGE PART DECLARATIONS

**Policy Number** PHPK1368819

**Effective Date:** 08/09/2015
**Expiration Date:** 08/09/2016
**12:01 a.m., Standard Time**

☐ Extension of Declarations is attached

## Business Description

Other Specialty School

## Description of Premises

| Prem. No. | Bldg. No. | Location, Construction and Occupancy | |
|---|---|---|---|
| 0001 | 0001 | 923 Forrest Blvd<br>Decatur, GA 30030-4730<br>SCHOOLS - ELEMENTARY/SECONDARY | MASONRY NON-COMBUSTIBLE |
| 0001 | 0002 | 923 Forrest Blvd<br>Decatur, GA 30030-4730<br>SCHOOLS - ELEMENTARY/SECONDARY | MASONRY NON-COMBUSTIBLE |
| 0001 | 0003 | 923 Forrest Blvd<br>Decatur, GA 30030-4730<br>Playground Equipment | MASONRY NON-COMBUSTIBLE |
| 0001 | 0004 | 923 Forrest Blvd<br>Decatur, GA 30030-4730<br>SCHOOLS - ELEMENTARY/SECONDARY | MASONRY NON-COMBUSTIBLE |
| 0001 | 0005 | 923 Forrest Blvd<br>Decatur, GA 30030-4730<br>Bridge | MASONRY NON-COMBUSTIBLE |

## Limits of Insurance

Insurance applies only for coverage for which a Limit of Insurance is shown.

### Property at Specified Premises

| Prem. No. | Bldg. No. | Your Business Personal Property | Personal Property of Others | Buildings |
|---|---|---|---|---|
| 0001 | 0001 | BKT #2 | | BKT #1 |
| 0001 | 0002 | BKT #2 | | BKT #1 |
| 0001 | 0003 | | | BKT #1 |
| 0001 | 0004 | BKT #2 | | BKT #1 |
| 0001 | 0005 | BKT #2 | | BKT #1 |

Personal Property at Location not Specifically Identified: $100,000, unless a higher limit is shown on the Additional Coverage Summary Declarations.

Personal Property in Transit: $50,000, unless a higher limit is shown on the Additional Coverage Summary Declarations.

These declarations are part of the policy declarations containing the Name of the Insured and the policy period.

## Applications of Limits

☐ Specific
☐ Exceptions:

☒ Blanket - See Form PI-ULTD-006

## Deductibles

Building $ Business Personal Property $ Transit $ 2,500

SEE MULTIPLE DEDUCTIBLE FORM(S)

## Coinsurance

☐ 80% ☒ 90% ☐ 100% ☐ Agreed Value

## Mortgage Holders

| Prem. No. | Bldg. No. | Mortgage Holder Name and Address |
|---|---|---|

**SEE SCHEDULE ATTACHED**

## Forms and Endorsement

Forms and endorsements applying to this Coverage Part and made part of this policy at time of issue:

See Schedule of Forms and Endorsements attached.

## Premium

Premium for this Coverage Part $ 10,923.00

# UltimateCover Program
# Blanket Limits

Policy Number: PHPK1368819 Agent # 4972

**ULTIMATECOVER PROPERTY – BLANKET STATEMENT OF VALUES**

| Blanket No. | Coverage | Limit of Insurance | Co-Insurance |
|---|---|---|---|
| 1 | Building | $ 10,911,124 | 90% |
| 2 | Bus Per Prop | $ 585,000 | 90% |

These declarations are part of the policy declarations containing the name of the insured and the policy period.

**THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CREFULLY.**

# BOILER AND MACHINERY ENDORSEMENT

This endorsement modifies insurance provided under the following:

**Property Coverage Form**
**Causes of Loss Form**
**Business Income and Extra Expense Coverage Form**
**Business Income Coverage Form**
**Extra Expenses Coverage Form**

**SCHEDULE**

| **Coverage Description** | **Limit of Insurance** |
|---|---|
| Property Damage | $ 11,496,124 |
| Property Damage and Business Income/Extra Expense | $ |
| Business Income and Extra Expense | $ |
| Business Income | $ |
| Extra Expense | $ |

**Sublimits of Insurance applicable to each covered location. These sublimits are part of and not in addition to the Limits of Insurance shown above.**

| **Coverage** | **Sublimit of Insurance** |
|---|---|
| Ammonia Contamination | $ 25,000 |
| Water Damage | $ 25,000 |
| Hazardous Substances | $ 25,000 |
| Spoilage | $ 25,000 |
| Expediting Expense | $ 25,000 |
| Newly Acquired Location Coverage | $ 1,000,000 |
| Off Premises Service Interruption | |
| Business Income | $ |
| Business Income and Extra Expense | $ |
| Extra Expense | $ |
| Spoilage | $ 25,000 |
| Ordinance or Law | $ 25,000 |

**Deductibles**

| **Coverage** | **Deductible** |
|---|---|
| Property Damage | $ 2,500 |
| Business Income and Extra Expense | 72 hours |
| Business Income | hours |
| Extra Expense | $ |
| Spoilage | Combined/ PD |
| Off Premises Service Interruption | 72 hours |
| Ammonia Contamination | Combined w/PD |
| Other ( ) | $ |
| **Premium** | **$ 1,311** |

## A. Coverage

For the purposes of this endorsement, the following exclusions and limitations, or parts thereof, are deleted as respects to the Boilers, Pressure Vessels and Machinery and Equipment at the described premises:

| | |
|---|---|
| Exclusion B.2.a. | Artificially generated electric current, including electric arcing, that disturbs electrical devices, wiring or wires. |
| Exclusion B.2.d.(2) | The word latent is deleted. |
| Exclusion B.2.d.(6) | Mechanical breakdown, including rupture or bursting caused by centrifugal force. |
| Exclusion B.2.e. | Explosion of steam boilers, steam pipes, steam engines, steam turbines owned or leased by your, or operated under your control. |
| Limitation C.1.a. | Steam boilers, steam pipes, steam engines or steam turbines caused by or resulting from a condition or event inside such equipment. |
| Limitation C.1.b. | Hot water boilers or other water heating equipment caused by or resulting from any condition or event inside such boilers or equipment. |

## B. Exclusions

As respects the Boiler and Machinery coverage provided by this endorsement, coverage shall not include **"loss"** caused by or resulting from:

**1.** Damage while any boiler, fired or unfired vessel or electrical steam generator is undergoing a hydrostatic or gas pressure test;

**2.** Damage while any type of electrical or electronic equipment is undergoing an insulation breakdown test;

**3.** Damage to or destruction of media, however caused, and regardless of the function of that media;

**4/** Depletion, deterioration, corrosion, erosion or wear or tear, and other gradually developing conditions. But if **"loss"** or damage otherwise covered by this endorsement ensues, we will pay for such ensuing **"loss"**;

## C. Limits

The most we will pay under this endorsement for direct **"loss"** to Covered Property is the Property Damage Limit of Insurance shown in the schedule of this endorsement. If Business Income Coverage, Extra Expense Coverage, or Business Income and Extra Expense Coverage is included in the policy to which this endorsement is a part, the most we will pay for those extensions of coverage under this endorsement are the respective Limits of Insurance shown in the schedule of this endorsement.

All losses covered by this endorsement occurring at any one location which manifests themselves at the same time and are the result of the same cause will be considered a single loss. If an initial loss covered by this endorsement causes other losses covered by this endorsement, all will be considered a single loss.

**D. Extra Expediting**

This endorsement is extended to cover the reasonable extra cost of temporary repair and of expediting repair or replacement of Covered Property as a direct result of loss otherwise covered by this endorsement. The most we will pay under this extension is the amount shown as the Expediting Expense Sublimit in the schedule of this endorsement.

**E. Ammonia Contamination**

If Covered Property is contaminated by ammonia as a direct result of loss otherwise covered by this endorsement, the most we will pay for this kind of damage, including salvage expense, is the amount shown as the Ammonia Contamination Sublimit in the schedule of this endorsement.

**F. Water Damage**

If Covered Property is damaged by water as a direct result of loss otherwise covered by this endorsement, the most we will pay for this kind of damage, including salvage expense, is the amount shown as the Water Damage Sublimit in the schedule of this endorsement.

**G. Hazardous Substances**

If covered Property is contaminated by a hazardous substance as the direct result of loss otherwise covered by this endorsement, the most we will pay for expenses to clean up or dispose of such property is the amount shown as the Hazardous Substances Sublimit in the schedule of this endorsement.

**H. Spoilage**

If Covered Property spoils from lack of power, light, heat, steam, or refrigeration as a direct result of the Breakdown of the insured's Boilers, Pressure Vessels, Machinery or Equipment, the most we will pay for this kind of damage, including salvage expenses, is the amount shown as the Spoilage Sublimit in the schedule of this endorsement.

**I. Newly Acquired Locations**

The coverages of this endorsement are extended to the interest of the named insured in Boilers, Pressure Vessels, Machinery and Equipment, not otherwise insured, at newly constructed, acquired, or leased locations within the policy coverage territory and which have been previously undeclared. The most we will pay under this extension for loss or damage at any one location is the amount shown as the Newly Acquired Location Coverage Sublimit in the schedule of this endorsement.

**J. Off Premises Service Interruption**

If Off Premises Service Interruption Coverage is included in the policy of which this endorsement is a part, the coverage extensions of this endorsement for Business Income and/or Extra Expense and/or Spoilage are further extended to include loss caused by Boilers, Pressure Vessels, Machinery and Equipment, whether or not they are located on Insured's premises, owned by a public utility or other company and used to directly supply electrical power, communications services, heating, gas, water, steam or air conditions to the described premises.

**K. Deductibles**

There shall be liability under this endorsement only when the amount of loss exceeds the Boiler and Machinery Deductibles shown in the schedule of this endorsement. If no Boiler and Machinery Deductibles are shown, coverage under this endorsement is subject to the policy deductible.

If an hour deductible is shown in the schedule, we will only pay for loss or damage you sustain after the first specified number of hours immediately following the physical loss to the Covered Property.

If a multiplier is shown in the schedule of this endorsement, the deductible is determined by multiplying the One Hundred Percent Average Daily Value (100% ADV) times the multiplier. The 100% ADV will be obtained by dividing the total net profits, fixed charges and expenses for the entire location that would have been earned had no physical loss occurred during the period of interruption of business by the number of working days in that period. No reduction shall be made for net profits, fixed charges and expenses not being earned, or in the number of working days, because of the physical loss or damage or any other scheduled or unscheduled shutdowns during the period of interruptions.

If a percent of loss deductible is indicated in the schedule of this endorsement, we will not be liable for the indicated percentage of loss or damage insured under this endorsement. If the dollar amount of such percentage is less than the indicated minimum deductibles, the minimum deductible will the applicable deductible.

**L. Suspension**

If any Boiler, Pressure Vessel, Machinery or Equipment covered by this endorsement is found to be in, or exposed to, a dangerous condition, any of our representatives may immediately suspend the coverage provided by this endorsement for that equipment by written notice mailed or delivered to:

**1.** Your last known address; or

**2.** The address where the affected equipment is located.

Once suspended in this way, your insurance can be reinstated only by endorsement.

If we suspend your insurance, you will get a pro rata refund for the affected equipment. But the suspension will be effective even if we have not yet made or offered a refund.

**M. Mechanical or Electrical Breakdown**

With respect to coverage provided by this endorsement, Mechanical or Electrical Breakdown means a sudden and accidental breakdown of covered Boilers, Pressure Vessels, Machinery and Equipment. At the time breakdown occurs, it must become apparent by physical damage that requires repair or replacement of the affected equipment or part of the affected equipment.

Mechanical or Electrical Breakdown does not mean or include any of the following:

**1.** Breakdown of any structure or foundation.

**2.** Breakdown of any boiler setting, insulating or refractory material.

**3.** Breakdown of a power shovel, dragline, excavator, vehicle, aircraft, floating vessel or structure, well casing, penstock or draft tube.

**4.** Breakdown of any elevator, crane, hoist, escalator or conveyor, but not including any pressure vessel or electrical equipment used with such a machine.

**5.** Breakdown of Boilers, Pressure Vessels, Machinery or Equipment manufactured or held for sale by you.

**6.** Breakdown of catalyst.

**7.** Breakdown of any oven, stove, furnace, incinerator, pot or kiln.

**8.** Breakdown of any buried vessel or piping.

**9.** Breakdown of a felt, wire, screen, die, mold, form, pattern, extrusion plate, swing hammer, grinding disc, cutting blade, chain, cable, belt, rope, clutch plate, brake pad, nonmetallic part or any part or tool subject to frequent, periodic replacement.

**10.** Breakdown, of any nonmetallic vessel, unless it is constructed and used in accordance with the American Society of Engineers (A.S.M.E.) code.

**11.** Breakdown of sewer piping, piping forming a part of a fire protection system or water piping other than:

**a.** Feed water piping between any boiler and its feed pump or injector; or

**b.** Boiler condensate return piping; or

**c.** Water piping forming a part of refrigerating and air conditioning vessels and piping used for cooling, humidifying or space heating purposes.

**12.** Breakdown of a part of a Boiler, Pressure Vessel or Electric Steam Generator that:

**a.** Does not contain steam or water; or

**b.** Is not under pressure of contents of the vessel; or

**c.** Is not under internal vacuum.

**13.** The functioning of any safety or protective devices.

**THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.**

# POLICY CHANGES

Policy Change Number 1

| POLICY NUMBER | POLICY CHANGES EFFECTIVE | COMPANY |
|---|---|---|
| PHUB508486 | 08/09/2015 | Philadelphia Indemnity Insurance Company |

| NAMED INSURED | AUTHORIZED REPRESENTATIVE |
|---|---|
| Avondale Education Association, Inc.<br>dba The Museum School of Avondale Estates<br>923 Forrest Blvd<br>Decatur, GA 30030-4730 | 4972<br>SIEGEL INSURANCE INC<br>2987 CLAIRMONT ROAD<br>STE. 425<br>ATLANTA, GA 30329<br><br>(404)633-6332 |

COVERAGE PARTS AFFECTED

UMB

CHANGES

In consideration of the premium reflected, the policy is amended as indicated below:

Amended:

Policy Limit to $10,000,000 in lieu of $3,000,000

Per attached PI-CXL-002

Path ID 9124773

The above amendments result in a change in the premium as follows:

| ☐ NO CHANGES | ADDITIONAL PREMIUM | RETURN PREMIUM |
|---|---|---|
| | $ 5,990.00 | |

09/23/2015
Issue Date

Authorized Representative



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Change Date: 08/09/2015

PI-CXL-002 (04/13)

POLICY NUMBER: PHUB508486

PHILADELPHIA INSURANCE COMPANIES
A Member of the Tokio Marine Group

One Bala Plaza, Suite 100
Bala Cynwyd, Pennsylvania 19004
610.617.7900 Fax 610.617.7940
PHLY.com

# COMMERCIAL UMBRELLA LIABILITY INSURANCE POLICY DECLARATIONS

| | |
|---|---|
| Philadelphia Indemnity Insurance Company | 4972<br>SIEGEL INSURANCE INC<br>2987 CLAIRMONT ROAD<br>STE. 425<br>ATLANTA, GA 30329<br><br>(404)633-6332 |

NAMED INSURED: Avondale Education Association, Inc.
dba The Museum School of Avondale Estates

MAILING ADDRESS: 923 Forrest Blvd
Decatur, GA 30030-4730

POLICY PERIOD: FROM 08/09/2015 TO 08/09/2016 AT 12:01 A.M. STANDARD TIME AT YOUR MAILING ADDRESS SHOWN ABOVE

**IN RETURN FOR THE PAYMENT OF THE PREMIUM, AND SUBJECT TO ALL THE TERMS OF THIS POLICY, WE AGREE WITH YOU TO PROVIDE THE INSURANCE AS STATED IN THIS POLICY.**

| LIMITS OF INSURANCE | | |
|---|---|---|
| EACH OCCURRENCE LIMIT (LIABILITY COVERAGE) | $ 10,000,000 | |
| PERSONAL & ADVERTISING INJURY LIMIT | $ 10,000,000 | Any one person or organization |
| PRODUCTS COMPLETED OPERATIONS AGGREGATE LIMIT | $ 10,000,000 | |
| GENERAL AGGREGATE LIMIT (LIABILITY COVERAGE) (except with respect to Auto Liability and Products Completed Operations) | $ 10,000,000 | |

| RETAINED LIMIT | |
|---|---|
| RETAINED LIMIT: | $ 10,000 |


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POLICY NUMBER: PHUB508486

| PREMIUM | |
|---|---|
| PREMIUM SUBTOTAL | $ 8,830.00 |
| STATE TAXES, FEES, SURCHARGES (if applicable) | $Not Applicable |
| PREMIUM TOTAL (including Taxes, Fees, Surcharges) | $ 8,830.00 |

| AUDIT PERIOD: | ☒ NOT APPLICABLE | ☐ ANNUALLY | ☐ SEMI-ANNUALLY | ☐ QUARTERLY | ☐ MONTHLY |
|---|---|---|---|---|---|

**DESCRIPTION OF BUSINESS**

FORM OF BUSINESS: CORPORATION

BUSINESS DESCRIPTION: Specialty School Umbrella

**ENDORSEMENTS ATTACHED TO THIS POLICY**

SEE ATTACHED SCHEDULE


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POLICY NUMBER: PHUB508486

## SCHEDULE OF UNDERLYING INSURANCE

**Employers' Liability**

Company: Utica National Assurance Company
Policy Number: TBD
Policy Period: 08/09/2015 08/09/2016
Minimum Applicable Limits

| | | | |
|---|---|---|---|
| Bodily injury by accident | $ | 500,000 | Each Accident |
| Bodily injury by disease | $ | 500,000 | Each Employee |
| Bodily injury by disease | $ | 500,000 | Policy Limit |

**Commercial General Liability** ☒ Occurrence ☐ Claims-Made

Company: Philadelphia Indemnity Insurance Company
Policy Number: PHPK1368819
Policy Period: 08/09/2015 08/09/2016
Retroactive Date: Not Applicable
Minimum Applicable Limits:

| | | |
|---|---|---|
| General Aggregate | $ | 2,000,000 |
| Products-Completed Operations Aggregate | $ | 2,000,000 |
| Personal And Advertising Injury | $ | 1,000,000 |
| Each Occurrence | $ | 1,000,000 |

**Commercial Auto Liability**

Company: Philadelphia Indemnity Insurance Company
Policy Number: PHPK1368819
Policy Period: 08/09/2015 08/09/2016
Minimum Applicable Limits

| | | |
|---|---|---|
| Garage Aggregate Limit For Other Than Autos (if applicable) | $ | Not Applicable |
| Each Accident | $ | 1,000,000 |

**Professional Liability** ☐ Occurrence ☒ Claims-Made

Company: Philadelphia Indemnity Insurance Company
Policy Number: PHPK1368819
Policy Period: 08/09/2015 08/09/2016
Retroactive Date: 08/09/2014
Minimum Applicable Limits

| | | |
|---|---|---|
| Each Professional Incident | $ | 1,000,000 |
| Aggregate | $ | 1,000,000 |


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POLICY NUMBER: PHUB508486

**Employee Benefits Liability** ☐ Occurrence ☐ Claims-Made

Company: _____

Policy Number: _____

Policy Period: _____

Retroactive Date: _____

Minimum Applicable Limits

_____ $ _____

_____ $ _____

**Abuse or Molestation** ☒ Occurrence ☐ Claims-Made

Company: Philadelphia Indemnity Insurance Company

Policy Number: PHPK1368819

Policy Period: 08/09/2015 08/09/2016

Retroactive Date: Not Applicable

Minimum Applicable Limits

Each Abusive Conduct $ 1,000,000

Aggregate $ 1,000,000

**Directors & Officers Liability** ☐ Occurrence ☐ Claims-Made

Company: _____

Policy Number: _____

Policy Period: _____

Retroactive Date: _____

Minimum Applicable Limits

_____ $ _____

_____ $ _____

**Liquor Liability** ☐ Occurrence ☐ Claims-Made

Company: _____

Policy Number: _____

Policy Period: _____

Retroactive Date: _____

Minimum Applicable Limits

_____ $ _____

_____ $ _____



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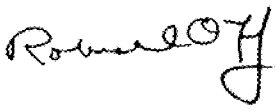
POLICY NUMBER: PHUB508486

| | | |
|---|---|---|
| **Watercraft Liability** | ☐ Occurrence | ☐ Claims-Made |
| Company: _____ | | |
| Policy Number: _____ | | |
| Policy Period: _____ | | |
| Retroactive Date: _____ | | |
| Minimum Applicable Limits | | |
| _____ $ _____ | | |
| _____ $ _____ | | |
| **Other Coverages Not Included in Above** | ☐ Occurrence | ☐ Claims-Made |
| Company: _____ | | |
| Policy Number: _____ | | |
| Policy Period: _____ | | |
| Retroactive Date: _____ | | |
| Minimum Applicable Limits | | |
| _____ $ _____ | | |
| _____ $ _____ | | |

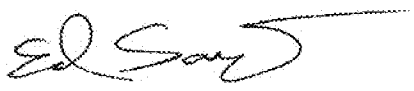
**THESE DECLARATIONS, TOGETHER WITH THE COMMON POLICY CONDITIONS AND COVERAGE FORM(S) AND ANY ENDORSEMENT(S), COMPLETE THE ABOVE NUMBERED POLICY.**

| | |
|---|---|
| Countersigned: | By: |
| (Date) | (Authorized Representative) |

**IN WITNESS WHEREOF,** we have caused this policy to be executed and attested, and, if required by state law, this policy shall not be valid unless countersigned by our authorized representative.



President



Secretary


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# Technology Insurance Company

**A Stock Insurance Company**

WORKERS COMPENSATION
AND EMPLOYERS LIABILITY
INSURANCE POLICY

WC 99 00 01 B

INFORMATION PAGE

Ncci Code: 39071

1. Insured:

Avondale Education Association
DBA: The Museum School
923 Forrest Blvd.
Decatur, GA 30030

Other workplaces not shown above:
See Extension of Information Page

Producer:

AmTrust North America, Inc.
c/o Siegel Insurance, Inc.
2987 Clairmont Rd NE # 425
Atlanta, GA 30329-4448

**Policy Number: TWC3544020**

__Individual __Partnership
X Corporation
Federal Tax ID: 571212862
Risk Id:
Renewal of: TWC3470614

2. The policy period is from 5/26/2016 to 5/26/2017 12:01 a.m. at the insured's mailing address.

3. A. Workers Compensation Insurance: Part One of the policy applies to the Workers Compensation Law of the states listed here: Georgia

B. Employers Liability Insurance: Part Two of the policy applies to work in each state listed in item 3.A. The limits of our liability under Part Two are:

| State | Bodily Injury by Accident | Bodily Injury by Disease | Bodily Injury by Disease |
|---|---|---|---|
| | $500,000 each accident | $500,000 policy limit | $500,000 each employee |

C. Other States Insurance: Part Three of the policy applies to the states, if any, listed here:
All states except ND, OH, WA, WY and State(s) Designated in Item 3A.

D. This policy includes these endorsements and schedules: See Extension of Information Page

4. The premium for this policy will be determined by our Manuals of Rules, Classifications, Rates and Rating Plans. All information required below is subject to verification and change by audit.

See Extension of Information Page

| | |
|---|---|
| **TOTAL ESTIMATED ANNUAL PREMIUM** | **8,045** |
| **STATE ASSESSMENT** | **0** |
| **TOTAL ESTIMATED COST** | **8,045** |
| Minimum Premium | 750 |
| Deposit Premium | 800 |

Issue Date: 3/29/2016

Countersigned by: _____
Authorized Representative

8 - 27 / 000TWC3544020

**Technology Insurance Company** WC 99 00 01 B

WORKERS COMPENSATION AND EMPLOYERS LIABILITY INSURANCE POLICY INFORMATION PAGE

**Insured: Avondale Education Association** **Policy Number: TWC3544020**

## EXTENSION OF INFORMATION PAGE FOR ITEM #1
## ITEM 1: NAMED INSURED and WORKPLACES

**NAMED INSURED:** Avondale Education Association
DBA: The Museum School

**WORKPLACES:** Location Number 1.
923 Forest Blvd
Decatur , GA 30030

**Insured: Avondale Education Association** **Policy Number: TWC3544020**

## EXTENSION OF INFORMATION PAGE FOR ITEM #3.D
## ITEM 3.D: ENDORSEMENT SCHEDULE

| State | Form Number | Description |
|---|---|---|
| | WC000000A | DECLARATIONS COVER LETTER |
| | WC990001B | DECLARATIONS PAGE |
| | WC000404 | PENDING RATE CHANGE ENDORSEMENT |
| | WC000406 | PREMIUM DISCOUNT ENDORSEMENT |
| | WC000414 | NOTIFICATION OF CHANGE IN OWNERSHIP ENDORSEMENT |
| | WC000419 | PREMIUM DUE DATE ENDORSEMENT |
| | WC000421D | CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM) PREMIUM ENDORSEMENT |
| | WC000422B | TERRORISM RISK INSURANCE PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT |
| GA | WC100601A | GEORGIA CANCELATION, NONRENEWAL AND CHANGE ENDORSEMENT |

**Technology Insurance Company** WC 99 00 01 B

WORKERS COMPENSATION AND EMPLOYERS LIABILITY INSURANCE POLICY INFORMATION PAGE

**Insured: Avondale Education Association** **Policy Number: TWC3544020**

## EXTENSION OF INFORMATION PAGE FOR ITEM #4
## ITEM 4: SCHEDULE OF PREMIUMS

| Classifications | # of Emps | Code No. | Premium Basis Total Est. Annual Remuneration | Rate Per $100 of Remuneration | Estimated Annual Premium |
|---|---|---|---|---|---|
| **Georgia** | | | | | |
| School—Professional Employees & Clerical | 0 | 8868 | 1,752,332 | 0.46 | 8,061 |
| Manual Premium | | | | | 8,061 |
| Total Manual Premium | | | | | 8,061 |
| Premium for Increased Limits Part Two: 0.8% (500/500/500) | | 9807 | | | 64 |
| Premium to Equal Increased Limits Minimum Charge | | 9848 | | | 11 |
| Total Premium Subject to Experience Modification | | | | | 8,136 |
| Experience Modification 91% | | | | | 7,404 |
| Premium Discount 3.5% | | 0063 | | | -259 |
| Expense Constant | | 0900 | | | 200 |
| Terrorism | | 9740 | | | 350 |
| Catastrophe (other than Terrorism) | | 9741 | | | 350 |
| Total GA Premium | | | | | 8,045 |
| Total GA Cost | | | | | 8,045 |

**TOTAL ESTIMATED ANNUAL PREMIUM** **8,045**

**STATE ASSESSMENT** **0**

**TOTAL COST (Includes installment fees of $90)** **8,135**

**Insured: Avondale Education Association** **Policy Number: TWC3544020**

## PAYMENT SCHEDULE

| Statement Closing Date | Payment Due Date | Description | Amount Due |
|---|---|---|---|
| | 5/26/2016 | Downpayment | $800.00 |
| | 7/20/2016 | Installment 1 of 9 | $815.00 |
| | 8/20/2016 | Installment 2 of 9 | $815.00 |
| | 9/20/2016 | Installment 3 of 9 | $815.00 |
| | 10/20/2016 | Installment 4 of 9 | $815.00 |
| | 11/20/2016 | Installment 5 of 9 | $815.00 |
| | 12/20/2016 | Installment 6 of 9 | $815.00 |
| | 1/20/2017 | Installment 7 of 9 | $815.00 |
| | 2/20/2017 | Installment 8 of 9 | $815.00 |
| | 3/20/2017 | Installment 9 of 9 | $815.00 |
| | | | Total Cost $8,135.00 |

# WORKERS COMPENSATION AND EMPLOYERS LIABILITY INSURANCE POLICY

In return for the payment of the premium and subject to all terms of this policy, we agree with you as follows:

## GENERAL SECTION

A. **The Policy**
This policy includes at its effective date the Information Page and all endorsements and schedules listed there. It is a contract of insurance between you (the employer named in Item 1 of the Information Page) and us (the insurer named on the Information Page). The only agreements relating to this insurance are stated in this policy. The terms of this policy may not be changed or waived except by endorsement issued by us to be part of this policy.

B. **Who Is Insured**
You are insured if you are an employer named in Item 1 of the Information Page. If that employer is a partnership, and if you are one of its partners, you are insured, but only in your capacity as an employer of the partnership's employees.

C. **Workers Compensation Law**
Workers Compensation Law means the workers or workmen's compensation law and occupational disease law of each state or territory named in Item 3.A. of the Information Page. It includes any amendments to that law which are in effect during the policy period. It does not include any federal workers or workmen's compensation law, any federal occupational disease law or the provisions of any law that provide nonoccupational disability benefits.

D. **State**
State means any state of the United States of America, and the District of Columbia.

E. **Locations**
This policy covers all of your workplaces listed in Items 1 or 4 of the Information Page; and it covers all other workplaces in Item 3.A. states unless you have other insurance or are self-insured for such workplaces.

## PART ONE

## WORKERS COMPENSATION INSURANCE

A. **How This Insurance Applies**
This workers compensation insurance applies to bodily injury by accident or bodily injury by disease. Bodily injury includes resulting death.

1. Bodily injury by accident must occur during the policy period.
2. Bodily injury by disease must be caused or aggravated by the conditions of your employment. The employee's last day of last exposure to the conditions causing or aggravating such bodily injury by disease must occur during the policy period.

B. **We Will Pay**
We will pay promptly when due the benefits required of you by the workers compensation law.

C. **We Will Defend**
We have the right and duty to defend at our expense any claim, proceeding or suit against you for benefits payable by this insurance. We have the right to investigate and settle these claims, proceedings or suits. We have no duty to defend a claim, proceeding or suit that is not covered by this insurance.

D. **We Will Also Pay**
We will also pay these costs, in addition to other amounts payable under this insurance, as part of any claim, proceeding or suit we defend:

1. reasonable expenses incurred at our request, but not loss of earnings;
2. premiums for bonds to release attachments and for appeal bonds in bond amounts up to the amount payable under this insurance;

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3. litigation costs taxed against you;
4. interest on a judgment as required by law until we offer the amount due under this insurance; and
5. expenses we incur.

E. **Other Insurance**

We will not pay more than our share of benefits and costs covered by this insurance and other insurance or self-insurance. Subject to any limits of liability that may apply, all shares will be equal until the loss is paid. If any insurance or self-insurance is exhausted, the shares of all remaining insurance will be equal until the loss is paid.

F. **Payments You Must Make**

You are responsible for any payments in excess of the benefits regularly provided by the workers compensation law including those required because:

1. of your serious and willful misconduct;
2. you knowingly employ an employee in violation of law;
3. you fail to comply with a health or safety law or regulation; or
4. you discharge, coerce or otherwise discriminate against any employee in violation of the workers compensation law.

If we make any payments in excess of the benefits regularly provided by the workers compensation law on your behalf, you will reimburse us promptly.

G. **Recovery From Others**

We have your rights, and the rights of persons entitled to the benefits of this insurance, to recover our payments from anyone liable for the injury. You will do everything necessary to protect those rights for us and to help us enforce them.

H. **Statutory Provisions**

These statements apply where they are required by law.

1. As between an injured worker and us, we have notice of the injury when you have notice.
2. Your default or the bankruptcy or insolvency of you or your estate will not relieve us of our duties under this insurance after an injury occurs.
3. We are directly and primarily liable to any person entitled to the benefits payable by this insurance. Those persons may enforce our duties; so may an agency authorized by law. Enforcement may be against us or against you and us.
4. Jurisdiction over you is jurisdiction over us for purposes of the workers compensation law. We are bound by decisions against you under that law, subject to the provisions of this policy that are not in conflict with that law.
5. This insurance conforms to the parts of the workers compensation law that apply to:
   a. benefits payable by this insurance;
   b. special taxes, payments into security or other special funds, and assessments payable by us under that law.
6. Terms of this insurance that conflict with the workers compensation law are changed by this statement to conform to that law.

Nothing in these paragraphs relieves you of your duties under this policy.

## PART TWO

## EMPLOYERS LIABILITY INSURANCE

A. **How This Insurance Applies**

This employers liability insurance applies to bodily injury by accident or bodily injury by disease. Bodily injury includes resulting death.

1. The bodily injury must arise out of and in the course of the injured employee's employment by you.

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2. The employment must be necessary or incidental to your work in a state or territory listed in Item 3.A. of the Information Page.
3. Bodily injury by accident must occur during the policy period.
4. Bodily injury by disease must be caused or aggravated by the conditions of your employment. The employee's last day of last exposure to the conditions causing or aggravating such bodily injury by disease must occur during the policy period.
5. If you are sued, the original suit and any related legal actions for damages for bodily injury by accident or by disease must be brought in the United States of America, its territories or possessions, or Canada.

B. **We Will Pay**

We will pay all sums you legally must pay as damages because of bodily injury to your employees, provided the bodily injury is covered by this Employers Liability Insurance.

The damages we will pay, where recovery is permitted by law, include damages:

1. for which you are liable to a third party by reason of a claim or suit against you by that third party to recover the damages claimed against such third party as a result of injury to your employee;
2. for care and loss of services; and
3. for consequential bodily injury to a spouse, child, parent, brother or sister of the injured employee; provided that these damages are the direct consequence of bodily injury that arises out of and in the course of the injured employee's employment by you; and
4. because of bodily injury to your employee that arises out of and in the course of employment, claimed against you in a capacity other than as employer.

C. **Exclusions**

This insurance does not cover:

1. liability assumed under a contract. This exclusion does not apply to a warranty that your work will be done in a workmanlike manner;
2. punitive or exemplary damages because of bodily injury to an employee employed in violation of law;
3. bodily injury to an employee while employed in violation of law with your actual knowledge or the actual knowledge of any of your executive officers;
4. any obligation imposed by a workers compensation, occupational disease, unemployment compensation, or disability benefits law, or any similar law;
5. bodily injury intentionally caused or aggravated by you;
6. bodily injury occurring outside the United States of America, its territories or possessions, and Canada. This exclusion does not apply to bodily injury to a citizen or resident of the United States of America or Canada who is temporarily outside these countries;
7. damages arising out of coercion, criticism, demotion, evaluation, reassignment, discipline, defamation, harassment, humiliation, discrimination against or termination of any employee, or any personnel practices, policies, acts or omissions;
8. bodily injury to any person in work subject to the Longshore and Harbor Workers' Compensation Act (33 USC Sections 901–950), the Non-appropriated Fund Instrumentalities Act (5 USC Sections 8171–8173), the Outer Continental Shelf Lands Act (43 USC Sections 1331–1356), the Defense Base Act (42 USC Sections 1651–1654), the Federal Coal Mine Health and Safety Act of 1969 (30 USC Sections 901–942), any other federal workers or workmen's compensation law or other federal occupational disease law, or any amendments to these laws;
9. bodily injury to any person in work subject to the Federal Employers' Liability Act (45 USC Sections 51–60), any other federal laws obligating an employer to pay damages to an employee due to bodily injury arising out of or in the course of employment, or any amendments to those laws;
10. bodily injury to a master or member of the crew of any vessel;
11. fines or penalties imposed for violation of federal or state law; and
12. damages payable under the Migrant and Seasonal Agricultural Worker Protection Act (29 USC Sections 1801–1872) and under any other federal law awarding damages for violation of those laws or regulations issued thereunder, and any amendments to those laws.

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D. **We Will Defend**

We have the right and duty to defend, at our expense, any claim, proceeding or suit against your for damages payable by this insurance. We have the right to investigate and settle these claims, proceedings and suits. We have no duty to defend a claim, proceeding or suit that is not covered by this insurance. We have no duty to defend or continue defending after we have paid our applicable limit of liability under this insurance.

E. **We Will Also Pay**

We will also pay these costs, in addition to other amounts payable under this insurance, as part of any claim, proceeding, or suit we defend:

1. reasonable expenses incurred at our request, but not loss of earnings;
2. premiums for bonds to release attachments and for appeal bonds in bond amounts up to the limit of our liability under this insurance;
3. litigation costs taxed against you;
4. interest on a judgment as required by law until we offer the amount due under this insurance; and
5. expenses we incur.

F. **Other Insurance**

We will not pay more than our share of damages and costs covered by this insurance and other insurance or self-insurance. Subject to any limits of liability that apply, all shares will be equal until the loss is paid. If any insurance or self-insurance is exhausted, the shares of all remaining insurance and self-insurance will be equal until the loss is paid.

G. **Limits of Liability**

Our liability to pay for damages is limited. Our limits of liability are shown in Item 3.B. of the Information Page. They apply as explained below.

1. Bodily Injury by Accident. The limit shown for "bodily injury by accident—each accident" is the most we will pay for all damages covered by this insurance because of bodily injury to one or more employees in any one accident. A disease is not bodily injury by accident unless it results directly from bodily injury by accident.
2. Bodily Injury by Disease. The limit shown for "bodily injury by disease—policy limit" is the most we will pay for all damages covered by this insurance and arising out of bodily injury by disease, regardless of the number of employees who sustain bodily injury by disease. The limit shown for "bodily injury by disease—each employee" is the most we will pay for all damages because of bodily injury by disease to any one employee. Bodily injury by disease does not include disease that results directly from a bodily injury by accident.
3. We will not pay any claims for damages after we have paid the applicable limit of our liability under this insurance.

H. **Recovery From Others**

We have your rights to recover our payment from anyone liable for an injury covered by this insurance. You will do everything necessary to protect those rights for us and to help us enforce them.

I. **Actions Against Us**

There will be no right of action against us under this insurance unless:

1. You have complied with all the terms of this policy; and
2. The amount you owe has been determined with our consent or by actual trial and final judgment.

This insurance does not give anyone the right to add us as a defendant in an action against you to determine your liability. The bankruptcy or insolvency of you or your estate will not relieve us of our obligations under this Part.

## PART THREE

## OTHER STATES INSURANCE

A. **How This Insurance Applies**

1. This other states insurance applies only if one or more states are shown in Item 3.C. of the Information Page.
2. If you begin work in any one of those states after the effective date of this policy and are not insured or are not self-insured for such work, all provisions of the policy will apply as though that state were listed in Item 3.A. of the Information Page.

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3. We will reimburse you for the benefits required by the workers compensation law of that state if we are not permitted to pay the benefits directly to persons entitled to them.
4. If you have work on the effective date of this policy in any state not listed in Item 3.A. of the Information Page, coverage will not be afforded for that state unless we are notified within thirty days.

B. **Notice**

Tell us at once if you begin work in any state listed in Item 3.C. of the Information Page.

## PART FOUR

## YOUR DUTIES IF INJURY OCCURS

Tell us at once if injury occurs that may be covered by this policy. Your other duties are listed here.

1. Provide for immediate medical and other services required by the workers compensation law.
2. Give us or our agent the names and addresses of the injured persons and of witnesses, and other information we may need.
3. Promptly give us all notices, demands and legal papers related to the injury, claim, proceeding or suit.
4. Cooperate with us and assist us, as we may request, in the investigation, settlement or defense of any claim, proceeding or suit.
5. Do nothing after an injury occurs that would interfere with our right to recover from others.
6. Do not voluntarily make payments, assume obligations or incur expenses, except at your own cost.

## PART FIVE—PREMIUM

A. **Our Manuals**

All premium for this policy will be determined by our manuals of rules, rates, rating plans and classifications. We may change our manuals and apply the changes to this policy if authorized by law or a governmental agency regulating this insurance.

B. **Classifications**

Item 4 of the Information Page shows the rate and premium basis for certain business or work classifications. These classifications were assigned based on an estimate of the exposures you would have during the policy period. If your actual exposures are not properly described by those classifications, we will assign proper classifications, rates and premium basis by endorsement to this policy.

C. **Remuneration**

Premium for each work classification is determined by multiplying a rate times a premium basis. Remuneration is the most common premium basis. This premium basis includes payroll and all other remuneration paid or payable during the policy period for the services of:

1. all your officers and employees engaged in work covered by this policy; and
2. all other persons engaged in work that could make us liable under Part One (Workers Compensation Insurance) of this policy. If you do not have payroll records for these persons, the contract price for their services and materials may be used as the premium basis. This paragraph 2 will not apply if you give us proof that the employers of these persons lawfully secured their workers compensation obligations.

D. **Premium Payments**

You will pay all premium when due. You will pay the premium even if part or all of a workers compensation law is not valid.

E. **Final Premium**

The premium shown on the Information Page, schedules, and endorsements is an estimate. The final premium will be determined after this policy ends by using the actual, not the estimated, premium basis and the proper

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classifications and rates that lawfully apply to the business and work covered by this policy. If the final premium is more than the premium you paid to us, you must pay us the balance. If it is less, we will refund the balance to you. The final premium will not be less than the highest minimum premium for the classifications covered by this policy. If this policy is canceled, final premium will be determined in the following way unless our manuals provide otherwise:

1. If we cancel, final premium will be calculated pro rata based on the time this policy was in force. Final premium will not be less than the pro rata share of the minimum premium.
2. If you cancel, final premium will be more than pro rata; it will be based on the time this policy was in force, and increased by our short-rate cancelation table and procedure. Final premium will not be less than the minimum premium.

F. **Records**
You will keep records of information needed to compute premium. You will provide us with copies of those records when we ask for them.

G. **Audit**
You will let us examine and audit all your records that relate to this policy. These records include ledgers, journals, registers, vouchers, contracts, tax reports, payroll and disbursement records, and programs for storing and retrieving data. We may conduct the audits during regular business hours during the policy period and within three years after the policy period ends. Information developed by audit will be used to determine final premium. Insurance rate service organizations have the same rights we have under this provision.

## PART SIX—CONDITIONS

A. **Inspection**
We have the right, but are not obliged to inspect your workplaces at any time. Our inspections are not safety inspections. They relate only to the insurability of the workplaces and the premiums to be charged. We may give you reports on the conditions we find. We may also recommend changes. While they may help reduce losses, we do not undertake to perform the duty of any person to provide for the health or safety of your employees or the public. We do not warrant that your workplaces are safe or healthful or that they comply with laws, regulations, codes or standards. Insurance rate service organizations have the same rights we have under this provision.

B. **Long Term Policy**
If the policy period is longer than one year and sixteen days, all provisions of this policy will apply as though a new policy were issued on each annual anniversary that this policy is in force.

C. **Transfer of Your Rights and Duties**
Your rights or duties under this policy may not be transferred without our written consent. If you die and we receive notice within thirty days after your death, we will cover your legal representative as insured.

D. **Cancelation**
1. You may cancel this policy. You must mail or deliver advance written notice to us stating when the cancelation is to take effect.
2. We may cancel this policy. We must mail or deliver to you not less than ten days advance written notice stating when the cancelation is to take effect. Mailing that notice to you at your mailing address shown in Item 1 of the Information Page will be sufficient to prove notice.
3. The policy period will end on the day and hour stated in the cancelation notice.
4. Any of these provisions that conflict with a law that controls the cancelation of the insurance in this policy is changed by this statement to comply with the law.

E. **Sole Representative**
The insured first named in Item 1 of the Information Page will act on behalf of all insureds to change this policy, receive return premium, and give or receive notice of cancelation.

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**WORKERS COMPENSATION AND EMPLOYERS LIABILITY INSURANCE POLICY** **WC 00 04 04**

## PENDING RATE CHANGE ENDORSEMENT

A rate change filing is being considered by the proper regulatory authority. The filing may result in rates different from the rates shown on the policy. If it does, we will issue an endorsement to show the new rates and their effective date.

If only one state is shown in Item 3.A. of the Information Page, this endorsement applies to that state. If more than one state is shown there, this endorsement applies only in the state shown in the Schedule.

Schedule

**State**
GA

This endorsement changes the policy to which it is attached and is effective on the date issued unless otherwise stated.

| | | | | | |
|---|---|---|---|---|---|
| Endorsement Effective | 5/26/2016 | Policy No. | TWC3544020 | Endorsement No. | WC000404 |
| Insured | Avondale Education Association | | | Premium $ | 8045 |
| Insurance Company | Technology Insurance Company | | | | |

Countersigned by _____

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## PREMIUM DISCOUNT ENDORSEMENT

The premium for this policy and the policies, if any, listed in Item 3 of the Schedule may be eligible for a discount. This endorsement shows your estimated discount in Items 1 or 2 of the Schedule. The final calculation of premium discount will be determined by our manuals and your premium basis as determined by audit. Premium subject to retrospective rating is not subject to premium discount.

Schedule

1. **State**

**Estimated Eligible Premium**

| | First $5,000 | Next $190,000 | Next $1,550,000 | Balance |
|---|---|---|---|---|
| Georgia | 0% | 10.9% | 12.6% | 14.4% |

2. Average percentage discount: 3.5%

3. Other policies:

4. If there are no entries in Items 1, 2 and 3 of the Schedule, see the Premium Discount Endorsement attached to your policy number:

This endorsement changes the policy to which it is attached and is effective on the date issued unless otherwise stated.

| | | | | | |
|---|---|---|---|---|---|
| Endorsement Effective | 5/26/2016 | Policy No. | TWC3544020 | Endorsement No. | WC000406 |
| Insured | Avondale Education Association | | | Premium $ | 8045 |
| Insurance Company | Technology Insurance Company | | | | |

Countersigned by _____

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**WORKERS COMPENSATION AND EMPLOYERS LIABILITY INSURANCE POLICY** **WC 00 04 14**

## NOTIFICATION OF CHANGE IN OWNERSHIP ENDORSEMENT

Experience rating is mandatory for all eligible insureds. The experience rating modification factor, if any, applicable to this policy, may change if there is a change in your ownership or in that of one or more of the entities eligible to be combined with you for experience rating purposes. Change in ownership includes sales, purchases, other transfers, mergers, consolidations, dissolutions, formations of a new entity and other changes provided for in the applicable experience rating plan manual.

You must report any change in ownership to us in writing within 90 days of such change. Failure to report such changes within this period may result in revision of the experience rating modification factor used to determine your premium.

This endorsement changes the policy to which it is attached and is effective on the date issued unless otherwise stated.

| | | | | | |
|---|---|---|---|---|---|
| Endorsement Effective | 5/26/2016 | Policy No. | TWC3544020 | Endorsement No. | WC000414 |
| Insured | Avondale Education Association | | | Premium $ | 8045 |
| Insurance Company | Technology Insurance Company | | | | |

Countersigned by _____

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## PREMIUM DUE DATE ENDORSEMENT

This endorsement is used to amend:

Section D. of Part Five of the policy is replaced by this provision.

### PART FIVE
### PREMIUM

D. **Premium** is amended to read:

You will pay all premium when due. You will pay the premium even if part or all of a workers compensation law is not valid. **The due date for audit and retrospective premiums is the date of the billing.**

This endorsement changes the policy to which it is attached and is effective on the date issued unless otherwise stated.

| | | | | | |
|---|---|---|---|---|---|
| Endorsement Effective | 5/26/2016 | Policy No. | TWC3544020 | Endorsement No. | WC000419 |
| Insured | Avondale Education Association | | | Premium $ | 8045 |
| Insurance Company | Technology Insurance Company | | | | |

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## CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM) PREMIUM ENDORSEMENT

This endorsement is notification that your insurance carrier is charging premium to cover the losses that may occur in the event of a Catastrophe (other than Certified Acts of Terrorism) as that term is defined below. Your policy provides coverage for workers compensation losses caused by a Catastrophe (other than Certified Acts of Terrorism). This premium charge does not provide funding for Certified Acts of Terrorism contemplated under the Terrorism Risk Insurance Program Reauthorization Act Disclosure Endorsement (WC 00 04 22 B), attached to this policy.

For purposes of this endorsement, the following definitions apply:

- Catastrophe (other than Certified Acts of Terrorism): Any single event, resulting from an Earthquake, Noncertified Act of Terrorism, or Catastrophic Industrial Accident, which results in aggregate workers compensation losses in excess of $50 million.
- Earthquake: The shaking and vibration at the surface of the earth resulting from underground movement along a fault plane or from volcanic activity.
- Noncertified Act of Terrorism: An event that is not certified as an Act of Terrorism by the Secretary of Treasury pursuant to the Terrorism Risk Insurance Act of 2002 (as amended) but that meets all of the following criteria:
  a. It is an act that is violent or dangerous to human life, property, or infrastructure;
  b. The act results in damage within the United States, or outside of the United States in the case of the premises of United States missions or air carriers or vessels as those terms are defined in the Terrorism Risk Insurance Act of 2002 (as amended); and
  c. It is an act that has 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.
- Catastrophic Industrial Accident: A chemical release, large explosion, or small blast that is localized in nature and affects workers in a small perimeter the size of a building.

The premium charge for the coverage your policy provides for workers compensation losses caused by a Catastrophe (other than Certified Acts of Terrorism) is shown in Item 4 of the Information Page or in the Schedule below.

**Schedule**

| State | Rate | Premium |
|---|---|---|
| GA | 0.02 | $350.00 |

This endorsement changes the policy to which it is attached and is effective on the date issued unless otherwise stated.

**(The information below is required only when this endorsement is issued subsequent to preparation of the policy.)**

| | | | | | |
|---|---|---|---|---|---|
| Endorsement Effective | 5/26/2016 | Policy No. | TWC3544020 | Endorsement No. | WC000421D |
| Insured | Avondale Education Association | | | Premium $ | 8045 |
| Insurance Company | Technology Insurance Company | | | | |

Countersigned by _____

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## TERRORISM RISK INSURANCE PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT

This endorsement addresses the requirements of the Terrorism Risk Insurance Act of 2002 as amended and extended by the Terrorism Risk Insurance Program Reauthorization Act of 2015. It serves to notify you of certain limitations under the Act, and that your insurance carrier is charging premium for losses that may occur in the event of an Act of Terrorism.

Your policy provides coverage for workers compensation losses caused by Acts of Terrorism, including workers compensation benefit obligations dictated by state law. Coverage for such losses is still subject to all terms, definitions, exclusions, and conditions in your policy, and any applicable federal and/or state laws, rules, or regulations.

### Definitions

The definitions provided in this endorsement are based on and have the same meaning as the definitions in the Act. If words or phrases not defined in this endorsement are defined in the Act, the definitions in the Act will apply.

"Act" means the Terrorism Risk Insurance Act of 2002, which took effect on November 26, 2002, and any amendments thereto, including any amendments resulting from the Terrorism Risk Insurance Program Reauthorization Act of 2015.

"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 as meeting all of the following requirements:

a. The act is an act of terrorism.

b. The act is violent or dangerous to human life, property or infrastructure.

c. The act resulted in damage within the United States, or outside of the United States in the case of the premises of United States missions or certain air carriers or vessels.

d. The act has 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.

"Insured Loss" means any loss resulting from an act of terrorism (and, except for Pennsylvania, including an act of war, in the case of workers compensation) that is covered by primary or excess property and casualty insurance issued by an insurer if the loss occurs in the United States or at the premises of United States missions or to certain air carriers or vessels.

"Insurer Deductible" means, for the period beginning on January 1, 2015, and ending on December 31, 2020, an amount equal to 20% of our direct earned premiums, during the immediately preceding calendar year.

### Limitation of Liability

The Act limits our liability to you under this policy. If aggregate Insured Losses exceed $100,000,000,000 in a calendar year and if we have met our Insurer Deductible, we are not liable for the payment of any portion of the amount of Insured Losses that exceeds $100,000,000,000; and for aggregate Insured Losses up to $100,000,000,000, we will pay only a pro rata share of such Insured Losses as determined by the Secretary of the Treasury.

### Policyholder Disclosure Notice

1. Insured Losses would be partially reimbursed by the United States Government. If the aggregate industry Insured Losses exceed:

   a. $100,000,000, with respect to such Insured Losses occurring in calendar year 2015, the United States Government would pay 85% of our Insured Losses that exceed our Insurer Deductible.

   b. $120,000,000, with respect to such Insured Losses occurring in calendar year 2016, the United States Government would pay 84% of our Insured Losses that exceed our Insurer Deductible.

   c. $140,000,000, with respect to such Insured Losses occurring in calendar year 2017, the United States Government would pay 83% of our Insured Losses that exceed our Insurer Deductible.

   d. $160,000,000, with respect to such Insured Losses occurring in calendar year 2018, the United States Government would pay 82% of our Insured Losses that exceed our Insurer Deductible.

   e. $180,000,000, with respect to such Insured Losses occurring in calendar year 2019, the United States Government would pay 81% of our Insured Losses that exceed our Insurer Deductible.

   f. $200,000,000, with respect to such Insured Losses occurring in calendar year 2020, the United States Government would pay 80% of our Insured Losses that exceed our Insurer Deductible.

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2. Notwithstanding item 1 above, the United States Government will not make any payment under the Act for any portion of Insured Losses that exceed $100,000,000,000.
3. The premium charge for the coverage your policy provides for Insured Losses is included in the amount shown in Item 4 of the Information Page or in the Schedule below.

**Schedule**

| State | Rate | Premium |
|---|---|---|
| GA | 0.02 | $350.00 |

This endorsement changes the policy to which it is attached and is effective on the date issued unless otherwise stated.

**(The information below is required only when this endorsement is issued subsequent to preparation of the policy.)**

| | | | | | |
|---|---|---|---|---|---|
| Endorsement Effective | 5/26/2016 | Policy No. | TWC3544020 | Endorsement No. | WC000422B |
| Insured | Avondale Education Association | | | Premium $ | 8045 |
| Insurance Company | Technology Insurance Company | | | | |

Countersigned by _____

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## GEORGIA CANCELATION, NONRENEWAL AND CHANGE ENDORSEMENT

This endorsement applies only to the insurance provided by the policy because Georgia is shown in Item 3.A. of the Information Page.

The **Cancelation** Condition of the policy is replaced by this Condition:

D. **Cancelation, Nonrenewal and Change**

1. You may cancel this policy. You must mail or deliver advance notice to us stating when the cancelation is to take effect, subject to the following:
   a. If only your interest is affected, the effective date of cancelation will be the later of the date we receive notice from you or the date specified in the notice.
   b. If by statute, regulation or contract this policy may not be canceled unless notice is given to a governmental agency or other third party, we will mail or deliver at least 10 days notice to you and the third party as soon as practicable after receiving your request for cancelation.

      Our notice will state the effective date of cancelation, which will be the later of the following:

      1) 10 days from the date of mailing or delivering our notice, or
      2) The effective date of cancelation stated in your notice to us.
2. We may cancel or nonrenew this policy. We must mail or deliver notice at least 10 days before the effective date of cancelation if this policy has been in effect less than 60 days or if we cancel for nonpayment of premium. If this policy has been in effect 60 or more days and we cancel for a reason other than nonpayment of premium or if we nonrenew this policy, we must send to you a notice of cancelation or nonrenewal by certified mail, return receipt requested, to your last address of record at least 75 days prior to the effective date of cancelation or nonrenewal.
3. If we increase current policy premium by more than 15% (other than any increase due to change in risk, exposure or experience modification or resulting from an audit of auditable coverages), limit or restrict coverage, we must mail by first class mail or deliver a notice of our action (including dollar amount of any increase in renewal premium more than 15%) to you at the last mailing address of record at least 45 days before the expiration date of this policy.
4. The policy period will end on the day and hour stated in the cancelation notice except as provided for above.

# Technology Insurance Company

## IMPORTANT NOTICE
## SMALL DEDUCTIBLE ELECTION FORM

POLICY NUMBER

TWC3544020

POLICY PERIOD

FROM: 5/26/2016 TO: 5/26/2017

INSURED

Avondale Education Association
DBA: The Museum School

Georgia law permits an employer to purchase workers' compensation insurance with a deductible. The deductible is applicable to medical and indemnity benefits and applies to each claim. The deductibles available are as follows:

DEDUCTIBLE AMOUNT EACH CLAIM

- ☐ $100
- ☐ $200
- ☐ $300
- ☐ $400
- ☐ $500
- ☐ $1,000
- ☐ $1,500
- ☐ $2,000
- ☐ $2,500

You are not required to select a deductible. However, if you choose to exercise this option, you may choose only one deductible amount. It is to be understood that we will pay the deductible amount for you and that you must reimburse us for any deductible amounts paid. Non-reimbursement of the deductible(s) will result in cancellation of your policy.

Please check the option you have elected and return this form to us as soon as possible.

- ☐ No, I do not want the deductible described in this Notice.
- ☐ Yes, I want the deductible checked above to apply to medical and indemnity benefits under the Georgia Workers' Compensation Law. I understand that the Company shall pay the deductible amount and be reimbursed by the employer shown above.

If you fail to respond promptly to the Company, it will be construed to mean you have not elected the small deductible option.

If you have any questions, please contact your agent or broker.

INSURED'S SIGNATURE AND TITLE

DATE

Policyholder Notice GA-SDEF 01 (11/03)



# AmTrust North America

An AmTrust Financial Company

Timely reporting of workers' compensation claims is essential so a complete and thorough investigation can be completed and determination of benefits made. Additionally, timely claim reporting supports our efforts to provide you and your employees the best possible medical and disability management. We urge you to please report the claim immediately upon notification.

## Claim Reporting Information

To Report a Claim by Phone, Fax or Email

***For ALL States***

**Phone: (866) 272-9267**
**Fax: (877) 669-9140**
**Email: Amtrustclaims@qrm-inc.com**

***For Florida Only***

**Florida Only: (888) 225-2442**
**Fax: (561) 241-3257**
**Email: Amtrustclaims@qrm-inc.com**

**Have a specific claim question? Contact the following service offices:**

| States | Office | Mailing Address | Physical Address | Phone / Fax |
|---|---|---|---|---|
| AL, AR, VA, NC, SC, GA, MS, TN | Atlanta | Amtrust North America<br>P.O. Box 740042<br>Atlanta, GA 30374-0042 | Amtrust North America<br>11330 Lakefield DR., Bldg. II<br>Johns Creek, GA 30097 | 888-239-3909<br>678-258-8000<br>Fax 678-258-8399 |
| AZ, LA, NM, OK, SD, TX, NE, UT, CO, NV | Dallas | Amtrust North America<br>P.O. Box 650767<br>Dallas TX 75265-0767 | Amtrust North America<br>12790 Merit Drive<br>Tower 9, 3rd Floor<br>Dallas, TX 75251 | 214-360-8065<br>866-249-4298<br>Fax 678-258-8395 |
| MT | Montana | Amtrust North America<br>P.O. Box 650767<br>Dallas, TX 75265-0767 | *Sub office in Missoula, MT*<br>The Talbot Agency Attn: Kay Martin<br>2600 Garfield Street<br>Missoula, MT 59806 | 866-246-6891<br>678-258-8531<br>Fax 214-382-2425 |
| CT, DC, DE, MA, MD, ME, NH, NJ, NY, PA, RI, VT | Princeton | Amtrust North America<br>P.O. Box 105010<br>Atlanta, GA 30348-5010 | Amtrust North America<br>300 Alexander Park, Suite 300<br>Princeton, NJ 08540 | 888-239-3909<br>Fax 678-258-8399 |
| IL, IN, KS, KY, MI, MO | Chicago | Amtrust North America<br>P.O. Box 105074<br>Atlanta, GA 30348-5074 | Amtrust North America<br>33 W. Monroe<br>Chicago, IL 60603 | 888-239-3909<br>312-781-0401<br>Fax 678-258-8399 |
| IA | Des Moines | Amtrust North America<br>P.O. Box 105074<br>Atlanta, GA 30348-5074 | Amtrust North America<br>4201 Weston Parkway, Ste 214<br>West Des Moines, IA 50266 | 888-239-3909 x8534<br>678-258-8534<br>Fax 678-258-8399 |
| MN, WI | Milwaukee | Amtrust North America<br>P.O. Box 105074<br>Atlanta, GA 30348-5074 | Amtrust North America<br>400 S. Executive Dr., Ste 150<br>Brookfield, WI 53005 | 888-239-3909 x 8538<br>262-641-0672<br>Fax 678-258-8399 |
| FL | Florida | AIIS, an AmTrust Group Company<br>P.O. Box 310719<br>Boca Raton, FL 33431 | AIIS, an AmTrust Group Company<br>901 NW 51st St.<br>Boca Raton, FL 33431 | 800-866-8600<br>561-994-9888<br>Fax 561-995-1004 |
| | | AIIS, an AmTrust Group Company<br>P.O. Box 310719<br>Boca Raton, FL 33431 | *Sub offices in Sunrise & Clearwater*<br>AIIS, an AmTrust Group Company<br>1551 Sawgrass Corporate Parkway<br>Suite 105<br>Sunrise, FL 33323 | 800-866-8600<br>561-994-9888<br>Fax 561-995-1004 |
| | | AIIS, an AmTrust Group Company<br>P.O. Box 310719<br>Boca Raton, FL 33431 | AIIS, an AmTrust Group Company<br>2605 Enterprise Rd. East, Suite 290<br>Clearwater, FL 33759 | 727-725-9900<br>888-250-7030<br>Fax 727-725-7456 |

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# ACORD ™ WORKERS COMPENSATION – FIRST REPORT OF INJURY OR ILLNESS

| EMPLOYER (NAME & ADDRESS INCL ZIP) | CARRIER/ADMINISTRATOR CLAIM NUMBER | REPORT PURPOSE CODE |
|---|---|---|
| Avondale Education Association<br>DBA: The Museum School<br>923 Forrest Blvd.<br>Decatur GA 30030 | JURISDICTION / JURISDICTION CLAIM NUMBER | |
| | INSURED REPORT NUMBER | |
| SIC CODE / EMPLOYER FEIN: 571212862 | EMPLOYER'S LOCATION ADDRESS (IF DIFFERENT) | LOCATION # / PHONE # / COUNTY |

## CARRIER/CLAIMS ADMINISTRATOR

| CARRIER (NAME, ADDRESS & PHONE NO) | POLICY PERIOD | CLAIMS ADMINISTRATOR (NAME, ADDRESS & PHONE NO) |
|---|---|---|
| Technology Insurance Company<br>800 Superior Avenue East, 21st Floor<br>Cleveland, OH 44114<br>877-528-7878 | 5/26/2016<br>TO<br>5/26/2017<br>CHECK IF APPROPRIATE<br>☐ SELF INSURANCE | To Report a Claim By Phone: 1-866-272-9267<br>To Report a Claim By Fax: 1-877-669-9140<br>To Report a Claim My Email: amtrustclaims@qrm-inc.com |

| CARRIER FEIN | POLICY / SELF INSURED NUMBER | ADMINISTRATOR FEIN |
|---|---|---|
| 02-0449082 | TWC3544020 | |

AGENT NAME & CODE NUMBER: Siegel Insurance, Inc. - #11815

## EMPLOYEE / WAGE

| NAME (LAST, FIRST, MIDDLE) | DATE OF BIRTH | SOCIAL SECURITY NUMBER | DATE HIRED | STATE OF HIRE |
|---|---|---|---|---|
| ADDRESS (INCL ZIP) | SEX<br>☐ MALE<br>☐ FEMALE<br>☐ UNKNOWN | MARITAL STATUS<br>☐ UNMARRIED (SNGL/DIV)<br>☐ MARRIED<br>☐ SEPARATED<br>☐ UNKNOWN | OCCUPATION / JOB TITLE<br>EMPLOYMENT STATUS | |
| PHONE HOME<br>WORK | # OF DEPENDENTS | | NCCI CLASS CODE | |

| RATE PER: ☐DAY ☐MONTH ☐WEEK ☐OTHER: | # DAYS WORKED/WEEK | FULL PAY FOR DAY OF INJURY? ☐ YES ☐ NO<br>DID SALARY CONTINUE ☐ YES ☐ NO |
|---|---|---|

## OCCURRENCE / TREATMENT

| TIME EMPLOYEE BEGAN WORK | DATE OF INJURY / ILLNESS | TIME OF OCCURRENCE | LAST WORK DATE | DATE EMPLOYER NOTIFIED | DATE DISABILITY BEGAN |
|---|---|---|---|---|---|
| | | | | | |

| CONTACT NAME / PHONE NUMBER | TYPE OF INJURY / ILLNESS | PART OF BODY AFFECTED |
|---|---|---|
| DID INJURY / ILLNESS EXPOSURE OCCUR ON EMPLOYER'S PREMISES? ☐ YES ☐ NO | TYPE OF INJURY / ILLNESS CODE | PART OF BODY AFFECTED |

| DEPARTMENT OR LOCATION WHERE ACCIDENT OR ILLNESS EXPOSURE OCCURRED | ALL EQUIPMENT, MATERIALS, OR CHEMICALS EMPLOYEE WAS USING WHEN ACCIDENT OR ILLNESS EXPOSURE OCCURRED |
|---|---|
| SPECIFIC ACTIVITY THE EMPLOYEE WAS ENGAGED IN WHEN THE ACCIDENT OR ILLESS EXPOSURE OCCURRED | WORK PROCESS THE EMPLOYEE WAS ENGAGED IN WHEN ACCIDENT OR ILLNESS EXPOSURE OCCURRED |

HOW INJURY OR ILLNESS/ABNORMAL HEALTH CONDITION OCCURRED. DESCRIBE THE SEQUENCE OF EVENTS AND INCLUDE ANY OBJECT OR SUBSTANCES THAT DIRECTLY INJURED THE EMPLOYEE OR MADE THE EMPLOYEE ILL

CAUSE OF INJURY CODE

| DATE RETURN(ED) TO WORK | IF FATAL, GIVE DATE OF DEATH | WERE SAFEGUARDS OR SAFETY EQUIPMENT PROVIDED? ☐ YES ☐ NO<br>WERE THEY USED? ☐ YES ☐ NO |
|---|---|---|

| | HOSPITAL (NAME & ADDRESS) | INITIAL TREATMENT<br>☐ NO MEDICAL TREATMENT<br>☐ MINOR BY EMPLOYER<br>☐ MINOR CLINIC/HOSP<br>☐ EMERGENCY CARE<br>☐ HOSPITALIZED > 24 HRS<br>☐ FUTURE MAJOR MED/LOST TIME ANTICIPATED |
|---|---|---|
| WITNESS (NAME & PHONE) | | |

| DATE ADMINISTRATOR NOTIFIED | DATE PREPARED | PREPARER'S NAME & TITLE | PHONE NUMBER |
|---|---|---|---|
| | | | |

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AmTrust North America

An AmTrust Financial Company

*Provide 24/7 Toll-Free Claim Reporting*

***For ALL States***
**Phone: (866) 272-9267**
**Fax: (775) 908-3724 or (877) 669-9140**
**Email: Amtrustclaims@qrm-inc.com**

**Information Required for All Claims reported.**

1. Name of the insured and policy number
2. Date, Time & Place of Accident
3. Description of accident or incident
4. Name, phone and/or e-mail of person making the report

Additional Information Required for Specific Claim Types

A. For Workers' Compensation
   1. ***MUST have the injured employee's social security number as it is required by law***
   2. Description of injury

B. For Property Claims
   1. Physical address of the loss
   2. If more than one building on property must have specific building(s) involved
   3. Type of loss, i.e., Fire, Theft, etc.
   4. Description of loss or damage

C. For Motor Vehicle (Auto) Claims
   1. Name, address and contact information of ***ALL*** parties involved.
   2. Make, model and VIN of the insured vehicle
   3. Make, model of all other vehicles involved
   4. Current location of all vehicles
   5. Name and contact information ***for each driver and all passengers***
   6. Name and contact information any known witnesses

D. For General Liability Claims
   1. Physical address of where the loss occurred
   2. Name, address and contact information for all persons claiming injury or damage
   3. Name and contact information any known witnesses

AmTrust North America

An AmTrust Financial Company

*Atendemos 24/7 Llamada Gratis para Reportar Accidentes*

***Para Todos los Estados***
**Teléfono: (866) 272-9267**
**Fax: (775) 908-3724 o (877) 669-9140**
**Correo electrónico: Amtrustclaims@qrm-inc.com**
**En línea: www.amtrustgroup.com (Deben registrarse)**

**Información Necesaria para Reportar un Accidente.**

1. Nombre del Asegurado y numero de полисы
2. Tiempo, fecha y lugar del accidente.
3. Descripción del accidente o la lesción.
4. Nombre, teléfono / correo electrónico de la persona reportando el accidente.

**Informacion Adicional "requerida" para casos Especificos.**

A. Para Accidentes de Trabajo.
   1. *Es NECESARIO tener el numero de seguro social del empleado requerido por ley.*
   2. DESCRIPCION especifica del accidente.

B. Para Daños en contra de la Propiedad.
   1. Direccion fisica donde ocurrio el daño.
   2. Si hay más de un edificio en la propiedad, Technical en cual (es) ocurrió el daño.
   3. Tipo de perdida, Ejmp. Fuego, Robo, etc.
   4. Perdida de Descripción o la de Daño en Propiedad.

C. Para vehiculos Motorizados (automóviles).
   1. Nombre, direccion y telefono, de TODOS los envueltos en el accidente.
   2. Marca, modelo y numero de VIN del vehiculo asegurado.
   3. Marca y modelo de todos los vehiculos envueltos en el accidente.
   4. Familia real de los vehiculos.
   5. Nombre, direccion y telefono, *de cada conductor y pasajeros.*
   6. Nombre, direccion y telefono, de todos los testigos presentes.

D. De Seguro Para Todo Riesgo de Construcción.
   1. Direccion fisica donde ocurrio el daño.
   2. Nombre direccion y telefono de toda persona afectada de algun daño.
   3. Nombre, direccion y telefono, de todos los testigos presentes.

6 - 27 / 000TWC3544020

AmTrust North America
An AmTrust Financial Company

# *Frequently Asked Questions*

- ***Where's my claims kit?***There are 2 ways to access claims kits online:
  - Direct Link: www.talispoint.com/amtrust/external
  - From our website: www.amtrustgroup.com
    - Click Small Business Insurance
    - Click Claims
    - Click National Provider Directory
    - Click State Rules/Kits
    - Choose corresponding State
    - Open Claims Kit via .pdf link

- ***I have an injured worker, how do I find a doctor?***We will provide the Panel of Physicians for the required 4 states (CO, GA, PA & TN). All other states can access the directory online.
    - Direct Link: www.talispoint.com/amtrust/external
    - From our website: www.amtrustgroup.com
      - Click Small Business Insurance
      - Click Claims
      - For all states (except CA) click National Provider Directory
      - For CA click California MPN (specific to CA)
      - Specific laws for directing medical treatment for each state is listed on the State Rules Tab
      - Search for physicians by Name, Address or Regional Searches.

- ***Where's my posting notices?*** Most posting notices are inside the claims kits found online. There are some states that have specific criteria and we will provide the posting notices that meet the criteria for those states.

- ***I have a question about my claims kit or physician access, who do I contact?*** You may contact Client Services, 888-239-3909 x 298313.

- ***I have a question about a claim or injured worker, who do I contact?*** Please contact our Customer Service to direct you to the appropriate person, 888-239-3909.

# Blanket Accident Policy

**Hartford Life and Accident Insurance Company**
**Simsbury, Connecticut 06089**
(A stock insurance company)
We will pay benefits according to the conditions of this Policy.




Signed for the Company

Terence Shields, Secretary  Michael Concannon, Executive Vice President

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Countersigned by

_____
Licensed Resident Agent

## SCHEDULE

Policy Premium: $2,996.40
Minimum Premium: $340.00

**POLICY NO:** 20-SR-146416

**POLICYHOLDER'S NAME AND ADDRESS:**

AVONDALE EDUCATION ASSOCIATION INC.
DBA THE MUSEUM SCHOOL O
923 FORREST BLVD
DECATUR , GA 30030

Previous Policy No: 20-SR-146416

Policy Period: From (Policy Date): 7/31/2015 To: 7/31/2016
12:01 A.M. Standard Time at the address of the Policyholder

| **Producer's Name and Address:** | **Agent Code** | **Form Numbers of the Policy, Riders and attached papers at issue** |
|---|---|---|
| SIEGEL INSURANCE INC<br>2987 CLAIRMONT ROAD SUITE 425<br>ATLANTA , GA 30329 | 267310 | SRP-1400 (HLA), |

**EXCESS COVERAGE APPLIES**

**INSURED PERSON** means any person who is a registered student of the Policyholder.

**COVERED ACTIVITIES** means
This policy covers each Insured Person during the policy period while he or she is:
(a) Participating in school related, PreK-12th Grade activities:
(1) sponsored by the Policyholder; and
(2) on the premises designated and supervised by the Policyholder;
or
(b) traveling with a group in connection with the activities under the direct supervision of the Policyholder.
(c) while participating as a member of a team in an official tournament, game or practice session in a school sport excluding tackle football and ice hockey.

## BENEFITS AND AMOUNTS

| | | |
|---|---|---|
| **Accidental Death Benefit** | Principal Sum: | $10,000.00 |
| **Accidental Dismemberment Benefit** | Principal Sum: | $10,000.00 |
| **Accident Medical Expense Benefit** | Maximum Benefit: | $25,000.00 |
| | Deductible Amount: | $0.00 |
| | Maximum Dental Limit: | $250.00 |

## GENERAL PROVISIONS

**Consideration:** We have issued this Policy in consideration of the payment of the Policy Premium in advance of the Policy Date. The Policy Premium and Policy Date are shown in the Schedule.

**Policy Period:** This Policy takes effect on the Policy Date and continues to the end of the Policy Period. The dates are shown in the Schedule.

**Entire Contract:** The entire contract between the Policyholder and us consists of this Policy and any papers made a part of this Policy at issue.

**Changes:** No agent has authority to change or waive any part of this Policy. To be valid, any change or waiver must be in writing, approved by one of our officers and made part of this Policy.

**Interpretation of Policy Terms and Conditions:** We will have full discretion and authority to determine eligibility for benefits and to construe and interpret all terms and provisions of this Policy.

**Data Furnished By Policyholder:** The Policyholder, with our approval, may keep the important insurance records on all Insured Persons. The Policyholder will give us information, when and in the manner we ask, to administer the insurance provided by this Policy. The Policyholder's insurance records will be open for our inspection at any reasonable time.

Failure on the part of the Policyholder to:

(a) give us the name of an Insured Person will not invalidate the insurance;
(b) report termination of insurance of an Insured Person will not continue the coverage beyond the date of termination.

**Certificates:** If required by the laws of the state where this Policy is delivered, we will give certificates to the Policyholder for delivery to Insured Persons. The certificates will state the features of this Policy which are important to Insured Persons.

**Conformity with State Statutes:** On the Policy Date, if any provision of the Policy is contrary to the law of the jurisdiction in which it is delivered, such provision is hereby amended to conform to that law.

**Cancellation**: This Policy may be cancelled at any time by written notice mailed or delivered by us to the Policyholder or by the Policyholder to us. If we cancel, we will mail or deliver the notice to the Policyholder at its last address shown in our records.

If we cancel, it becomes effective on the later of:

(a) the date stated in the notice; or
(b) the 31st day after we mail or deliver the notice.

If the Policyholder cancels, it becomes effective on the later of:

(a) the date we receive the notice; or
(b) the date stated in the notice.

In either event:

(a) we will promptly return any unearned premium paid; or
(b) the Policyholder will promptly pay any earned premium which has not been paid.

Any earned or unearned premium will be determined on a pro rata basis according to the Premium provision. The minimum earned premium is the Minimum Premium.

Cancellation shall be without prejudice to any claim for loss due to an accident which occurred before the effective date of the cancellation.

**Premium**: The earned premium for this Policy:

(a) is due at the beginning of the Policy Period;
(b) cannot be less than the Minimum Premium.

## INSURED PERSON PERIOD OF COVERAGE

**Effective Date**: Each person becomes an Insured Person on the date he or she meets the qualifications stated in the Schedule.

**Termination**: Coverage of each Insured Person ceases on the first to occur of:

(a) the date the Policy terminates; or
(b) the date he or she ceases to qualify as an Insured Person.

Termination shall be without prejudice to any claim for loss due to an accident that occurs before the termination date.

## DEFINITIONS

**Hospital** means an institution which:

(a) operates pursuant to law;
(b) primarily and continuously provides medical care and treatment of sick and injured persons on an inpatient basis;
(c) operates facilities for medical and surgical diagnosis and treatment by or under the supervision of a staff of legally qualified physicians; and
(d) provides 24 hour a day nursing service by or under the supervision of registered graduate nurses (R.N.).

Hospital does not mean any institution or part thereof which is used primarily as:

(a) a nursing home, convalescent home or skilled nursing facility;
(b) an alcohol or drug treatment facility; or
(c) a place for rest, custodial care or for the aged.

**Injury** means bodily injury of an Insured Person that results directly and independently of all other causes from an accident which occurs while he or she is participating in a Covered Activity.

Loss resulting from sickness or disease, except a pus-forming infection that occurs through an accidental wound, is not considered as resulting from Injury.

**Insured Person** is defined in the Schedule.

**Physician** means a legally qualified physician or surgeon, other than the Insured Person or a physician or surgeon who is related to the Insured Person by blood or marriage.

**Reasonable Expenses** means fees and prices which do not exceed those generally charged for similar Medical Care in the local area where received by the Insured Person. An expense is considered to be incurred on the date the Medical Care is rendered.

**We**, **us** or **our** means the Hartford Life and Accident Insurance Company.

## COVERED ACTIVITIES

This Policy covers each Insured Person;

(a) during the Policy Period; and
(b) while he or she is participating in the Covered Activities,

as defined in the Schedule.

## EXCLUSIONS

The Policy does not cover loss resulting from or for:

1. intentionally self-inflicted Injury, suicide, or attempted suicide, whether sane or insane;
2. war or act of war, whether declared or undeclared;
3. Injury sustained while in the armed forces (land, water or air) of any country or international authority;
4. Injury sustained while in or on, boarding or alighting from, being struck or run down by, any aircraft except as an airline passenger on an aircraft: (a) operated by a passenger airline on a regularly scheduled trip over its established route or that is chartered by that airline; or (b) any transport type aircraft operated by the Military Airlift Command (MAC) of the United States or any national government recognized by the United States;
5. repair, replacement, examination for prescriptions, or fitting of: (a) eyeglasses; (b) contact lenses; or (c) hearing aids;
6. dental work or treatment on natural teeth which is not necessary for the repair or relief of Injury;
7. repair or replacement of existing dentures, partial dentures, braces, fixed or removable bridges, or other artificial dental restoration;
8. repair or replacement of artificial limbs or orthopedic braces;
9. Injury for which the Insured Person is eligible to receive Workers' Compensation benefits or similar benefits, regardless of whether he or she has applied for the benefits;
10. Injury sustained while the Insured Person is voluntarily taking drugs which federal law prohibits dispensing without a prescription, including sedatives, narcotics, barbiturates, amphetamines or hallucinogens, unless the drug is taken as prescribed or administered by a licensed Physician;
11. Injury sustained by an Insured Person during or as a result of his or her commission of a felony or while incarcerated for a felony, except that this exclusion will not be applicable upon acquittal or dismissal of the felony charges;
12. Injury sustained as a result of the Insured Person's being legally intoxicated from the use of alcohol while operating a motor vehicle;
13. Expenses incurred for services, treatment, supplies or facilities rendered by: (a) the Policyholder's health service or infirmary; or (b) any Physician or nurse employed or retained by the Policyholder;
14. Expenses covered under any automobile reparations insurance (no-fault) or automobile insurance medical payments benefit;

## ACCIDENTAL DEATH AND DISMEMBERMENT (AD&D) BENEFIT

If the Insured Person's Injury results in any of the losses listed in the table below within 180 days after the date of the accident, we will pay the sum shown opposite the loss. We will not pay more than the Principal Sum shown for each Insured Person for all losses due to the same accident. The Principal Sum amount is shown in the Schedule.

| **LOSS:** | **BENEFIT:** |
|---|---|
| Life…….. | Principal Sum |
| Both Hands or Both Feet or Sight of Both Eyes……. | Principal Sum |
| One Hand and One Foot…….. | Principal Sum |
| Either Hand and Sight of One Eye ……. | Principal Sum |
| Either Foot and Sight of One Eye…… | Principal Sum |
| Speech and Hearing in Both Ears…… | Principal Sum |
| Either Hand or Foot……. | One-half the Principal Sum |
| Sight of One Eye…….. | One-half the Principal Sum |
| Speech or Hearing in Both Ears……. | One-half the Principal Sum |
| Thumb and Index Finger on the Same Hand…… | One-quarter the Principal Sum |

**Loss** means, with respect to:

(a) hand and feet, actual severance through or above wrist or ankle joints;
(b) sight, speech and hearing, entire and irrecoverable loss thereof;
(c) thumb and index finger, actual severance through or above the metacarpophalangeal joints.

## ACCIDENT MEDICAL EXPENSE BENEFIT

We will pay the Reasonable Expenses incurred by an Insured Person, in excess of the Deductible Amount, for Medical Care due to:

(a) Injury, if the first expense is incurred within 26 weeks after the accident; and
(b) the expense is incurred within 2 years after the accident.

We will not pay:

(a) more than the Maximum Benefit for all expenses incurred as the result of any one accident; or
(b) for expenses incurred more than 2 years after the accident.

We will not pay:

(a) more than the Maximum Dental Limit for all expenses incurred for dental treatment, services and supplies; or
(b) more than the Maximum Benefit for all Medical Care and dental treatment, services and supplies,

as the result of any one accident.

The Deductible Amount will be applied separately to each accident. The Deductible Amount, Maximum Dental Limit and Maximum Benefit are shown in the Schedule.

**Medical Care**, for the purpose of this benefit, means necessary:

(a) medical or surgical treatment, services and supplies; and
(b) Hospital, nursing and ambulance services,

prescribed by a Physician for the sole purpose of treating the Injury.

## EXCESS COVERAGE PROVISION

The amount otherwise payable under the Accident Medical Expense Benefit will be reduced by the total amount of medical care benefits provided by any other Plan.

The amount of benefits provided by other Plans:

(a) will be determined without reference to any:
  (1) coordination of benefits provision;
  (2) non-duplication of benefits provisions; or
  (3) other similar provisions,
(b) will include any amount to which the Insured Person is entitled, regardless of whether claim is made for the benefits; and
(c) will include the reasonable value of any medical expense services provided as Plan benefits.

**Plan** means:

(a) group insurance;
(b) group Hospital, medical service or pre-payment plan;
(c) labor-management trustee, union welfare, employer organization or employee benefit organization plan;
(d) governmental programs or coverage required or provided by any statute; or
(e) Workers' Compensation or similar law.

## CLAIMS PROVISIONS

**Notice of Claim:** The person who has the right to claim benefits (the claimant, beneficiary or his or her representative) must give us written notice of a claim within 30 days after a covered loss begins. If notice cannot be given within that time, it must be given as soon as reasonably possible. The notice should include the Insured Person's name and the Policy Number. Notice should be given to our agent or sent to us at our home office.

**Claim Forms**: When we receive the notice of claim, we will send forms to the claimant for giving us proof of loss. The forms will be sent within 10 days after we receive the notice of claim. If the forms are not received, the claimant will satisfy the proof of loss requirement if a written notice of the occurrence, character and extent of the loss is sent to us.

**Proof of Loss:** Proof of loss must be sent to us within 90 days after the date of the loss. If the claimant is not able to send proof within that time it may be sent as soon as reasonably possible without affecting the claim. The additional time allowed cannot exceed one year unless the claimant is legally incapacitated.

**Time of Payment of Claims:** We will pay any benefit due immediately after we receive proof of loss.

If we fail to pay the benefits due immediately after we receive proof of loss, we must send the claimant a notice which gives the reasons why we have failed to pay any portion of the claim within 15 working days. We must also provide the claimant with a written itemization of any documents or other information needed to process the claim or any portion of the claim not paid. When we receive all of the needed information, we will have 15 working days to either pay the claim or deny it. We must give the claimant the reasons for the denial. If we fail to comply with the requirements described above, we must pay the claimant interest on the benefits due equal to 18% per annum.
**Payment of Claims:** We will pay any benefit due for loss of life:

(a) according to the written beneficiary designation on file with the Policyholder; otherwise
(b) to the survivors in equal shares, in the first of the following classes to have a survivor at the Insured Person's death:
    (1) spouse;
    (2) children;
    (3) parents;
    (4) brothers and sisters.

If there is no survivor in these classes, payment will be made to the Insured Person's estate. All other benefits due and not assigned will be paid to the Insured Person, if living. Otherwise, the benefits will be paid according to the preceding language.

If a benefit due is payable to:

(a) the Insured Person's estate; or
(b) the Insured Person or a beneficiary who is either a minor or not competent to give a valid release for the payment,

we may pay up to $1,000 of the benefit due to some other person whom we believe is entitled to the payment, and who is related to the Insured Person or the beneficiary by blood or marriage. We will be relieved of further responsibility to the extent of any payment made in good faith. We may pay benefits directly to any Hospital or person rendering covered services, unless the Insured Person requests otherwise in writing. The Insured Person must make the request no later than the time he or she files a proof of loss.

**Appealing Denial of Claims:** If a claim for benefits is wholly or partially denied, notice of the decision shall be furnished to the Insured Person. This written decision will:

(a) give the specific reason or reasons for denial;
(b) make specific reference to policy provisions on which the denial is based;
(c) provide a description of any additional information necessary to prepare the claim and an explanation of why it is necessary; and
(d) provide an explanation of the review procedure.

On any denied claim, an Insured Person or his representative may appeal to us for a full and fair review. The claimant may:

(a) request a review upon written request within 60 days of receipt of claim denial;
(b) review pertinent documents; and
(c) submit issues and comments in writing.

We will make a decision no more than 60 days after receipt of the request for review, except in special circumstances (such as the need to hold a hearing), but in no case more than 120 days after we receive the request for review. The written decision will include specific reasons for the decision on which the decision is based.

**Physical Examinations and Autopsy:** We reserve the right to have a claimant examined and to have an autopsy performed, if not forbidden by law. Any such examinations will be as reasonably required by us and at our expense.

**Legal Actions:** Legal Action cannot be taken against us:
(a) before 60 days following the date proof of loss is sent to us; or
(b) after 3 years following the date proof of loss is due.

**Naming a Beneficiary:** An Insured Person may name a beneficiary or change a named beneficiary by giving a written request to us. The Insured Person's request takes effect on the date it is executed, regardless of whether the Insured Person is living when we receive it. We will be relieved of further responsibility to the extent of any payment we made in good faith before we received such request.

**Assignment**: This insurance may not be assigned. Benefit payments may be assigned as allowed in the Payment of Claims provision.

**Workers' Compensation Coverage**: The Policy does not replace Workers' Compensation or affect any requirement for Workers' Compensation coverage.

# 5 YEAR BUDGET PROJECTION

| The Museum School of Avondale Estates | FY2017 | | FY2018 | | FY2019 | | FY2020 | | FY2021 | | FY2022 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Planning Year | % of Total | Year 1 | % of Total | Year 2 | % of Total | Year 3 | % of Total | Year 4 | % of Total | Year 5 | % of Total | |
| **ASSUMPTIONS** | | | | | | | | | | | | | Notes |
| Number of Students | | | 564 | | 588 | | 588 | | 588 | | 588 | | SY 2017 student count is 540; full capacity starting SY 2019 |
| Facility Square Footage | 62,700 | | 62,700 | | 62,700 | | 62,700 | | 62,700 | | 62,700 | | Full buildout of facility |
| Number of Full Time Employees | 68 | | 71 | | 72 | | 72 | | 72 | | 72 | | |
| Full Time Employees (eligible for benefits | 68 | | 71 | | 72 | | 72 | | 72 | | 72 | | |
| Number of Administrators | 2 | | 2 | | 2 | | 2 | | 2 | | 2 | | Principal and Assistant Principal |
| Number of Teachers | 26 | | 27 | | 29 | | 29 | | 29 | | 29 | | Classroom Teachers |
| Number of Other Instructional Staff | 37 | | 37 | | 38 | | 38 | | 38 | | 38 | | |
| Number of Clerical Staff | 4 | | 4 | | 4 | | 4 | | 4 | | 4 | | Business Mgr, Registrar, Museum Liason, Admin. Assistant |
| Number of Maintenance Staff | 3 | | 3 | | 3 | | 3 | | 3 | | 3 | | 3 full-time Custodians |
| Number of Food Service Staff | 1 | | 1 | | 1 | | 1 | | 1 | | 1 | | Use 3rd party Lunch Provider |
| Student Teacher Ratio | | | 20.88888889 | | 20.27586207 | | 20.27586207 | | 20.27586207 | | 20.27586207 | | # Students / # Teachers only (excludes all other Instructional Staff) |
| Revenue Per Pupil (State and/or Local) | | | $8,900 | | $8,989 | | $9,079 | | $9,170 | | $9,261 | | Based on actual 2016-17 funding with conservative 1% increase each year |
| Average Teacher Salary | $48,500 | | $49,955 | | $51,454 | | $52,997 | | $54,587 | | $56,225 | | Based on actual 2016-17 with 3% increase each year |
| **REVENUES** | | | | | | | | | | | | | |
| State and/or Local Revenue (Rev Per Pupi | $0 | 0.0% | $5,019,600 | 99.5% | $5,285,532 | 99.6% | $5,338,387 | 99.6% | $5,391,771 | 99.6% | $5,445,689 | 99.7% | |
| 3% District Administrative Fee (Explain ar | $0 | 0.0% | ($150,588) | -3.0% | ($158,566) | -3.0% | ($160,152) | -3.0% | ($161,753) | -3.0% | ($163,371) | -3.0% | |
| Meal Fees | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| Planning Year QBE (less 3% fee) - existing | $4,700,000 | 96.4% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| Federal School Lunch Funding | $23,100 | 0.5% | $24,255 | 0.5% | $25,500 | 0.5% | $25,500 | 0.5% | $25,500 | 0.5% | $25,500 | 0.5% | Increased over actual 2015-16 based on student growth |
| Student Lunch Payments | $40,425 | 0.8% | $42,500 | 0.8% | $44,000 | 0.8% | $44,000 | 0.8% | $44,000 | 0.8% | $44,000 | 0.8% | Lunch Payments and Federal Lunch Funding offset Food Service Expenses |
| Before/After-School Revenue | $10,500 | 0.2% | $11,025 | 0.2% | $11,500 | 0.2% | $11,500 | 0.2% | $11,500 | 0.2% | $11,500 | 0.2% | 3rd Party After School program |
| Annual Auction | $100,000 | 2.1% | $100,000 | 2.0% | $100,000 | 1.9% | $100,000 | 1.9% | $100,000 | 1.8% | $100,000 | 1.8% | Annual Silent Auction |
| | | 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** | **$4,874,025** | | **$5,046,792** | | **$5,307,966** | | **$5,359,236** | | **$5,411,018** | | **$5,463,318** | | |
| **EXPENSES** | | | | | | | | | | | | | |
| **PERSONNEL** | | | | | | | | | | | | | |
| Principal | $102,190 | 2.2% | $104,234 | 2.1% | $106,318 | 2.1% | $108,445 | 2.1% | $110,614 | 2.1% | $112,826 | 2.1% | 2% increase annually |
| Social Services (Social Worker/Counselor, | $299,970 | 6.5% | $305,969 | 6.3% | $312,089 | 6.1% | $315,210 | 6.1% | $318,362 | 6.0% | $321,545 | 6.0% | Instructional Assistants |
| Technology Support | $37,500 | 0.8% | $38,250 | 0.8% | $39,015 | 0.8% | $39,795 | 0.8% | $40,591 | 0.8% | $41,403 | 0.8% | IT Support |
| Teachers | $1,261,000 | 27.3% | $1,348,785 | 27.7% | $1,492,156 | 29.3% | $1,536,921 | 29.5% | $1,583,028 | 29.9% | $1,630,519 | 30.2% | Classroom Teachers |
| Arts/PE/Comp Sci | $470,680 | 10.2% | $480,094 | 9.9% | $489,695 | 9.6% | $494,592 | 9.5% | $499,538 | 9.4% | $504,534 | 9.4% | Exploratory Teachers |
| Athletics/Extracurricular Coaches | $13,500 | 0.3% | $13,770 | 0.3% | $14,045 | 0.3% | $14,326 | 0.3% | $14,613 | 0.3% | $14,905 | 0.3% | Middle School Sports |
| Guidance Counselor | $47,300 | 1.0% | $48,246 | 1.0% | $49,211 | 1.0% | $50,195 | 1.0% | $51,199 | 1.0% | $52,223 | 1.0% | Full-time Counselor |
| Special Education Teacher | $718,050 | 15.6% | $732,411 | 15.1% | $747,059 | 14.6% | $762,000 | 14.6% | $769,620 | 14.5% | $777,317 | 14.4% | Includes all ESE and Support Staff |
| Office Manager | $72,700 | 1.6% | $74,154 | 1.5% | $75,637 | 1.5% | $77,150 | 1.5% | $78,693 | 1.5% | $80,267 | 1.5% | Assistant Principal |
| Office Assistant | $81,450 | 1.8% | $83,079 | 1.7% | $84,741 | 1.7% | $86,435 | 1.7% | $88,164 | 1.7% | $89,927 | 1.7% | Museum Liasion, Admin Assistant and Registrar |
| Business manager | $49,700 | 1.1% | $50,694 | 1.0% | $51,708 | 1.0% | $52,742 | 1.0% | $53,797 | 1.0% | $54,873 | 1.0% | Business manager |
| Maintenance | $84,456 | 1.8% | $86,145 | 1.8% | $87,868 | 1.7% | $89,625 | 1.7% | $90,522 | 1.7% | $91,427 | 1.7% | Campus Engineer & 3 full-time Custodians |
| Food Service | $20,720 | 0.4% | $21,134 | 0.4% | $21,557 | 0.4% | $21,988 | 0.4% | $22,428 | 0.4% | $22,877 | 0.4% | Nutrition Coordinator |
| Retirement Benefits | $433,290 | 9.4% | $542,571 | 11.2% | $572,988 | 11.2% | $585,608 | 11.2% | $597,262 | 11.3% | $609,200 | 11.3% | Teachers Retirement - assumes 16.81% beginning 2017-18 |
| Health Benefits | $241,000 | 5.2% | $245,820 | 5.1% | $250,736 | 4.9% | $255,751 | 4.9% | $260,866 | 4.9% | $266,083 | 4.9% | Employer portion of Medical and dental; ER paid disability & life |
| FICA | $46,390 | 1.0% | $47,318 | 1.0% | $48,264 | 0.9% | $49,229 | 0.9% | $50,214 | 0.9% | $51,218 | 0.9% | Medicare & SS for Custodial staff |
| Other Payroll Expenses/Taxes | $21,300 | 0.5% | $21,726 | 0.4% | $22,161 | 0.4% | $22,604 | 0.4% | $23,056 | 0.4% | $23,517 | 0.4% | Workers Comp Insurance & Unemployment |
| | | 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** | **$4,001,196** | **86.8%** | **$4,244,400** | **87.3%** | **$4,465,249** | **87.6%** | **$4,562,618** | **87.6%** | **$4,652,567** | **87.9%** | **$4,744,660** | **88.0%** | |
| **INSTRUCTION** | | | | | | | | | | | | | |
| Textbooks | $31,500 | 0.7% | $32,000 | 0.7% | $33,600 | 0.7% | $35,280 | 0.7% | $37,397 | 0.7% | $39,641 | 0.7% | Student Portfolios, Travel Journals, IXL, and additional supplies based on current expenses |
| Classroom Supplies | $44,000 | 1.0% | $44,900 | 0.9% | $45,800 | 0.9% | $48,000 | 0.9% | $50,000 | 0.9% | $52,000 | 1.0% | General Supplies & $900/classroom (class & unit supplies) |
| Computers | $10,000 | 0.2% | $10,000 | 0.2% | $10,000 | 0.2% | $10,000 | 0.2% | $5,000 | 0.1% | $5,000 | 0.1% | 1st 3 years - adding classroom of computers (24 @ $300) and ongoing upgrades |
| Software | $12,000 | 0.3% | $12,600 | 0.3% | $13,200 | 0.3% | $13,200 | 0.3% | $13,200 | 0.2% | $13,200 | 0.2% | Renzuli for School; License and apps for classrooms |
| Field Trips | $1,500 | 0.0% | $2,000 | 0.0% | $2,100 | 0.0% | $2,100 | 0.0% | $2,100 | 0.0% | $2,100 | 0.0% | Field Day; 5th and 8th Grade |
| Instructional Equipment | $108,000 | 2.3% | $110,000 | 2.3% | $112,000 | 2.2% | $112,000 | 2.2% | $112,000 | 2.1% | $112,000 | 2.1% | Expeditions |
| Library and Media Center | $10,000 | 0.2% | $10,000 | 0.2% | $10,000 | 0.2% | $10,000 | 0.2% | $10,000 | 0.2% | $10,000 | 0.2% | Additional media center books |
| Student Assessment | $12,500 | 0.3% | $13,125 | 0.3% | $13,700 | 0.3% | $13,500 | 0.3% | $13,500 | 0.3% | $13,500 | 0.3% | MAP ($15/student) and CRCT prep (3-8 @$12/student) |
| Classroom Furniture | $10,000 | 0.2% | $5,000 | 0.1% | $4,000 | 0.1% | $3,000 | 0.1% | $3,000 | 0.1% | $3,000 | 0.1% | Replacement starting in Yr. 3; adding a classroom Yrs0-2 |
| PE Equipment | $2,500 | 0.1% | $2,600 | 0.1% | $2,700 | 0.1% | $2,700 | 0.1% | $2,700 | 0.1% | $2,700 | 0.1% | Annual Health and PE supplies based on current expenses |
| Art Supplies | $2,500 | 0.1% | $2,600 | 0.1% | $2,700 | 0.1% | $2,700 | 0.1% | $2,700 | 0.1% | $2,700 | 0.1% | Annual Art supplies based on current expenses |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| **Total Instruction** | **$244,500** | **5.3%** | **$244,825** | **5.0%** | **$249,800** | **4.9%** | **$252,480** | **4.8%** | **$251,597** | **4.8%** | **$255,841** | **4.7%** | |
| **SERVICES & SUPPLIES** | | | | | | | | | | | | | |
| Student Uniforms | $0 | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| Athletic Program | $7,500 | 0.2% | $7,800 | 0.2% | $8,000 | 0.2% | $8,000 | 0.2% | $8,000 | 0.2% | $8,000 | 0.1% | 9 sports teams, uniforms and fees |
| Office Supplies | $9,600 | 0.2% | $9,600 | 0.2% | $9,800 | 0.2% | $9,800 | 0.2% | $9,800 | 0.2% | $9,800 | 0.2% | Annual supplies based on current expenses |
| Office Furniture | $2,000 | 0.0% | $500 | 0.0% | $500 | 0.0% | $500 | 0.0% | $500 | 0.0% | $500 | 0.0% | Additional file cabinets for expanding records |
| Office Computers & Software | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | Maintaining front office computers, printers and supplies |
| Printing and Copy Services | $15,000 | 0.3% | $15,000 | 0.3% | $15,700 | 0.3% | $15,700 | 0.3% | $15,700 | 0.3% | $15,700 | 0.3% | Lease of 3 copiers and associated expenses |
| Postage and Shipping | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| Bookkeeping | $1,700 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | Annual Support for QuickBooks and Volunteer Software |
| Audit | $9,500 | 0.2% | $9,700 | 0.2% | $9,900 | 0.2% | $10,000 | 0.2% | $10,100 | 0.2% | $10,200 | 0.2% | Annual ccountant's Audit |
| Payroll Services | $8,550 | 0.2% | $8,900 | 0.2% | $9,100 | 0.2% | $9,100 | 0.2% | $9,100 | 0.2% | $9,100 | 0.2% | 3rd Party expense for biweekly payroll, tax filing and W2 prep |
| Banking Fees | $1,800 | 0.0% | $2,000 | 0.0% | $2,100 | 0.0% | $2,200 | 0.0% | $2,300 | 0.0% | $2,400 | 0.0% | On-going fees for receiving lunch payments and misc. fees |
| Legal Services | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | Annual retainer |
| Liability & Property Insurance | $24,500 | 0.5% | $25,500 | 0.5% | $26,500 | 0.5% | $26,500 | 0.5% | $26,500 | 0.5% | $26,500 | 0.5% | Insurance expenses based on current coverage |
| Staff Development | $30,000 | 0.7% | $31,500 | 0.6% | $32,000 | 0.6% | $32,000 | 0.6% | $32,000 | 0.6% | $32,000 | 0.6% | Annual Summer Institute, New Hire Orientation and on-going training |
| Special Education | $4,500 | 0.1% | $4,725 | 0.1% | $5,000 | 0.1% | $5,000 | 0.1% | $5,000 | 0.1% | $5,000 | 0.1% | Additional resources including Gifted Testing |
| Health Services | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| Staff Recruitment | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | $1,000 | 0.0% | Job fairs and job postings |
| Student Recruitment | $4,000 | 0.1% | $4,000 | 0.1% | $4,000 | 0.1% | $4,000 | 0.1% | $4,000 | 0.1% | $4,000 | 0.1% | Information for entire attendence zone |
| Tech Support | $10,000 | 0.2% | $10,500 | 0.2% | $11,000 | 0.2% | $11,000 | 0.2% | $11,000 | 0.2% | $11,000 | 0.2% | |
| Phone/Internet Service | $7,200 | 0.2% | $7,200 | 0.1% | $7,600 | 0.1% | $7,600 | 0.1% | $7,600 | 0.1% | $7,600 | 0.1% | Phone and Internet projected from current expenses |
| Food Service | $63,525 | 1.4% | $65,000 | 1.3% | $69,500 | 1.4% | $69,500 | 1.3% | $69,500 | 1.3% | $69,500 | 1.3% | Offset of Food Services Revenue |
| Transportation | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| Health Supplies | $500 | 0.0% | $550 | 0.0% | $550 | 0.0% | $550 | 0.0% | $550 | 0.0% | $550 | 0.0% | Supplies for first aid |
| Pest Control | $3,000 | 0.1% | $3,000 | 0.1% | $3,000 | 0.1% | $3,000 | 0.1% | $3,000 | 0.1% | $3,000 | 0.1% | Monthly treatments & annual termite inspection |
| Janitorial Supplies & Services | $13,000 | 0.3% | $13,650 | 0.3% | $14,333 | 0.3% | $20,000 | 0.4% | $20,000 | 0.4% | $20,000 | 0.4% | Annual Floor Buffing @$10,000 and ongoing monthly cleaning supplies |
| Waste Disposal | $2,400 | 0.1% | $2,500 | 0.1% | $2,500 | 0.0% | $2,500 | 0.0% | $2,500 | 0.0% | $2,500 | 0.0% | Waste disposal projected from current expenses |
| Marketing | $7,500 | 0.2% | $7,500 | 0.2% | $7,500 | 0.1% | $7,500 | 0.1% | $7,500 | 0.1% | $7,500 | 0.1% | Website maintenance |
| Board Training | $8,000 | 0.2% | $8,400 | 0.2% | $8,820 | 0.2% | $9,000 | 0.2% | $9,000 | 0.2% | $9,000 | 0.2% | Board Development |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| **Total Services & Supplies** | **$236,775** | **5.1%** | **$242,025** | **5.0%** | **$251,903** | **4.9%** | **$257,950** | **5.0%** | **$258,150** | **4.9%** | **$258,350** | **4.8%** | |
| **FACILITIES** | | | | | | | | | | | | | |
| Rent/Lease/Mortgage | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| Grounds Maintenance | $12,200 | 0.3% | $12,200 | 0.3% | $12,500 | 0.2% | $12,500 | 0.2% | $12,500 | 0.2% | $12,500 | 0.2% | Monthly maintenance |
| Maintenance & Repair | $13,000 | 0.3% | $13,650 | 0.3% | $14,000 | 0.3% | $14,000 | 0.3% | $14,000 | 0.3% | $14,000 | 0.3% | Ongoing Maint and annual contracts (Elevator, HVAC, etc) |
| Utilities | $103,000 | 2.2% | $105,000 | 2.2% | $105,000 | 2.1% | $105,000 | 2.0% | $105,000 | 2.0% | $105,000 | 1.9% | Power, Gas and Water projected from current actual expenses |
| Fire Safety and Compliance | $1,500 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | $1,500 | 0.0% | Annual Fire inspection |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| **Total Facilities** | **$129,700** | **2.8%** | **$132,350** | **2.7%** | **$133,000** | **2.6%** | **$133,000** | **2.6%** | **$133,000** | **2.5%** | **$133,000** | **2.5%** | |
| **Total Expenses** | **$4,612,171** | | **$4,863,600** | | **$5,099,951** | | **$5,206,048** | | **$5,295,314** | | **$5,391,851** | | |
| Contingency Fund | $141,000 | | $150,588 | | $158,566 | | $106,768 | | $53,918 | | $54,457 | | 3% thru year 2; 2% yaer 3; 1% year 4-5 |
| **Surplus (Deficit)** | **$120,854** | | **$32,604** | | **$49,449** | | **$46,420** | | **$61,787** | | **$17,010** | | |

## Cash Balance

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Beginning Cash (Renewals, conversions,** | **$390,000** | | **$510,854** | | **$543,458** | | **$592,907** | | **$639,327** | | **$701,114** | | |
| **Net Surplus (Deficit)** | **$120,854** | | **$32,604** | | **$49,449** | | **$46,420** | | **$61,787** | | **$17,010** | | |
| **Ending Cash** | **$510,854** | | **$543,458** | | **$592,907** | | **$639,327** | | **$701,114** | | **$718,124** | | |

# CASH FLOW PROJECTIONS-YEAR 0/Planning Year

| The Museum School of Avondale Estates | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | March | April | May | June | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **(A) BEGINNING CASH** | $390,000 | $405,000 | $395,201 | $410,907 | $423,314 | $387,270 | $401,977 | $408,884 | $423,340 | $438,797 | $454,503 | $470,679 | |
| **Cash Receipts:** | | | | | | | | | | | | | |
| Per Pupil Revenue (local and state share), net LEA Admin fee | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| | | | | | | | | | | | | | $0 |
| Planning Year QBE (less 3% fee) - existing School | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $391,667 | $4,700,000 |
| Federal School Lunch Funding | | $2,310 | $2,310 | $2,310 | $2,310 | $2,310 | $2,310 | $2,310 | $2,310 | $2,310 | $2,310 | | $23,100 |
| Student Lunch Payments | | $4,043 | $4,043 | $4,043 | $4,043 | $4,043 | $4,043 | $4,043 | $4,043 | $4,043 | $4,043 | | $40,425 |
| Before/After-School Revenue | | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | | $10,500 |
| Annual Auction | | | | | $100,000 | | | | | | | | $100,000 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **(B) Total Receipts** | **$391,667** | **$399,069** | **$399,069** | **$399,069** | **$499,069** | **$399,069** | **$399,069** | **$399,069** | **$399,069** | **$399,069** | **$399,069** | **$391,667** | **$4,874,025** |
| **Cash Disbursements:** | | | | | | | | | | | | | |
| **PERSONNEL** | | | | | | | | | | | | | |
| Principal | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $8,516 | $102,190 |
| Social Services (Social Worker/Counselor/Nurse) | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $24,998 | $299,970 |
| Technology Support | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $3,125 | $37,500 |
| Teachers | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $105,083 | $1,261,000 |
| Arts/PE/Comp Sci | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $39,223 | $470,680 |
| Athletics/Extracurricular Coaches | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $13,500 |
| Guidance Counselor | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $3,942 | $47,300 |
| Special Education Teacher | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $59,838 | $718,050 |
| Office Manager | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $6,058 | $72,700 |
| Office Assistant | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $6,788 | $81,450 |
| Business manager | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $4,142 | $49,700 |
| Maintenance | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $7,038 | $84,456 |
| Food Service | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $1,727 | $20,720 |
| Retirement Benefits | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $36,108 | $433,290 |
| Health Benefits | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $20,083 | $241,000 |
| FICA | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $3,866 | $46,390 |
| Other Payroll Expenses/Taxes | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $1,775 | $21,300 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Personnel** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$333,433** | **$4,001,196** |
| **INSTRUCTION** | | | | | | | | | | | | | |
| Textbooks | $7,875 | $7,875 | $1,969 | $1,969 | $1,969 | $1,969 | $1,969 | $1,969 | $1,969 | $1,969 | | | $31,500 |
| Classroom Supplies | $6,000 | $11,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | | $44,000 |
| Computers | $3,300 | $3,300 | | | | | $3,400 | | | | | | $10,000 |
| Software | | $1,200 | $1,200 | $1,200 | $1,200 | $1,200 | $1,200 | $1,200 | $1,200 | $1,200 | $1,200 | | $12,000 |
| Field Trips | | | | | | | | | | | $1,500 | | $1,500 |
| Instructional Equipment | | $10,800 | $10,800 | $10,800 | $10,800 | $10,800 | $10,800 | $10,800 | $10,800 | $10,800 | $10,800 | | $108,000 |
| Library and Media Center | | $3,300 | | $3,300 | | | $3,400 | | | | | | $10,000 |
| Student Assessment | | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | | $12,500 |
| Classroom Furniture | $5,000 | $5,000 | | | | | | | | | | | $10,000 |
| PE Equipment | | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | | $2,500 |
| Art Supplies | | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | | $2,500 |
| | | | | | | | | | | | | | $0 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | $0 |
| **Total Instruction** | **$22,175** | **$44,225** | **$18,719** | **$22,019** | **$18,719** | **$18,719** | **$25,519** | **$18,719** | **$18,719** | **$18,719** | **$18,250** | **$0** | **$244,500** |
| | | | | | | | | | | | | | |
| **SERVICES & SUPPLIES** | | | | | | | | | | | | | |
| Student Uniforms | | | | | | | | | | | | | $0 |
| Athletic Program | | $750 | $750 | $750 | $750 | $750 | $750 | $750 | $750 | $750 | $750 | | $7,500 |
| Office Supplies | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $9,600 |
| Office Furniture | $2,000 | | | | | | | | | | | | $2,000 |
| Office Computers & Software | $1,000 | | | | | | | | | | | | $1,000 |
| Printing and Copy Services | $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 |
| Postage and Shipping | | | | | | | | | | | | | $0 |
| Bookkeeping | $142 | $142 | $142 | $142 | $142 | $142 | $142 | $142 | $142 | $142 | $142 | $142 | $1,700 |
| Audit | | | | | $9,500 | | | | | | | | $9,500 |
| Payroll Services | $650 | $650 | $650 | $650 | $650 | $650 | $1,400 | $650 | $650 | $650 | $650 | $650 | $8,550 |
| Banking Fees | $150 | $150 | $150 | $150 | $150 | $150 | $150 | $150 | $150 | $150 | $150 | $150 | $1,800 |
| Legal Services | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $1,000 |
| Liability & Property Insurance | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $2,042 | $24,500 |
| Staff Development | | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | | $30,000 |
| Special Education | | $450 | $450 | $450 | $450 | $450 | $450 | $450 | $450 | $450 | $450 | | $4,500 |
| Health Services | | | | | | | | | | | | | $0 |
| Staff Recruitment | | | | | $250 | | $250 | $250 | $250 | | | | $1,000 |
| Student Recruitment | | | | | $1,000 | $1,000 | $1,000 | $1,000 | | | | | $4,000 |
| Tech Support | | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | | $10,000 |
| Phone/Internet Service | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $7,200 |
| Food Service | | $6,353 | $6,353 | $6,353 | $6,353 | $6,353 | $6,353 | $6,353 | $6,353 | $6,353 | $6,353 | | $63,525 |
| Transportation | | | | | | | | | | | | | $0 |
| Health Supplies | | $50 | $50 | $50 | $50 | $50 | $50 | $50 | $50 | $50 | $50 | | $500 |
| Pest Control | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $3,000 |
| Janitorial Supplies & Services | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $13,000 |
| Waste Disposal | $200 | $200 | $200 | $200 | $200 | $200 | $200 | $200 | $200 | $200 | $200 | $200 | $2,400 |
| Marketing | | $750 | $750 | $750 | $750 | $750 | $750 | $750 | $750 | $750 | $750 | | $7,500 |
| Board Training | | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | | $8,000 |
| | | | | | | | | | | | | | $0 |
| **Total Services & Supplies** | **$10,250** | **$20,403** | **$20,403** | **$20,403** | **$31,153** | **$21,403** | **$22,403** | **$21,653** | **$20,653** | **$20,403** | **$20,403** | **$7,250** | **$236,775** |
| | | | | | | | | | | | | | |
| **FACILITIES** | | | | | | | | | | | | | |
| Rent/Lease/Mortgage | | | | | | | | | | | | | $0 |
| Grounds Maintenance | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $12,200 |
| Maintenance & Repair | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $13,000 |
| Utilities | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $8,583 | $103,000 |
| Fire Safety and Compliance | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $1,500 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Facilities** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$10,808** | **$129,700** |
| | | | | | | | | | | | | | |
| **(C) TOTAL DISPURSEMENTS** | **$376,666** | **$408,869** | **$383,363** | **$386,663** | **$394,113** | **$384,363** | **$392,163** | **$384,613** | **$383,613** | **$383,363** | **$382,894** | **$351,491** | **$4,612,171** |
| | | | | | | | | | | | | | |
| CONTINGENCY FUND | | | | | $141,000 | | | | | | | | $141,000 |
| | | | | | | | | | | | | | |
| **(D) NET REVENUE** | **$15,000** | **($9,800)** | **$15,707** | **$12,407** | **($36,043)** | **$14,707** | **$6,907** | **$14,457** | **$15,457** | **$15,707** | **$16,175** | **$40,175** | **$120,854** |
| | | | | | | | | | | | | | |
| **ENDING CASH (A+D)** | **$405,000** | **$395,201** | **$410,907** | **$423,314** | **$387,270** | **$401,977** | **$408,884** | **$423,340** | **$438,797** | **$454,503** | **$470,679** | **$510,854** | |

# CASH FLOW PROJECTIONS-YEAR 1

| The Museum School of Avondale Estates | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | March | April | May | June | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **(A) BEGINNING CASH** | $510,854 | $519,593 | $495,718 | $506,426 | $517,135 | $463,005 | $472,714 | $474,272 | $483,731 | $494,189 | $504,898 | $513,606 | |
| **Cash Receipts:** | | | | | | | | | | | | | |
| Per Pupil Revenue (local and state share), net LEA Admin fee | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $405,751 | $4,869,012 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| Federal School Lunch Funding | | $2,426 | $2,426 | $2,426 | $2,426 | $2,426 | $2,426 | $2,426 | $2,426 | $2,426 | $2,426 | | $24,255 |
| Student Lunch Payments | | $4,250 | $4,250 | $4,250 | $4,250 | $4,250 | $4,250 | $4,250 | $4,250 | $4,250 | $4,250 | | $42,500 |
| Before/After-School Revenue | | $1,103 | $1,103 | $1,103 | $1,103 | $1,103 | $1,103 | $1,103 | $1,103 | $1,103 | $1,103 | | $11,025 |
| Annual Auction | | | | | $100,000 | | | | | | | | $100,000 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **(B) Total Receipts** | **$405,751** | **$413,529** | **$413,529** | **$413,529** | **$513,529** | **$413,529** | **$413,529** | **$413,529** | **$413,529** | **$413,529** | **$413,529** | **$405,751** | **$5,046,792** |
| **Cash Disbursements:** | | | | | | | | | | | | | |
| **PERSONNEL** | | | | | | | | | | | | | |
| Principal | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $8,686 | $104,234 |
| Social Services (Social Worker/Counselor/Nurse) | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $25,497 | $305,969 |
| Technology Support | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $3,188 | $38,250 |
| Teachers | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $112,399 | $1,348,785 |
| Arts/PE/Comp Sci | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $40,008 | $480,094 |
| Athletics/Extracurricular Coaches | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $13,770 |
| Guidance Counselor | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $4,021 | $48,246 |
| Special Education Teacher | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $61,034 | $732,411 |
| Office Manager | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $6,180 | $74,154 |
| Office Assistant | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $6,923 | $83,079 |
| Business manager | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $4,225 | $50,694 |
| Maintenance | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $7,179 | $86,145 |
| Food Service | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $1,761 | $21,134 |
| Retirement Benefits | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $45,214 | $542,571 |
| Health Benefits | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $20,485 | $245,820 |
| FICA | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $3,943 | $47,318 |
| Other Payroll Expenses/Taxes | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $1,811 | $21,726 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Personnel** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$353,700** | **$4,244,400** |
| **INSTRUCTION** | | | | | | | | | | | | | |
| Textbooks | $9,600 | $13,400 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | | $32,000 |
| Classroom Supplies | | $11,225 | $3,742 | $3,742 | $3,742 | $3,742 | $3,742 | $3,742 | $3,742 | $3,742 | $3,742 | | $44,900 |
| Computers | $3,300 | $3,300 | | | | | $3,400 | | | | | | $10,000 |
| Software | | $6,300 | $700 | $700 | $700 | $700 | $700 | $700 | $700 | $700 | $700 | | $12,600 |
| Field Trips | | | | | | | | | | | $2,000 | | $2,000 |
| Instructional Equipment | | $11,000 | $11,000 | $11,000 | $11,000 | $11,000 | $11,000 | $11,000 | $11,000 | $11,000 | $11,000 | | $110,000 |
| Library and Media Center | | $3,300 | | | $3,300 | | $3,400 | | | | | | $10,000 |
| Student Assessment | | $1,313 | $1,313 | $1,313 | $1,313 | $1,313 | $1,313 | $1,313 | $1,313 | $1,313 | $1,313 | | $13,125 |
| Classroom Furniture | $2,500 | $2,500 | | | | | | | | | | | $5,000 |
| PE Equipment | | $260 | $260 | $260 | $260 | $260 | $260 | $260 | $260 | $260 | $260 | | $2,600 |
| Art Supplies | | $260 | $260 | $260 | $260 | $260 | $260 | $260 | $260 | $260 | $260 | | $2,600 |
| | | | | | | | | | | | | | $0 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | $0 |
| **Total Instruction** | **$15,400** | **$52,858** | **$18,274** | **$18,274** | **$21,574** | **$18,274** | **$25,074** | **$18,274** | **$18,274** | **$18,274** | **$20,274** | **$0** | **$244,825** |
| | | | | | | | | | | | | | |
| **SERVICES & SUPPLIES** | | | | | | | | | | | | | |
| Student Uniforms | | | | | | | | | | | | | $0 |
| Athletic Program | | $780 | $780 | $780 | $780 | $780 | $780 | $780 | $780 | $780 | $780 | | $7,800 |
| Office Supplies | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $9,600 |
| Office Furniture | $500 | | | | | | | | | | | | $500 |
| Office Computers & Software | $1,000 | | | | | | | | | | | | $1,000 |
| Printing and Copy Services | $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 |
| Postage and Shipping | | | | | | | | | | | | | $0 |
| Bookkeeping | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $1,500 |
| Audit | | | | | $9,700 | | | | | | | | $9,700 |
| Payroll Services | $650 | $650 | $650 | $650 | $650 | $650 | $1,750 | $650 | $650 | $650 | $650 | $650 | $8,900 |
| Banking Fees | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $2,000 |
| Legal Services | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $1,000 |
| Liability & Property Insurance | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $25,500 |
| Staff Development | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $2,625 | $31,500 |
| Special Education | | $473 | $473 | $473 | $473 | $473 | $473 | $473 | $473 | $473 | $473 | | $4,725 |
| Health Services | | | | | | | | | | | | | $0 |
| Staff Recruitment | | | | | $250 | | $250 | $250 | $250 | | | | $1,000 |
| Student Recruitment | | | | | $1,000 | $1,000 | $1,000 | $1,000 | | | | | $4,000 |
| Tech Support | $875 | $875 | $875 | $875 | $875 | $875 | $875 | $875 | $875 | $875 | $875 | $875 | $10,500 |
| Phone/Internet Service | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $600 | $7,200 |
| Food Service | | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | | $65,000 |
| Transportation | | | | | | | | | | | | | $0 |
| Health Supplies | | $55 | $55 | $55 | $55 | $55 | $55 | $55 | $55 | $55 | $55 | | $550 |
| Pest Control | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $3,000 |
| Janitorial Supplies & Services | $5,000 | $786 | $786 | $786 | $786 | $786 | $786 | $786 | $786 | $786 | $786 | $786 | $13,650 |
| Waste Disposal | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $2,500 |
| Marketing | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $7,500 |
| Board Training | | $840 | $840 | $840 | $840 | $840 | $840 | $840 | $840 | $840 | $840 | | $8,400 |
| | | | | | | | | | | | | | $0 |
| **Total Services & Supplies** | **$16,883** | **$19,817** | **$19,817** | **$19,817** | **$30,767** | **$20,817** | **$22,167** | **$21,067** | **$20,067** | **$19,817** | **$19,817** | **$11,170** | **$242,025** |
| | | | | | | | | | | | | | |
| **FACILITIES** | | | | | | | | | | | | | |
| Rent/Lease/Mortgage | | | | | | | | | | | | | $0 |
| Grounds Maintenance | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $1,017 | $12,200 |
| Maintenance & Repair | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $1,138 | $13,650 |
| Utilities | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $105,000 |
| Fire Safety and Compliance | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $1,500 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Facilities** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$11,029** | **$132,350** |
| | | | | | | | | | | | | | |
| **(C) TOTAL DISPURSEMENTS** | **$397,012** | **$437,404** | **$402,821** | **$402,821** | **$417,071** | **$403,821** | **$411,971** | **$404,071** | **$403,071** | **$402,821** | **$404,821** | **$375,899** | **$4,863,600** |
| | | | | | | | | | | | | | |
| CONTINGENCY FUND | | | | | $150,588 | | | | | | | | **$150,588** |
| | | | | | | | | | | | | | |
| **(D) NET REVENUE (B-C)** | **$8,739** | **($23,875)** | **$10,708** | **$10,708** | **($54,130)** | **$9,708** | **$1,558** | **$9,458** | **$10,458** | **$10,708** | **$8,708** | **$29,852** | **$32,604** |
| | | | | | | | | | | | | | |
| **ENDING CASH (A+D)** | **$519,593** | **$495,718** | **$506,426** | **$517,135** | **$463,005** | **$472,714** | **$474,272** | **$483,731** | **$494,189** | **$504,898** | **$513,606** | **$543,458** | |

# CASH FLOW PROJECTIONS-YEAR 2

| The Museum School of Avondale Estates | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | March | April | May | June | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **(A) BEGINNING CASH** | $543,458 | $554,971 | $532,599 | $545,347 | $558,094 | $497,826 | $509,574 | $512,972 | $524,469 | $536,967 | $549,715 | $560,362 | |
| **Cash Receipts:** | | | | | | | | | | | | | |
| Per Pupil Revenue (local and state share), net LEA Admin fee | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $427,247 | $5,126,966 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| Federal School Lunch Funding | | $2,550 | $2,550 | $2,550 | $2,550 | $2,550 | $2,550 | $2,550 | $2,550 | $2,550 | $2,550 | | $25,500 |
| Student Lunch Payments | | $4,400 | $4,400 | $4,400 | $4,400 | $4,400 | $4,400 | $4,400 | $4,400 | $4,400 | $4,400 | | $44,000 |
| Before/After-School Revenue | | $1,150 | $1,150 | $1,150 | $1,150 | $1,150 | $1,150 | $1,150 | $1,150 | $1,150 | $1,150 | | $11,500 |
| Annual Auction | | | | | $100,000 | | | | | | | | $100,000 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **(B) Total Receipts** | **$427,247** | **$435,347** | **$435,347** | **$435,347** | **$535,347** | **$435,347** | **$435,347** | **$435,347** | **$435,347** | **$435,347** | **$435,347** | **$427,247** | **$5,307,966** |
| **Cash Disbursements:** | | | | | | | | | | | | | |
| **PERSONNEL** | | | | | | | | | | | | | |
| Principal | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $8,860 | $106,318 |
| Social Services (Social Worker/Counselor/Nurse) | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $26,007 | $312,089 |
| Technology Support | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $3,251 | $39,015 |
| Teachers | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $124,346 | $1,492,156 |
| Arts/PE/Comp Sci | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $40,808 | $489,695 |
| Athletics/Extracurricular Coaches | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $14,045 |
| Guidance Counselor | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $4,101 | $49,211 |
| Special Education Teacher | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $62,255 | $747,059 |
| Office Manager | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $6,303 | $75,637 |
| Office Assistant | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $7,062 | $84,741 |
| Business manager | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $4,309 | $51,708 |
| Maintenance | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $7,322 | $87,868 |
| Food Service | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $1,796 | $21,557 |
| Retirement Benefits | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $47,749 | $572,988 |
| Health Benefits | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $20,895 | $250,736 |
| FICA | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $4,022 | $48,264 |
| Other Payroll Expenses/Taxes | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $1,847 | $22,161 |
| | $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** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$372,104** | **$4,465,249** |
| **INSTRUCTION** | | | | | | | | | | | | | |
| Textbooks | $10,080 | $14,070 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | $1,050 | | $33,600 |
| Classroom Supplies | | $11,450 | $3,817 | $3,817 | $3,817 | $3,817 | $3,817 | $3,817 | $3,817 | $3,817 | $3,817 | | $45,800 |
| Computers | $3,300 | $3,300 | | | | | $3,400 | | | | | | $10,000 |
| Software | | $6,600 | $733 | $733 | $733 | $733 | $733 | $733 | $733 | $733 | $733 | | $13,200 |
| Field Trips | | | | | | | | | | | $2,100 | | $2,100 |
| Instructional Equipment | | $11,200 | $11,200 | $11,200 | $11,200 | $11,200 | $11,200 | $11,200 | $11,200 | $11,200 | $11,200 | | $112,000 |
| Library and Media Center | | $3,300 | | | $3,300 | | $3,400 | | | | | | $10,000 |
| Student Assessment | | $1,370 | $1,370 | $1,370 | $1,370 | $1,370 | $1,370 | $1,370 | $1,370 | $1,370 | $1,370 | | $13,700 |
| Classroom Furniture | $2,000 | $2,000 | | | | | | | | | | | $4,000 |
| PE Equipment | | $270 | $270 | $270 | $270 | $270 | $270 | $270 | $270 | $270 | $270 | | $2,700 |
| Art Supplies | | $270 | $270 | $270 | $270 | $270 | $270 | $270 | $270 | $270 | $270 | | $2,700 |
| work study | | | | | | | | | | | | | $0 |
| Out of state field study | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Instruction** | **$15,380** | **$53,830** | **$18,710** | **$18,710** | **$22,010** | **$18,710** | **$25,510** | **$18,710** | **$18,710** | **$18,710** | **$20,810** | **$0** | **$249,800** |
| **SERVICES & SUPPLIES** | | | | | | | | | | | | | |
| Student Uniforms | | | | | | | | | | | | | $0 |
| Athletic Program | | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | $800 | | $8,000 |
| Office Supplies | $817 | $817 | $817 | $817 | $817 | $817 | $817 | $817 | $817 | $817 | $817 | $817 | $9,800 |
| Office Furniture | $500 | | | | | | | | | | | | $500 |
| Office Computers & Software | $1,000 | | | | | | | | | | | | $1,000 |
| Printing and Copy Services | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $1,308 | $15,700 |
| Postage and Shipping | | | | | | | | | | | | | $0 |
| Bookkeeping | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $1,500 |
| Audit | | | | | $9,900 | | | | | | | | $9,900 |
| Payroll Services | $650 | $650 | $650 | $650 | $650 | $650 | $1,950 | $650 | $650 | $650 | $650 | $650 | $9,100 |
| Banking Fees | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $2,100 |
| Legal Services | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $1,000 |
| Liability & Property Insurance | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $2,208 | $26,500 |
| Staff Development | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $32,000 |
| Special Education | | $500 | $500 | $500 | $500 | $500 | $500 | $500 | $500 | $500 | $500 | | $5,000 |
| Health Services | | | | | | | | | | | | | $0 |
| Staff Recruitment | | | | | $250 | | $250 | $250 | $250 | | | | $1,000 |
| Student Recruitment | | | | | $1,000 | $1,000 | $1,000 | $1,000 | | | | | $4,000 |
| Tech Support | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $11,000 |
| Phone/Internet Service | $633 | $633 | $633 | $633 | $633 | $633 | $633 | $633 | $633 | $633 | $633 | $633 | $7,600 |
| Food Service | | $6,950 | $6,950 | $6,950 | $6,950 | $6,950 | $6,950 | $6,950 | $6,950 | $6,950 | $6,950 | | $69,500 |
| Transportation | | | | | | | | | | | | | $0 |
| Health Supplies | | $55 | $55 | $55 | $55 | $55 | $55 | $55 | $55 | $55 | $55 | | $550 |
| Pest Control | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $3,000 |
| Janitorial Supplies & Services | $5,000 | $848 | $848 | $848 | $848 | $848 | $848 | $848 | $848 | $848 | $848 | $848 | $14,333 |
| Waste Disposal | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $208 | $2,500 |
| Marketing | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $625 | $7,500 |
| Board Training | | $882 | $882 | $882 | $882 | $882 | $882 | $882 | $882 | $882 | $882 | | $8,820 |
| | | | | | | | | | | | | | $0 |
| **Total Services & Supplies** | **$17,167** | **$20,702** | **$20,702** | **$20,702** | **$31,852** | **$21,702** | **$23,252** | **$21,952** | **$20,952** | **$20,702** | **$20,702** | **$11,515** | **$251,903** |
| **FACILITIES** | | | | | | | | | | | | | |
| Rent/Lease/Mortgage | | | | | | | | | | | | | $0 |
| Grounds Maintenance | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $1,042 | $12,500 |
| Maintenance & Repair | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $1,167 | $14,000 |
| Utilities | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $8,750 | $105,000 |
| Fire Safety and Compliance | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $125 | $1,500 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Facilities** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$11,083** | **$133,000** |
| **(C) TOTAL DISPURSEMENTS** | **$415,734** | **$457,719** | **$422,599** | **$422,599** | **$437,049** | **$423,599** | **$431,949** | **$423,849** | **$422,849** | **$422,599** | **$424,699** | **$394,702** | **$5,099,951** |
| CONTINGENCY FUND | $0 | $0 | $0 | $0 | $158,566 | $0 | $0 | $0 | $0 | $0 | | $0 | **$158,566** |
| **(D) NET REVENUE (B-C)** | **$11,513** | **($22,372)** | **$12,748** | **$12,748** | **($60,268)** | **$11,748** | **$3,398** | **$11,498** | **$12,498** | **$12,748** | **$10,648** | **$32,545** | **$49,449** |
| **ENDING CASH (A+D)** | **$554,971** | **$532,599** | **$545,347** | **$558,094** | **$497,826** | **$509,574** | **$512,972** | **$524,469** | **$536,967** | **$549,715** | **$560,362** | **$592,907** | |

| The Museum School of Avondale Estates | Planning Year | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|
| Surplus (Deficit) | OK | OK | OK | OK | OK | OK |
| Ending Cash Balance | OK | OK | OK | OK | OK | OK |
| Total Facilities Costs>15% of Total Expenses | OK | OK | OK | OK | OK | OK |

| | | | | | | |
|---|---|---|---|---|---|---|
| Cash Flow Projections:<br>Do the Cash Flow Proj. From the 5yr Budget match yr 0-2 Cash Flow Proj.? | YES | YES | YES | | | |

# The Museum School of Avondale Estates
# Comprehensive Safe School Plan
2015-2016
revised 7.27.15

**The mission of The Museum School of Avondale Estates** is to inspire students, teachers and the community to collaborate to develop strong critical thinking, interpersonal and academic skills in our students, which will prepare them for real-world success.

Contact Person: Katherine Kelbaugh

Position: Principal

Telephone Number: 404.289.0320

E-Mail Address: Katherine.kelbaugh@themuseumschool.org

The Museum School of Avondale Estates

# Comprehensive Safe School Plan

## Board of Directors

Andrew Huff
Veny Aleksandrov
Patti Ghezzi
Josh Andrews
Rick Clark
Bill Elek
Josh Horne
Mark Joyner
Matt Knoop
Jesse Lincoln
Yolanda Silveri
Carla Smith
Lyda Steadman
Bert Thornton

July 2015

# VISION STATEMENT

## The Museum School of Avondale Estates' Safe School Vision

1. The Museum School of Avondale Estates will provide a safe, orderly, and secure environment conducive to learning.

2. The Museum School of Avondale Estates will create a school in which students will attend regularly and be safe from both physical and social-psychological harm.

3. The Museum School of Avondale Estates will work collaboratively with local officials and the State Department of Education to identify, establish and use strategies and programs to comply with school safety laws.

4. The Museum School of Avondale Estates will develop a plan to work cooperatively and collaboratively with parents, students, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.

5. The Museum School of Avondale Estates will solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff and community.

**Purpose and Scope**
The Museum School of Avondale Estates' Comprehensive Safe School Plan (CSSP) provides guidance and direction to faculty and staff who have responsibilities during an emergency. Local police and fire representatives shall review the School Comprehensive Safe School Plan.

**Key Emergency Contact**
After contacting 911, it is imperative during an emergency to contact the Principal as quickly as possible. She will respond immediately to the emergency and alert the appropriate members of the School Safety Team.

**General Security Measures**
All entrance and exit doors shall remain locked throughout the school day. All visitors will be required to check in at the front office. After showing photo identification, visitors will sign in noting purpose of visit and location while on campus. Visitors must wear a visitor's badge at all times. Staff members will be trained to escort or report all visitors without proper identification to the front office immediately. All staff members will be expected to be aware of their surroundings walking from the main campus to the playground and gym, reporting any suspicious visitors or behaviors.

**Safety Plan Training**
All staff members will receive a copy of the safety plan. The Principal will review the plan with staff members and address any questions or concerns. Maps and route plans will be posted in their classrooms and stored with drill/evacuation records. Teachers will review, model, and practice fire and tornado drill procedures with students within the first week of school. Lockdown procedures will be reviewed with students during the first two weeks of school.

Support staff and Related Arts Teachers should become familiar with primary and secondary routes throughout the school so as to respond appropriately with students, no matter their location, during an event. Teachers that are away from their class during a drill or event, should gather the necessary reporting documents and seek their class immediately. Classroom teachers should remain with their class until the "All Clear" announcement has been made.

**On and off campus Transit**
An adult should supervise elementary students during all outdoor travel. Middle school students should travel with a buddy. It is crucial that at no time, should students ever run across a parking lot or street.

Teachers are required to carry a handheld walkie-talkie or cell phone during all transitions while off of the main campus. The Front Office should be notified immediately of any concerns regarding student or staff safety, health, or well-being.

**Safe School Leadership Team (SSLT)**
The Museum School of Avondale Estates will have a Safe School Leadership Team (SSLT) to take charge of the emergency, respond effectively, protect the occupants of the facility and reduce the risk of physical injury, property damage and school interruption. Permanently assigning specific areas of responsibility to members of the Safe School Leadership Team provides each member with the opportunity to specialize in the management of his/her area.

Note: depending on staff available, team members may serve multiple roles.

In the event of an emergency situation, the Safe School Leadership Team should report to a designated location to oversee and provide directions during the emergency situation. The principal and/or designee in charge are to facilitate the following:
(1) secure the area, (2) check for damage, (3) assess injury situations, and (4) report findings to the Police and Board. Safe School Leadership Team is listed below.

# Safe School Leadership Team

| | | NAMES | PHONE |
|---|---|---|---|
| Incident Command | Principal | Katherine Kelbaugh | 404.729.2186 |
| | 1. Alternate | Mike Stewart | 706.340.5457 |
| | 2. Alternate | Jen Pomfret | 404.838.8184 |
| Planning/Intelligence | Principal | Katherine Kelbaugh | 404.729.2186 |
| | 1. Alternate | Mike Stewart | 706.340.5457 |
| | 2. Alternate | Latessa Bayonne | 678.595.6259 |
| Operations/Logistics | Instructional Coach | Jen Pomfret | 404.838.8184 |
| | 1. Alternate | Mike Stewart | 706.340.5457 |
| | 2. Alternate | Latessa Bayonne | 678.595.6259 |
| Administration/Finance | Business Manager | Tish Craig | 404.862.0834 |
| | 1. Alternate | Wesleigh Reaves | 404.935.2616 |

**The Museum School Of Avondale Estates**
**THREAT ASSESSMENT MANAGEMENT TEAM (TAMT)**
**(Student Wellness Team)**

When a school identifies an individual or group that may pose potential harm to themselves or others, the school will convene their **Threat Assessment Management Team**. (**TAMT**)

The task of the TAMT is to assess the level of threat posed; determine what level of response the school site will initiate; what resources may be required and what response may be needed.

| STAFF MEMBER | TITLE | ALTERNATE | ALTERNATE |
|---|---|---|---|
| Katherine Kelbaugh | Principal | Mike Stewart | Jen Pomfret |
| Mike Stewart | Assistant Principal | Jen Pomfret | Jenny Di Meo |
| Latessa Bayonne | Guidance Counselor | Wesleigh Reaves | DeKalb County School's Crisis Response Team |
| Dean Moore | Campus Engineer | Mike Stewart | DeKalb County Facilities Dept. |
| Gary Broden | Law Enforcement | Clai Brown | DeKalb County Schools' Security Staff |
| Mary Ann Howard | Social Worker | DeKalb County School's Crisis Response Team | |

The team will oversee and document the school site's response to threats and plan for monitoring or services that may need to occur after the crisis has passed.

## FIRST AID RESPONDERS

The school will have designated First Aid responders who are first to provide assistance when needed. **These staff members have current training in CPR and First Aid.** In an emergency situation, any staff member may provide assistance. There should be an adequate number of people trained in first aid in addition to the crisis response team.

The following staff members are designated emergency first aid responders for the 2014-2015 school year.

| CPR | FIRSTAID | NAME | TITLE | ROOM/PHONE |
|---|---|---|---|---|
| X | X | Stacy Komitor | 5th Grade Assistant | 5th grade rooms – 2nd Floor |
| X | X | Alan Ewing | P.E. Coach | Gym |
| X | X | Robin Hollis | 4th Grade Teacher | 4th grade rooms – 2nd Floor |
| X | X | Lillian Galicia | 2nd Grade Teacher | 2nd grade rooms – 1st Floor |
| X | X | Ashley Beebe | 2nd Grade Teacher | 2nd grade rooms – 1st Floor |
| X | X | Melanie Union | ESE Assistant | ESE room – 1st Floor |
| X | X | Emily Gardner | 4-7 Gifted Teacher | Gifted room – 1st Floor |
| X | X | Jenn Price | Media Specialist | Media Center – 1st Floor |
| X | X | Katie Dugan | Kindergarten Teacher | Kindergarten rooms – 1st Floor |
| X | X | Katie Stenberg | Kindergarten Teacher | Kindergarten rooms – 1st Floor |
| X | X | Kathryn Pierce | Music Teacher | Music room – 2nd Floor |
| X | X | Beverly Kilpatrick | Registrar | Front Office – 1st Floor |

### CPR PRECAUTIONS

To minimize the risk of infectious disease transmission during emergency mouth-to-mouth resuscitation, mouthpieces, shields, pocket masks, or other ventilation devices shall be used. Such equipment shall be stored with first aid equipment in the front office.

Unless the scope of the crisis/first aid response is prohibitive, the appropriate student and/or the emergency employee accident reports are to be completed as per usual District policy.

## SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the **school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance**. It is critical to determine *who* does *what*, *where*, and *how*—before such a disaster occurs. At the onset of any emergency situation, all staff members should take with them: class roll, first aid kit, and cell phone or walkie talkie.

### Principal/Safe School Leadership Team

1. Acts as the liaison between the school site and local officials and maintains communication with appropriate Board members and local law enforcement agencies, fire department, and medical assistance agencies as appropriate.

2. Ensures Safe School Leadership Team members are knowledgeable of the location of shut-off valves and how to turn them off. **Do not attempt to turn utilities back on yourself**.

3. Ensures that all staff members are aware of disaster events and drills, including those staff members off campus. Ensures that teachers are trained to carry out responsibilities during disaster and drill procedures; encourages teachers to work in teams through a buddy system.

4. Establishes a communications system consisting of the following elements:

    a. Specific disaster warning signals that are well known to staff and students.
    b. Alternate system for written communication with staff in the event voice-to-voice communication is not available.
    c. Designate and enforce exclusive use of a telephone line and number to be used only by the Principal (or authorized person).
    d. A Communication Center in a location accessible to parents, interested community members, and media to handle inquiries, rumor control, and information in an orderly fashion.

5. Establishes a student release system that will facilitate an organized method to release individual students to authorized adults only.

6. Assigns the following duties to school staff:

    a. Patrol entrances to direct emergency personnel, parents, district staff, and media to appropriate areas, and prohibit unauthorized persons from entering campus.
    b. Monitor/supervise halls and corridors to maintain a safe and secure environment.
    c. Conduct search-and-rescue operations to systematically search every room in order to locate trapped/injured persons and to recover critical supplies and equipment.
    d. Establish/coordinate Communication Center.
    e. Administer first aid.

f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations.
g. Supervise Student Release Procedures.
h. Check building utility systems and appliances for damage.

7. Schedules regular emergency drills and reviews the emergency plan with staff, students, and parents and to schedule regular site inspections for safety hazards.

8. Plans alternate classroom evacuation routes, if standard routes are obstructed.

9. Ensures that other personnel who provide services to students and staff are aware of emergency procedures.

10. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site.

## Evacuation Plans

Evacuation is one means of protecting the students from the effects of a hazard; protection is achieved by moving students, staff, and school visitors away from the hazard. In planning for evacuation, the characteristics of the hazard and its magnitude, intensity, speed of onset, and anticipated duration are all significant factors. These will determine the number of people to be evacuated, the distance people must be moved to ensure their safety, the need for reception facilities, and the extent of traffic control and security required. The school will have an evacuation plan that consists of two stages:

**Stage One Evacuation**: All students and staff are evacuated from buildings and stationed at a safe location near main campus (example – fire drill).

**Stage Two Evacuation**: All students and staff are evacuated from buildings and stationed at a safe location off campus, within walking distance.

**Emergency Relocation**: All students and staff are relocated to a determined location off campus at time of event. Coordinate with Police and Fire Department (Examples: gas leak, fallen aircraft, bomb threat). Emergency transportation will be provided by buses from First Student.

Note: Classes that are not on campus during evacuation drills or events should report immediately to their designated spots.

Evacuation Plan Checklist:

- Detailed campus diagrams that show:
  - Evacuation routes (Each classroom will post a personalized evacuation route, noting primary and secondary routes to be taken from individual classrooms. This route plan will be applicable to all evacuation routes.)
  - Designated areas for each teacher and class
  - Areas of supervision
  - Transportation points (for both busses and autos)
  - Student Release area

- Press area

- Emergency cards and census list (Always ready to be taken to student release area)
- Parent/Guardian sign out log or forms
- Impaired mobility list (Location of these students throughout the school day)
- Classroom evacuation materials (Laminated guides, “go bags”, binders or boxes that teachers will carry along with their roll books)
- Communication Plan (How teachers will communicate to the Safe School Leadership Team and visa versa)

## POTENTIAL EVACUATION AREAS

| Type of Evacuation | Location/Description | Estimated Population | Evacuation Routes | Evacuation Time |
|---|---|---|---|---|
| Stage 1 Evacuation | TMS Field/Upper Parking Lot | 400/150 | primary and secondary fire drill routes | 4 minutes |
| Stage 2 Evacuation | George Willis Park | 550 | through parking lot, cross Forrest Blvd | 6 minutes |
| Emergency Relocation | Avondale Estates First Baptist Church/ Sanctuary | 550 | Forrest Blvd to Wiltshire to Stratford | 15 minutes |

Primary and secondary evacuation sites have been pre-determined for fire (500’) & bomb threat (1000’).

**Physical Safety of Students and Staff**

| | | |
|---|---|---|
| • Active, practical safety plan<br>• Solid safety planned reviewed by GEMA and local authorities | • Safe travel around campus<br>• Efficient evacuation times | • Routine fire and severe weather drills<br>• Reflection after drills to discuss procedures and expectations |

## Emergency Drills

Emergency drills are held to insure the safety of all persons when an emergency might occur.
In addition, emergency drills are to prepare all students and personnel to respond automatically if danger should occur.

### 2015-2016 Fire Drill Schedule

| MONTH | DATE/TIME OF DRILL | TIME TO EVACUATE | NUMBER OF STUDENT PARTICIPANTS |
|---|---|---|---|
| August 2015 | | | |
| August 2015 | | | |
| September 2015 | | | |
| October 2015 | | | |
| November 2015 | | | |
| December 2015 | | | |
| January 2016 | | | |
| February 2016 | | | |
| March 2016 | | | |
| April 2016 | | | |
| May 2016 | | | |

* We moved the Middle Grades meeting spot to a different location to ensure quick transition to their safe spot.

Pursuant to Life Safety Code and Official Code of Georgia Annotated, each time the school conducts a fire drill, this report is to be filed with the Office of Insurance and Safety Fire Commissioner John W. Oxendine. https://www.oci.ga.gov/PublicEducation/SchoolFireDrills.aspx

There shall be at least one fire exit drill each month that school is in session, the first one to be within the first 10 days classes begin. Teachers should review and practice fire drill procedures with students during the first week of school and periodically throughout the school year.

Practice drills may be held during inclement weather. Such drills may also be held at regular dismissal time by using the exit drill alarm system. This type of drill would not necessitate a return to a classroom signal.

Drills shall be executed at different hours of the day. Fire drills shall be an exercise of school management. Principal and Campus Engineer are responsible for inspecting exits, panic hardware, exit lights, fire alarm systems, and other safety features daily to ensure their in-service condition. The searching of toilets or other rooms shall be the responsibility of the teachers or other assigned staff members.

When the fire alarm rings, teachers should take the following actions:

- Based on location, escort students out of the nearest exit.
- Ensure that all students are walking silently and quickly to the assembly area as noted on the map.
- Bring records to document student attendance, insuring that all students are present. Take attendance and report missing students to administrator immediately. Display a green card if all students are present, yellow card if a student(s) is missing but you know of their exact whereabouts, red card if a student(s) is missing and you are unsure of their location.
- Enter the building once the "All Clear" signal has been made.

**2015-2016 LOCKDOWN DRILL SCHEDULE**

| SEMESTER | DATE/TIME OF DRILL | TIME TO LOCKDOWN | NUMBER OF STUDENT PARTICIPANTS |
|---|---|---|---|
| **Fall 2015** | | | |
| **Winter 2015** | | | |
| **Spring 2016** | | | |

**Imminent Danger/Lockdown Procedure**
(Remain on Campus)

An extreme emergency exists when one or more of the following situations occur on or near campus: (1) drive-by shooting/show-by, (2) armed intruder, (3) helicopter searches or SWAT team operations.

1. Imminent Danger Signal: In the event that the school needs to go into lockdown, the Principal or her designee will make the announcement over the PA – "For the increased safety of our students and staff, at this time, the school is going into lockdown mode." Additional staff, to ensure that all students

and staff are in lockdown position, should spread the message. Specifically, check on rooms nearby that are without a PA – i.e. gallery, break room, bathrooms, etc.

- In the event the intruder's presence is not known school-wide, the following announcement will be made over the PA "Teachers, please e-mail your reports to the Principal." This will notify staff members of a lockdown situation that should not be readily announced. Any staff member can make this announcement as needed and should make the announcement in the event that another warning comes first. Call 911.
- Staff members should use their best judgment and, even without an official signal, go into lockdown mode in the event of suspicious visitors or behaviors.

2. When the imminent danger signal is given, teachers should take the following actions:
    - Look in the hallways, direct as many students as possible into rooms
    - Supervise the area outside room until students are in rooms
    - Staff members away from their office or classrooms should go into the nearest lockable room.
    - Lock doors and close blinds and curtains, sit students out of sight of windows and doors, turn off the lights. Classroom doors should not be opened for anyone except emergency responders.
    - Instruct students to remain silent
    - Students and staff are to remain in classroom until the all-clear signal is given

9. Students will:
    - Immediately drop to the floor, away from doors or windows
    - Remain silent
    - Await further instructions from teacher
    - If outside of a classroom, students should run into the nearest locking room with an adult.

10. Staff and students in the gym at the time of the lockdown should sit out of sight of windows and doors and turn off the lights.
    - If there are only 2 classes in the gym, the students and teachers should lock themselves in the gym bathrooms.
    - If more than 2 classes are in the gym, students should line up along the east and west walls.

11. In the event the intruder is on the exterior campus, staff and students on the playground should find the closest and safest door - either the gym door or side door, and enter the school. If the intruder is in the school building, all classes outside should stay outside and meet in the upper parking lot near the old cafeteria.

12. In the event that gunfire is heard, everyone should be instructed to lie flat on the ground/floor.

13. Front office staff responsibilities:
    - The Front Desk Receptionist will be in charge of emergency first aid.
    - The Campus Engineer/Business Manager will maintain phone communication with local officials and telecommunication center for internal communications.
    - The Museum Liaison will serve as emergency locator to notify parents, guardians, and/or doctors of injured persons.
    - The Principal or designee will identify a person to serve as public information contact.
    - The Principal will be responsible for locking all lavatory doors, cafeteria doors, office doors, and gates as directed.

14. All staff members and students will remain in lockdown mode until an administrator directs them to resume normal school activities. The Principal will make an "All Clear" announcement following the crisis.

## 2015-2016 TORNADO DRILL SCHEDULE

| SEMESTER | DATE/TIME OF DRILL | TIME TO EVACUATE | NUMBER OF STUDENT PARTICIPANTS |
|---|---|---|---|
| Fall 2015 | | | |
| Spring 2016 | | | |

## Tornado Preparedness and Drill

There shall be at least 2 tornado drills during the school year. Teachers should review and practice tornado drill procedures with students during the first week of school and periodically throughout the school year.

Drills shall be executed at different hours of the day. Tornado drills shall be an exercise of school management. Principal and Campus Engineer are responsible for inspecting exits, panic hardware, exit lights, fire alarm systems, and other safety features daily to ensure their in-service condition. The searching of toilets or other rooms shall be the responsibility of the teachers or other assigned staff members.

A Tornado Watch is issued when conditions are favorable for a tornado to form. A Tornado Warning is issued when a tornado or funnel cloud has been indicated by radar or sighted by storm spotter.

As a tornado **WATCH** is issued, the Principal will make the announcement "Due to weather concerns in the area, please be prepared for an increase in weather precautions." At this point, teachers should take the following actions:

- Take attendance and report missing students to administrator immediately.
- Move all students from the gym and all temporary or mobile classrooms to the main building.

In the event the watch becomes a **WARNING,** move students quickly into their assigned hallway areas. Have them assume the tornado protection position. All students and staff upstairs will move to the lower floor.

SEVERE WEATHER SHELTERING RECOMMENDATIONS PRACTICED BY THE MUSEUM SCHOOL

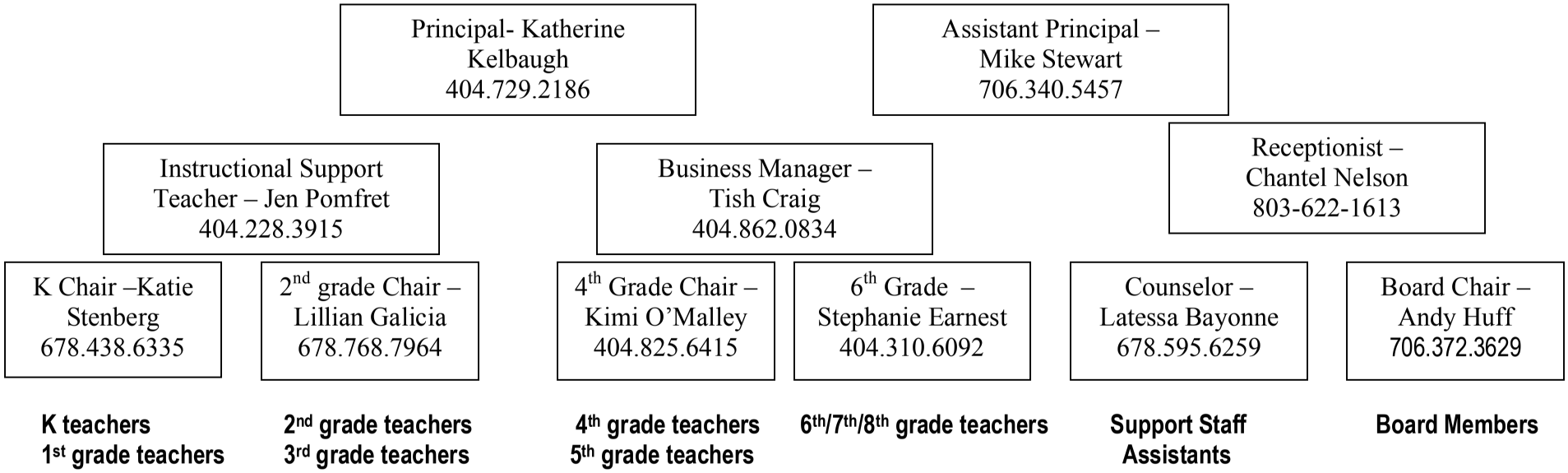
- The starting point for your severe weather sheltering areas should be a classroom length from the end of the exterior doors in your hallways.
- Avoid any skylight areas located in any of your hallways. Also, do not shelter students under fire extinguisher boxes or electrical panels in the hallways.
- Make sure that you have a sheltering plan for transition times, for classes located in outside buildings or those using activity fields, and for your lunchroom. Check to make sure that students located on ball fields or outdoor classrooms can hear your alert signal.
- Use interior rooms or hallways as sheltering areas. Make sure that you receive weekly Wednesday severe weather test alerts issued by the National Weather Service on your NOAA Weather Radio, and that the radio's back-up batteries are functional.

• Generally, most storms approach from a southwesterly direction, so make your staff aware of this pattern and identify the portion of your building that would be directly exposed in the event of severe weather. Make sure that all your staff, including cafeteria workers, custodians, bus drivers and office personnel, know where they are to shelter during severe weather events.

• Check with your local emergency management agency regarding the possibility of hosting a severe weather spotter class in your area in order to train several members of your staff on spotter techniques.

## PHONE TREE

Once it is verified that a crisis exists, the building administrator or designee sets the phone tree in motion. When a crisis occurs during weekends, vacation periods, or when a large number of staff is away from the school, it will be necessary to transmit information via a phone tree. At other times, when crises occur when school is in session, only the people outside the school building need to be contacted via telephone.



# Emergency Contact List

Police, Fire, Emergency……911

City of Avondale Estates Police ……404.294.5410

Avondale Estates City Hall …….. …..404. 294.5400

Poison Control……1.800.222.1222

Principal, Katherine Kelbaugh……404.729.2186

Board Chair, Andy Huff……706.372.3629

# Plan Revision and Review

The Comprehensive Safe School Plan will be reviewed annually and in the following events:

- The plan fails in an emergency;
- The facility changes in design, construction, operation, or maintenance; or, if other circumstances develop that increase the potential for fires, explosions, or releases of hazardous waste;
- Changes are made in the response necessary in any emergency; or,
- Key personnel within the plan change.

# GEORGIA DEPARTMENT OF EDUCATION
# EDUCATIONAL FACILITY SITE EVALUATION
# AND APPROVAL FORM

| | |
|---|---|
| School System:<br>DeKalb County | Name of Superintendent*: Cheryl L.H. Atkinson<br>Person to Contact (designee): Josh Andrews |
| Mailing Address:<br>1701 Mountain Industrial Boulevard<br>Stone Mountain, Georgia 30083 | Phone Number: 404.423.3306<br>FAX Number: 404.253.1360<br>E-mail Address: Josh.Andrews@themuseumschool.org |

## I. LOCATION OF PROPOSED SITE

Address of Proposed Site (if available) and/or legal definition of the property:
923 Forrest Boulevard
Decatur, Georgia 30030

| | |
|---|---|
| Acreage in proposed Site: 8.9<br>Acreage in 100 year flood plain: None<br>Does this acreage meet the minimum requirements? (Circle One) (Yes) No<br><br>Please attach a rationale and request by the local School Board for requesting a variance to the minimum size requirements if the answer to the above question is "No". | Clear Title Obtainable? (Circle One) (Yes) No<br><br>This property will be ( ) owned ( ) leased by the school system<br>**or**<br>This property will be ✓ owned ( ) leased by<br>DEKALB COUNTY D.O.E.<br>and used for<br>THE MUSEUM SCHOOL OF AVONDALE ESTATES |
| | |

*For State and Commission Charter Schools, the principal will sign in this blank.


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**A Risk/Hazard Analysis completed in accordance with the requirements of "Guideline for Risk Hazard Assessment of Educational Facility Sites" must be completed by a registered, professional engineer licensed to do business in the State of Georgia and shall include the following information at a minimum:**

(1) Identification of each hazard;
(2) An evaluation of each hazard;
(3) Options for mitigating each identified hazard (if appropriate);
(4) A statement from the engineer based on his or her professional judgment and the findings of the Risk/Hazard Analysis regarding the suitability of the site for an educational facility.

The Department of Education reserves the right to request information in addition to that provided in the Phase I-Environmental Site Assessment and/or the Risk/Hazard Analysis. Additional information may be needed prior to reaching a decision regarding the appropriateness of a proposed site if any of the above named hazards exist on or up to the area located within a three-mile radius of the proposed educational facility site.

All mitigations recommended by the engineer performing the risk hazard study must be included in the site development and design of the instructional facility. These mitigations must be specifically addressed on the plans and specifications submitted to the GaDOE for approval.

The site cannot be located within 1000 feet of a current business that operates or sells products that would violate the school safety zone as defined in O.C.G.A. 16-11-127.1 (a)(1) and/or within the designated distance from a current business selling alcohol as defined in O.C.G.A. 3-3-21.


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## II. PROPOSED EDUCATIONAL FACILITY TO BE LOCATED ON THIS SITE
(*BASIC INFORMATION*)

| | | |
|---|---|---|
| **Name of Proposed Facility:** THE MUSEUM SCHOOL OF AVONDALE ESTATES | | |
| **Proposed Grades:** K-6 | Approximate Number of Students: FTE - 337 | |
| **Number of Instructional Units Proposed:** 20<br>K-3, 1st-3, 2nd-3, 3rd-3,<br>4th-2, 5th-1, 6th-2, Art -1, Music-1, Gifted-1 | Is this the maximum size planned for this facility? (Circle One)<br>Yes (No) | Is this facility being designed for future expansion? (Circle One)<br>(Yes) No |
| Estimated date facility is to be completed and occupied:<br>Date: AUGUST 6, 2012<br>Comments: | | **If expanded, maximum number of instructional units proposed in the future:** 36 by 2016 I.U. |

## III. UTILITIES AVAILABLE ON THE PROPOSED SITE
**(If Utilities are not currently available on the site, please indicate when utility providers anticipate delivery of utilities to the site.)**

| UTILITY | CURRENTLY AVAILABLE? Yes | CURRENTLY AVAILABLE? No | WHEN AVAILABLE? (Date) | OTHER RELEVANT FACTORS | |
|---|---|---|---|---|---|
| (a) Electricity | ✓ | | | 277/480v 3 phase | |
| (b) Natural Gas | ✓ | | | Line Size: 3" | Line Pressure: |
| (c) Telephone | ✓ | | | | |
| (d) Cable | ✓ | | | | |
| (e) Water* | ✓ | | | Please refer to attached Flow Test report | |
| **Public** | ✓ | | | Line Size: | Line Pressure: Attach FLOW TEST results (See Note Below)* |
| Private | | | | Line Size: | Line Pressure: Attach FLOW TEST results (See Note Below)* |
| (f) Sewage* | ✓ | | | | |
| **Public** | ✓ | | | | |
| Private | | | | | |

* If changes to the planned water or sewage systems indicated above are made, then the site must be resubmitted for approval and the current approval will be voided.


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## MISCELLANEOUS SITE INFORMATION

(For each item, circle the appropriate response. If Other is selected, please enter appropriate response.)

| | | | | |
|---|---|---|---|---|
| (a) Property Zoned | (Residential) | Industrial | Commercial | Other: |
| (b) Adjacent Development or Existing Community Design | (Residential) | Industrial | Commercial | Other: |
| (c) Traffic Conditions Around Site | Congested | Moderate | (Light) | Other: |
| (d) Topography | Steep | (Rolling) | Gently Sloping | Flat |
| (e) Grading for Building NA | Excessive | Moderate | Minimal | Comments: NONE. EXIST FACILITY (Continue on reverse) |
| (f) Rock Excavation NA | Unlikely | Some But Not Excessive | Excessive | Comments: NONE. EXIST FACILITY (Continue on reverse) |
| (g) Area Available for Parking | (Adequate Space) | Limited Space | Inadequate Space | Comments: (Continue on reverse) |
| (h) Vehicular Access to Site | Excellent Potential | Development Restricted | Development Difficult | Comments: EXIST FACILITY ACCESS ON FORREST BLVD (Continue on reverse) |
| (i) Area Available for Athletic and Recreation Area Development | (Adequate) | Limited | Inadequate | Comments: (Continue on reverse) |


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## VI. SYSTEM REQUEST FOR SITE APPROVAL

After having considered the findings from all studies completed and evaluating the potential sites available for this facility, the DEKALB COUNTY Board of Education requests approval of the proposed site identified on this form by official board action on (date) April 9 2012. An initial investigation had been conducted, a Phase I Environmental Site Assessment has been conducted, and a Risk Hazard Analysis has been completed. Costs associated with the development of this site including grading, obtaining utilities, and road improvements have been evaluated.

Signature of Board Chairperson ** 5/2/12 (Date)

Signature of School Superintendent* (Date)

*For State and Commission Charter Schools, the principal will sign in this blank.
**For State and Commission Charter Schools, the charter board chair will sign in this blank.

**ATTACHMENTS:**

**The following documents must be submitted to the Facilities Services Unit of the Georgia Department of Education to evaluate your system's request for approval of a proposed educational facility site:**

1 Preliminary Site Approval Form with Sections I-VI completed;
2 A copy of the letter of assurance from the Flood Plain Management Coordinator of the Georgia Department of Natural Resources stating that this proposed educational facility site is not in a flood plain or Coastal High Hazard Area;
3 A copy of the rough plat of the proposed educational facility site;
4 A copy of the Flow Test results taken at the potable water hydrant nearest to the educational facility site;
5 A copy of the Phase I – Environmental Site Assessment; and
6 A copy of the Risk/Hazard Analysis;
7 A copy of the letter to the Georgia Department of Transportation or local roads commissioner requesting that a road study for this site be conducted;

**The Facilities Section of the Georgia Department of Education is authorized to request any additional information on any criteria (section) when such information is needed to complete the evaluation of the proposed site.**


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## VII. SITE APPROVAL

**Consultant, Facilities Services Unit** John Lamarque 2-8-12
Signature Date

**Representative, Local Sewer Department Official** SEE ATTACHED LETTER FROM SEWER DEPT. THIS IS ACCEPTABLE SUBSTITUTION FOR SIGNATURE PER Dr. Mike Campbell AT THE DOE.
Signature Date

**Representative, Local Building Codes Official**
(if an existing building on the site will be used for educational purposes)
Signature 2/21/2012
Date

**Remarks:**

**The section below is for use by the Georgia Department of Education Facilities Section**

**Based on our visual inspection of the site and/or evaluation of the documentation submitted by the school system, the decision of the GaDOE Facilities Section is that:**

☐ **THIS EDUCATIONAL FACILITY SITE IS RECOMMENDED FOR APPROVAL.**

☐ **THIS EDUCATIONAL FACILITY SITE AND DOCUMENTATION SUBMITTED BY THE SCHOOL SYSTEM ARE APPROVED WITH COMMENTS (See Attachments).**

☐ **THIS SITE IS NOT RECOMMENDED FOR APPROVAL.**

**Director, Facilities Services Unit** _____
(Facilities Services Director's Signature) (Date)


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the museum school

OF AVONDALE ESTATES

**2015-2016**

# Parent/Student Handbook

The Museum School of Avondale Estates
923 Forrest Blvd.
Decatur, GA 30030
p. 404.289.0320

**The mission of The Museum School of Avondale Estates** is to inspire students, teachers and the community to collaborate to develop strong critical thinking, interpersonal and academic skills in our students, which will prepare them for real-world success.

Dear Parents and Students:

It is with great pleasure that I welcome you to another year of exploration at The Museum School. This is a momentous year for our entire school community as we reach our grade-level capacity as a K-8 school. It will be with bittersweet emotions this spring that we bid our first class of 8th graders adieu. We look forward to you joining us for an exciting send off in May!

The entire Museum School community contributes to our school's great success in the areas of academics and core values. While we continue to celebrate this success, there is plenty of room to grow. We need YOU to assist with this growth! Through volunteering your time and efforts, we can reach even greater achievements. Thank you for your part in this success!

Have a great 2015-2016 school year!

Katherine Kelbaugh

Katherine Kelbaugh
Principal

Katherine.kelbaugh@themuseumschool.org

**SCHOOL HOURS**

Classroom and Exploratory Teachers……..7:30 am - 3:30 pm

Support Staff ……..varied

Teacher Assistants……7:30 am - 3:30 pm

K-5 Students……..8:00 am – 3:00 pm

6-8 Students……..7:55 am – 3:15 pm

Aftercare & Academic Enrichment/Clubs/Activities……..Varied - 3:00 pm - 6:30 pm

**SCHEDULE**

7:30 am - 8:00 am……..Students Arrive

8:00 am……..School Begins

10:45 am - 1:30 pm……..Lunch

3:00 pm- 3:30 pm……..Dismissal

## EDUCATIONAL OVERVIEW

### Museum School Model

The Museum School partners with museums and other learning institutions to provide real-life experiences with classroom lessons. Frequent learning expeditions offer students a chance to ask questions, make observations, reflect on experiences and draw their own conclusions. Learning is student-centered and project-based. Museum learning brings a depth of understanding on subjects rather than merely asking students to memorize facts. Intensive curriculum development ensures that classroom discussions are reinforced and enhanced through interactive personal experiences.

The museum-school model fosters exploration and discovery, giving students a strong sense of autonomy, interdependence, motivation and a joy for learning. By encouraging creativity, investigation and active imaginations, our education model engages students and makes learning meaningful.

Operating as a charter school allows us to implement this unique but proven model that is aligned with Georgia Standards of Excellence yet is not available in any other Georgia public school. We believe museum learning leads to a deeper understanding of material and higher student achievement.

The museum-school model of learning is based on the idea that children learn best through personal exploration and hands-on experience. Students develop their own inquiries and identify their own questions to answer. In visiting learning institutions, such as museums, science centers and art centers, they get a real-world perspective on lessons taught in the classroom. Our particular museum-school model calls for each class to visit a museum or other learning institution roughly every other week.

### Curriculum

We realize that not all children learn in the same manner and at the same pace. The Museum School's core programs require teachers to identify students' skills, interests and needs and tailor lessons to meet each child at his or her level. Students work in differentiated reading and math groups, and teachers help each child set achievement goals. These core programs strengthen students' skills and build self-confidence.

Organized into nine-week thematic units, our curriculum is interdisciplinary. Museum School faculty members work with other educational experts to develop themes and create an integrated approach to learning as lessons and ideas from one classroom subject are reinforced in other subjects and on learning expeditions.

All curriculum programs, lessons, and activities are aligned with and based on the Georgia Standards of Excellence and Georgia Performance Standards (GPS). Along with every public school in the state, TMS follows GSE in the areas of English/Language Arts and Mathematics and GPS for the subjects of Science and Social Studies.

*Reader's Workshop*
Reader's Workshop teaches literacy through both independent and small-group guided reading. Students use tactics such as whisper reading, peer reading, echo reading and shared reading. They are asked to complete comprehension activities such as creating story webs, story pyramids and character studies. Teachers facilitate interactive discussions centered around books and stories.

In addition, students select their own books to read individually, and classmates are encouraged to form book clubs to discuss books and create projects based on them.

Language learning centers are a key part of Reader's Workshop. Student-centered stations are set up around the classroom, and children receive instructions for a hands-on activity that results in a reading-related product. For example, a vocabulary center might ask students to choose five words from their book of choice, define those words, illustrate them and use them in a meaningful writing assignment.

*Word Study*

In Word Study, students tackle word knowledge, spelling, phonics, phonemic awareness and vocabulary. A word wall may list commonly used words, words with tricky spellings and vocabulary words. A word-study notebook becomes each child's own reference book, highlighting particular word patterns, such as how the letter pattern "ould" makes the similar-sounding words "should," "could" and "would." This approach is meaningful because words chosen for study often appear in students' readings.

*Writer's Workshop*

At The Museum School, writing is a daily activity, beginning in kindergarten. Fluency is built through continuous, repeated exposure to the writing process. Students work at their own pace as they learn and practice the basics of story creation — from planning and writing to revision, teacher editing and grammatical instruction. As students write, teachers circulate throughout the room, answering questions, providing mini-lessons and working with individuals to meet each one's needs. Children write about their own experiences and learn to think creatively.

Students also keep journals, recording their thoughts and experiences and exploring essential questions of each nine-week thematic lesson. These journals become an insight into their minds, storing their observations, reflections, questions, drawings and imaginations.

Writer's Workshop is integrated with other classroom topics, such as social studies and science. For example, a first-grade lesson on American folk tales may lead to a writing assignment asking students to create their own folk tale. Or a fifth-grade history lesson on the Great Depression may accompany an assignment to write an essay summarizing the events of the Dust Bowl.

*Guided Math/Math Workshop*

Museum School teachers support each child's development of math proficiency through the use of a structure known as Guided Math/Math Workshop. Working with students in small groups gives teachers a powerful tool to reach children at all knowledge and skill levels. Teachers focus on a particular concept, strategy or skill and can re-teach, reinforce, and/or expand the lessons according to student needs.

Curriculum is differentiated for each group, and instruction is directed to meet the individual needs of students. Groups are changed weekly as skill levels progress.

Guided Math/Math Workshop is similar to Reader's Workshop:

- It provides learning opportunities to students in a short mini-lesson (a whole-group setting) and again in a small-group setting.
- Flexible small groups allow teachers to differentiate for different ability levels.
- Students experience success by gaining new understandings.

During small-group instruction with the teacher, other students review past math objectives, build reasoning skills, strengthen their math-fact fluency and incorporate technology into their math learning through independent practice/math workstations. These workstations include a wide range of activities such as independent/partner math games, math journal entries and problem-solving activities.

The Museum School supplements mathematics lessons with Everyday Math materials. Everyday Mathematics focuses on real-life problem solving and engages students by showing them exactly how mathematics relates to their own worlds.

The Museum School uses technology to advance students' understanding of core math concepts. Students learn to use software for organizing data and creating graphs for analysis. Additionally, the curriculum includes many activities in which learning is extended and enhanced through the use of calculators, software and the Internet.

**Assessment**

The Museum School's educational program is research-based and data-driven and includes a concrete measure of progress. We engage in rigorous and continual assessment of students throughout the school year using national, state and local measures. The results from these varied assessments drive professional development plans, curriculum development and pacing and influence instructional modifications, such as the incorporation of instructional assistants in high-need content areas or additional instruction in specific growth areas.

Measures of Academic Progress (MAP) is used in grades K-1 in reading and mathematics and in grades 2-8 in reading, language arts, and mathematics. This computerized, adaptive test assesses students based on their current level and provides an accurate indication of each child's instructional level. The test gives teachers a guide to each student's existing skills and growth needs.

The Georgia Department of Education, along with The Museum School, will implement the Georgia Milestones Assessment System (Georgia Milestones), during the 2015-2016 academic year. This system replaces the CRCT. Georgia Milestones is aligned to the Georgia Standards of Excellence (GSE) and will require more from students than the CRCT it replaces, in order to better prepare students for college and career and to provide a more realistic picture of academic progress. A major benefit of this system is that it is one consistent testing program across grades 3-12, whereas previously students took a series of individual tests. This testing system will include open-ended questions to better gauge students' content mastery. Each student's results are shared with parents so that home support can be implemented for target growth areas. Data from the Georgia Milestones will also be used to assess school-wide and grade-level-wide strengths and areas for growth. See below for more information: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Introducing%20Georgia%20Milestones%206914.pdf

In addition, The Museum School administers standards-based formative and summative assessments throughout units to evaluate concept mastery. As with the MAP and GA Milestones, the formative and summative assessments determine instructional pacing and curriculum and shape instructional strategies for the school as a whole. Throughout the year, teachers will incorporate classroom diagnostic assessments to ensure that students' needs are aligned with instructional strategies and activities.

| Grade Level | Assessment | Dates |
|---|---|---|
| Kindergarten – 8th Grade | Measures of Academic Progress (MAP) | Cycle 1: Begins August 17<br>Cycle 2: Begins December 1<br>Cycle 3: Begins May 2 |
| Kindergarten | GKIDS | Ongoing |
| 3rd – 8th Grade | Georgia Milestones | April 18 – April 29 * |

* Based on the DCSD testing calendar, dates are subject to change.

**Programs and Services**

*Special Education*

The Museum School provides special education programs utilizing a continuum of delivery models to all students who meet the eligibility requirements as mandated by federal and state laws.

The Museum School serves students who are currently enrolled in the Special Education program and implements a process to ensure all pre-identified students receive services at the school as soon as possible. In addition, those

students in need of RTI or SST interventions or psychological evaluations are provided with the necessary resources and support. As required, all students are provided with a free appropriate public education. Students are served based on their ability and in the least restrictive environment possible.

*Gifted Program*
The Museum School's emphasis on project-based learning benefits all students, including those identified as gifted. Problem-solving and higher-order thinking skills are emphasized in project-based learning, which are key components in gifted education. Students take responsibility for their own learning, increasing student motivation, which is an important goal in educating gifted children.

The Museum School specifically meets the needs of identified gifted learners and high achievers in compliance with state law and regulations. Gifted education is provided through approved delivery models, including resource classes taught by gifted specialists, core classes taught by gifted certified teachers and collaborative instruction and planning with gifted specialists, classroom teachers, and museum personnel.

*ELL*
The English Language Learner (ELL) program at The Museum School of Avondale Estates attends to the needs of our ELL students as our program continues to grow. The Museum School's goal is to improve the academic achievement of all ELL learners. The ELL teacher provides language support for the student through push-in (in classroom) and pull-out (outside of the classroom) models. The ELL teacher works with the classroom teacher to help students become more successful in the classroom.

*Response to Intervention*
The Museum School implements the Response to Intervention process to ensure that timely assistance is given to learners based on their needs. The RTI process is a multi-step approach to providing services and interventions to students who struggle with learning at increasing levels of intensity. The progress students make at each stage of intervention is closely monitored. Results of this monitoring are used to make decisions about the need for further research-based instruction and/or intervention in general education, in special education or both.

The RTI process has the potential to limit the amount of academic failure that any student experiences and to increase the accuracy of special education evaluations. Its use could also reduce the number of children who are mistakenly identified as having learning disabilities when their learning problems are actually due to cultural differences or lack of adequate instruction. Information and data gathered by an RTI process can lead to earlier identification of children who have true disabilities and are in need of special education services.

(http://www.ncld.org/publications-a-more/parent-advocacy-guides/a-parent-guide-to-rti)

*Exploratories*
Students in grades K-5 receive specialized instruction weekly from certified teachers in each of the exploratory areas:

Art
Culture and Language
Music
PE
STEM (Science Technology Engineering Mathematics)
Technology

In addition, students will visit the media center once a week to check out books and participate in an activity with the school's media specialist. Further, students will participate in classroom guidance lessons directed by the school counselor every 2-3 weeks.

**CORE VALUES**

The Museum School's core values are character traits expected of faculty, staff, parents and students alike, and they are woven into our everyday practices and into the curriculum.

*Responsibility*
The museum curriculum is designed to help students develop responsibility for their own learning. With teachers as guides, children make their own inquiries about a subject and then experiment, observe and investigate. Once they have reached conclusions, they create museum exhibits to demonstrate their knowledge in a way that teaches others.

*Respect*
We know that each child learns differently, and we respect that. Rather than present a fixed curriculum that may not be appropriate for some students, the museum school model integrates a myriad of learning styles and presents lessons that are appropriate for each student, all while not only meeting but exceeding Georgia Performance Standards.

Students learn respect through direct experience and real-world challenges. Both in the classroom and on their learning expeditions, children collaborate and communicate to achieve common goals. Long-term collaborative projects provide students the exposure and real-life opportunity to learn cooperative skills and respect for the worth of other individuals.

*Cooperation*
Though students form individual learning goals and plans, they also undertake group projects that require cooperation. The creation of museum exhibits spans several weeks and requires the coordinated effort of an entire class. Additionally, Everyday Mathematics employs cooperative learning and small-group instruction on a daily basis. These real-world experiences in cooperation provide children with the skills they need to work with others throughout their lives.

*Sustainability*
The Museum School is dedicated to principles of sustainability – the idea that a balance exists between meeting the needs of the present and ensuring the ability of future generations to meet their own needs. Our students study and participate in environmentally sound processes throughout the school such as recycling, energy conservation and waste reduction.

Our curriculum also focuses on sustainability, particularly with those learning institutions that focus on natural science or history. Students may learn how a scientific discovery dramatically changed how people lived decades ago, and then be challenged to think about how current discoveries and innovations will change the lives of future generations. The curriculum at The Museum School is interdisciplinary by design to help children see that seemingly isolated facts and events are interconnected.

*Creativity*
The museum curriculum invites creativity. As a basic premise of the inquiry-based learning framework, students identify their own problems to solve and questions to answer. Teachers encourage risk-taking and innovation in guiding students' explorations and investigations. Museum learning culminates in the creation of a tool for sharing knowledge with others. Students have an opportunity to use creativity at every step of the museum process.

In addition, by providing teachers with professional development and a focus on creative lesson planning, we enable them to meet the needs of each individual student. Fostering a sense of creativity and encouraging an active imagination are the means to making learning meaningful and engaging. Transforming school from an obligatory activity to a fulfilling one is the key to giving children a lifelong love of learning.

*Kindness*
Being kind is a vital way of making our own lives, and the lives of others, meaningful and positive. This generosity of spirit comes alive when we give of ourselves to help others without expecting anything in return. At The Museum

School, we know that concern for others is contagious: Charitable words and acts lead to new displays of kindness, perpetuating a culture of tenderness and concern for others. Every day, we see our students engage in acts of kindness toward one another, and these acts are recognized, rewarded and encouraged. Our students know that when they are kind, they brighten someone's day and bring out the best in themselves.

**EXPLORERS COMMUNITY PLAN**

The Explorers Community Plan is based on the daily application and demonstration of our core values by students, staff, parents, and school visitors. Students will be recognized for application of these values within the classroom and at the school level. All staff members will take an active role in modeling, demonstrating, recognizing, and applauding the application of these values. Please consider ways that you can demonstrate these values while working with your child and during school and community activities. You are the greatest role model for your child!

Each teacher has created a system within his/her classroom based on our core values. Consequences will be implemented, as needed, for students who make inappropriate choices. When a student has exhausted all of the steps on the classroom plan, he/she will be referred to the office. All office referrals will follow the steps listed in the school's Code of Conduct.

**EXPLORER EXPECTATIONS**

Explorer expectations are directly taught, modeled, practiced, and celebrated at The Museum School through Explorer tickets and Celebration Assemblies. All staff members are encouraged to recognize students demonstrating core values verbally and through an Explorer Ticket. The following "I will" statements are reviewed and demonstrated by each teacher throughout the school year. Parents are asked to review the statements with their child(ren) and are encouraged to reinforce these same behaviors at home.

Cooperation
I will wait patiently for my turn.
I will work quietly so we can all learn.
I will work well in a group using kind words.
I will show self-control with my body and words.

Creativity
I will be a problem solver by exploring and using new solutions.
I will participate in class by sharing my ideas.
I will be a risk taker by trying new ideas.
I will challenge myself to think in new ways.

Kindness
I will show others I care through my words and actions.
I will reach out to others and help them.
I will show compassion to others.
I will treat others the way they want to be treated.

Respect
I will use kind words.
I will use good manners and a polite voice.
I will listen to others when they are talking.
I will listen to and learn from all adults.

Responsibility
I will make good choices.

I will follow directions the first time.
I will come to school ready to learn.
I will use, clean up, and put away materials safely and properly.

Sustainability
I will RETHINK by using our materials wisely (reduce, reuse, recycle).
I will look for examples of sustainability in my community.
I will be a model for others and teach them to care for our environment.

*I will use all of these core values to help me produce quality work that makes me feel proud.*

*With these core values I will become a productive learner in our school community.*

*These values will help me become a contributing citizen of the world.*

## EXPLORERS' ACCOUNTABILITY PLAN

The school's core values of respect, responsibility, cooperation, kindness, sustainability, and creativity are modeled, demonstrated, and celebrated daily. Aligned with the core values, Explorer Expectations were created in order to provide students with specific "I will…" statements related directly to these values.

In response to behavior needs throughout the school, the Museum School staff has collaborated to revise the Explorers' Accountability Plan. This plan is based on the DeKalb County School's Code of Conduct but tailored to meet the needs of our school community. The purpose of this plan is to create a clear, detailed look at specific behaviors and associated consequences. All staff members, throughout the school day, will carry out the plan. In addition, the plan strives to hold students accountable for their own behaviors and actions. By communicating expectations as well as consequences for inappropriate behaviors, we expect to develop young learners that demonstrate core values consistently but are also aware of consequences for inappropriate choices.

See Appendix A.

The students will be introduced to the plan through a school-wide assembly and thorough classroom discussions. The plan is effective immediately. As with all of our school programs and initiatives, your involvement and support is crucial. Thanks again for your support.

## AFTERCARE PROGRAM

The Museum School of Avondale Estates is partnering with the after school program provider Connect.

The Goals
The Museum School's core values and mission are the basis of how any program should be built. Global Sport Solutions (Connect) believes we can not only build a better after school program but one that aligns with the core values and puts the family first. We have built a program that is based around human needs - Physical Health, Mental health and Spiritual health. Using our experience in health, education and administration, the Connect After School program will listen to and respond to the parents, student's and school's needs.

Under this program, students of all ages would be placed in an environment with a holistic approach. Using up to date research on exercise and cognition, cross lateral movements, Ball School as well as programs built around the school curriculum, we offer on site management and a true partnership with the school.

This program would include:

• Daily after school programming
• School Holiday programs
• Summer Camp programs
• School Tours to Europe (optional)

Learn more about Connect at **www.connectafterschool.com**.
Contact Connect at **tleavy@connectafterschool.com**.

## ARRIVAL

Though the school's main entrance will not be used for several more years, the walkway and drive in front of the entrance will be used for drop-off and pick-up. It will likely take a couple of weeks for all of our parents, students, and staff to learn the arrival and dismissal system. We appreciate your patience with staff members and fellow parents during this time period. Please note that parking is very limited. Parents that wish to walk their child in should park on the street north of the gym.

- Follow the marked route for arrival/dismissal.
- Enter the drive from the west or east and exit via right turn only.
- Your child(ren) will be greeted at your car (within the unloading zone) and supervised down the sidewalk.
- **To ensure an 8:00 am instructional start, staff members will conclude the arrival routine at 7:55 am. If you arrive after 7:55 am, you must park and walk your child into the front office.**

Students will not be permitted in the building prior to 7:30 am. There will be no staff members available to supervise students before this time. Parents can drop off students along the front walkway beginning at 7:30 am through 7:55 am. Students that arrive between 7:30 am - 7:45 am will be supervised in the media center. At 7:45 am, students will be released to their classrooms.

School starts at 8:00 am, at which time students should be seated and ready for instruction. Parents are welcome to walk their children to the front door or to the classroom door. However, please say your goodbyes at the door. Having parents in the classroom when the teacher is beginning the school day can be very distracting. Also, please refrain from conversations with the teacher at this time. Conferences and conversations can always be scheduled for a time that is convenient for parent and teacher.

*First Week of School note*: 1st, 2nd, and 3rd grade parents, remember to say your goodbyes at the classroom door beginning on Friday. Kindergarten parents, we ask that you say your goodbyes at the classroom door starting on Tuesday morning.

**Tips and Reminders:**
• Students can be dropped off as early as 7:30 am.
• School begins at 8:00 am, at which time students should be in their classrooms ready to begin.
• Students dropped off between 7:30 – 7:45 will wait in the media center until released to their classes.
• Students should dress appropriately on days with inclement weather. Rain jackets and umbrellas are strongly encouraged.
• Traffic from the North and South will merge and drop-off in front of the original front entrance. Cars should merge by the first island as you approach the unloading zone.
• Cars exiting the unloading zone will make a right turn only.
• Parking is very limited. If you intend to walk your child into class, please park on the street north of the gym.
• For your child's safety, please only drop off your child in the unloading zone. Please do not at any time drop off you child on the street.

## ATTENDANCE POLICY

The Museum School of Avondale Estates operates under the authority, of the State Board of Education Rules and laws set forth in the state of Georgia.

Student attendance rates impact the school's College and Career Readiness Performance Index (CCRPI) as well as other accountability reports.

Punctual and regular attendance is important and expected. Regular attendance in school is the joint responsibility of the student and his/her parent(s) or guardian(s). The responsibility of our school is to provide each student with quality instruction and inform parents if their child is absent from school.

**If a student must be absent, his/her parent(s) MUST notify the school's front office prior to 7:45 a.m. on the day of the absence.**

Students of school age have a right to a free public school education; they have a responsibility to attend school. Regular attendance is essential if students are to benefit fully from the educational opportunities provided for them. Unless excused by the principal, students are expected to be in school on time every day.

The State Legislature has recognized the importance of regular attendance by enacting a compulsory attendance law for students under the age of 16.

This law requires parents or guardians to see that their children attend school, and it provides penalties for failure to do so. Penalties are also given to for anyone, including other students, who encourages or induces students to be absent or who employs or harbors a student who should be in school.

The school contracts with attendance officers who are authorized and required to file a petition in the Juvenile and Domestic Relations Court to obtain compliance with this law.

**Definitions**

**Absence -** A student is absent any time he or she is missing from school or from any assigned class or school activity. Absences are **unexcused** or **excused** based on the reason cited on the documentation from parents as to why the student was absent. If documentation is not submitted, the absence will be automatically labeled as unexcused and subject to sanctions.

**Tardy -** A student is tardy when a student arrives at an assigned place after the designated time. Repeated or habitual tardiness is an undesirable habit and is also disruptive of the orderly instructional process; therefore, teachers or principals will take corrective action.

**160-5-1-.10**

(a) **Truant** – any child subject to compulsory attendance who during the school calendar year has more than five days of unexcused absences.

Truancy is a serious offense that requires stern corrective action on the part of the school and the parents.

GENERAL ATTENDANCE RULES

Any student who is tardy or who must leave school prior to regular dismissal time MUST check in and/or out with the front office secretary. Otherwise, the student will be considered truant.

If a student misses school in order to attend a non-school function, the absence will be considered as unexcused unless he/she has received prior approval from his/her principal.

Students participating in a school-sponsored contest/event will attend school the full day in order to participate. Exceptions can only be made by the principal designee.

A student who has been absent for more than five (5) days for illness, must present a physician's statement to be readmitted to class.

A student will be marked absent for one-half day if the student is out-of-school for more than 1.5 hours but less than 4 hours; a student will be marked absent for a whole day if the student is out-of-school for more than 4 hours.

EXCUSED ABSENCES

The following are considered excused absences: Illness, funeral, medical or dental appointment, instances where attendance could be hazardous as determined by DeKalb County School System, and other absences for which permission has been granted in advance.

The following, even with parental consent, are considered unexcused absences: Truancies, working, missing the bus, oversleeping, shopping, car not starting, keeping personal appointments, visiting out-of-town (unless excused prior to absence), needed at home (unless excused prior to absence), and other avoidable absences. If there is doubt about whether an absence will be considered excused or unexcused, check in advance with the building principal. No credit will be given for work missed due to an unexcused absence. However, students must make up all work to meet their educational needs.

The following applies to all unexcused absences:

| Number of Unexcused Absences | School Action Per Occurrence |
|---|---|
| 1-2 | School notifies the parent of absence. |
| 3-5 | School notifies the parent of absence and refers student to the counselor who will then meet with the student and/or parent for the purposes of discussing the reasons for absences and signing an attendance contract. |
| 6-7 | Letter sent to parent/guardian informing him/her of the student's absences and the administrative and legal consequences of continued absence from school. |
| 8 + | Counselor will make a referral to the school social worker to conference with the parent/guardian and student for assessment and/or possible referral to Juvenile Court, Solicitor-General's Office, DFCS, or other agency. |

TARDINESS

Classroom teachers must record and report any student who is late to school or class as tardy. Consistent tardiness may result in disciplinary action.

| Number of Tardies | School Action Per Occurrence |
|---|---|
| 1-2 | Student receives a warning. Teacher is responsible for contacting the parent(s). |
| 3-6 | Student is referred to the counselor who is responsible for contacting the parent. |
| 7- 10 | Letter sent to parent/guardian informing him/her of the student's tardies and the administrative and legal consequences of continued absence from school. |
| 8 + | Counselor will make a referral to the school social worker to conference with the parent/guardian and student for assessment and/or possible referral to Juvenile Court, Solicitor-General's Office, DFCS, or other agency. Parents will be required to sign the referral. |

CLASS TRUANCIES

A student is considered truant if he/she: is on school property but does not attend classes or study lab; has any unexcused tardy to a regular class which exceeds five minutes; leaves the classroom without a signed teacher permission slip. A student who is truant will receive no credit for work missed. However, students must make up all work to meet their educational needs.

EXCESSIVE ABSENCES

Any student who is absent for more than twelve (12) excused or unexcused days in any one semester will be considered as having excessive absences. These absences do not include those that result from participation in school-sponsored trips.

PROLONGED ABSENCE DUE TO ILLNESS
If a student is absent due to illness for more than ten (10) consecutive days, arrangements can be requested for an alternative education program.

PERFECT ATTENDANCE
Perfect attendance is defined as a student who has been present every day (no excused or unexcused absences), has arrived at school every day on time (no tardies), and remained at school for the entire school day (no early dismissals). Perfect attendance is quite a feat and students achieving this honor are celebrated at a school assembly.

**COMMITTEES**

TMS encourages parents to participate in the different committees and groups that are available to them. In order to participate, parents have to apply to be on the committee and then regularly attend the meetings. There are several committees on which parents may sit:

- **Parent Teacher Organization (PTO)**- This group will organize school-wide fundraisers and activities to support and sponsor outreach programs for students and staff.

- **School Committees** – These committees will be formed in the fall and spring based on student, staff, parent, and volunteer needs.

Please look for more information soon regarding participation on these committees.

**COMMUNICATION**

You can contact the Main Office at 404.289.0320 during the hours of 7:30 am – 3:30 pm. Our voice mail can be reached at any time throughout the day or night. Through this system, you can call your child in absent or leave a message for anyone on our staff including your child's teacher.

The Principal's Newsletter is the school's primary form of communication, sent out weekly with upcoming events and announcements. Be sure to notify the front office, if you do not receive the weekly newsletters (typically sent on Sunday afternoons). **Please remember to check your child's Explorer's Log daily for letters and bulletins announcing upcoming events.**

For the 2015-2016 school year, all *general announcements* will be communicated through scheduled school and class newsletters. It is imperative that the school newsletter be reviewed thoroughly and in its' entirety as it will be the parents' and students' primary source of information.

- *Specific updates and reminders* will be available through school and class websites, Facebook pages, Twitter accounts, and /or blogs. This gives parents the option for additional communication without overloading email inboxes. In most cases, parents can also opt in to or out of various forms of communication. See your child's teacher for more details.
- All electronic links for sign-ups and invitations will be will be embedded in school and class newsletters and not communicated to parents separately. This includes links and messages from Museum School staff members, PTO representatives, Room Parents, etc.

**DROP OFF PROCEDURES**

Parents are to drop off their child at the front sidewalk near the school's original main entrance. Please do not drop your child off before 7:30 am. School staff will supervise students in the media center that arrive between 7:30 am - 7:45 am. At 7:45 am, students will be released to their classrooms. School begins at 8:00 am. Students who arrive after 8:00 a.m. must be brought to the office and signed in **by the parent!** Please do not drop off your child and allow them to enter the building unattended--**an adult must sign them in!**

Parents are welcome to walk students into their classrooms on the first day of school ($1^{st}$ – $7^{th}$ grades) and the first two days of school (Kindergarten). For the remainder of the school year, we ask that parents who walk in please say goodbye at the classroom door. This will aid our staff as we implement morning routines and procedures. Thanks for

your help!

**EARLY DISMISSAL**

If you need to pick up your child during school hours, you must do so through the office. You will be required to sign an Early Dismissal Log at which time we will call your child to come to the office. We encourage parents to schedule doctor appointments after school hours in order to minimize disruption to the classroom. **You may not sign your child out after 2:15 pm, unless in case of an emergency.**

**ELECTRONIC DEVICES***

Cell phones and other electronic devices (iPods, hand held games, etc.) should not be visible or heard at any point during the school day. They should be turned off and stored in a book bag. It is recommended that students leave electronic devices at home, as the school cannot be responsible if devices are lost or damaged while at school. Devices that are heard or seen during the day will be taken from the student and turned into the office. If a student has an electronic device taken during the school day, a parent will have to pick it up from the office.

**EMERGENCY PLAN**

The City of Avondale Estates' City Manager and Chief of Police as well as the DeKalb County Fire Marshall have reviewed the school's safety and emergency plan and provided helpful feedback. We ask that you please take a moment to review these drills with your child.

Fire Drill

During a fire drill, all classes will take the primary route indicated on the room Evacuation Chart, posted in each classroom. Students will walk silently in a single file line out of the room and to the assembly area noted on the maps located at each exit. Students remain there until the "all clear" is announced. Fire drills will be conducted once per month per state law. The first drill will be within the first 10 days of school. Teachers will review and practice fire drill procedures with students during the first week of school and periodically throughout the school year.

Tornado Drill

There will be at least 2 tornado drills during the school year. Teachers will review and practice tornado drill procedures with students during the first week of school and periodically throughout the school year.

As a tornado **WATCH** is issued, the Principal will make the announcement "Due to weather concerns in the area, please get in tornado positions." At this point, teachers will take the following actions:

• Based on location, escort students to the nearest interior hallway. • Bring records to document student attendance, insuring that all students are present. • Take attendance and report missing students to administrator immediately. • Aid students in sitting in the tornado protection position. • Return to the classrooms once the "All Clear" signal has been made.

Serious Incident

Lockdown and evacuation procedures have been established and presented to staff during pre-planning. Lockdown drills are practiced twice per school year.

Emergency Evacuation

In the event that we are faced with a dangerous situation that requires students and personnel to be removed from campus, an evacuation route is in place. An announcement will be made by Administration stating that there is an incident threatening our school, and to immediately follow emergency evacuation procedures. ALL students and faculty

will be transported to an alternate location with the assistance of the City of Avondale Estates. This event is not practiced, so it's imperative that all students are aware of procedures.

## FIELD TRIPS

Field trips, separate from learning expeditions, can be an integral part of the learning process in many areas of education. For purposes of this policy, a field trip shall be defined as an approved trip away from a school site. Field trips may only be requested for educational purposes and must be aligned to Georgia Standards of Excellence and the school's vision and mission.

For field trips to locations other than our museum partners, a note will be sent home with details including the destination, method of transportation, what children need to bring, and the fee for the trip. Field trips require written permission, in advance.

Students may be denied the privilege of participating in field trips, social and/or extracurricular activities if said student(s) has been disruptive, violated the student code of conduct or failed to conform to school rules and regulations.

In addition, students may be denied the privilege of participating in field trips, social and/or extracurricular activities if the student is in debt to the school for lunch, aftercare or any other program or activity.

The final decision on whether or not the student may participate shall be made by the Principal with documentation and input from the affected staff.

## GRIEVANCE POLICY AND PROCESS

It is the intention that most conflicts will be resolved via an informal process. In the event that parents, students, teachers, or employees are not satisfied with the resolution, we will refer them to the following Grievance policy and process based upon best practice and DCSD policy and guidelines.

In working together to fulfill its mission, The Museum School will encourage parents, students, teachers, and employees to address and resolve conflicts at the earliest level of the organization.

**Definitions:**

**Grievance** - A complaint from any individual within The Museum School (i.e. student, parent, employee) which:

- Sets forth the allegation that there has been a violation of any policy, accepted practices, or state or federal law.
- Specifically identifies the policy, practice, or statute violated.

**Grievant** - Any individual or group of individuals aggrieved by a decision or condition falling under policy, accepted practices, or state or federal law.

**Organizational Level** - The level of The Museum School for addressing grievances. The organizational level varies depending on the specific issue. Below is the organizational level matrix used for grievance procedures in this policy:

| **Organizational Level** | **Type of Issue** | |
|---|---|---|
| | **Classroom Instruction** | **Other Operations** |
| **Step I** | Teaching Staff | Directly Involved Party |
| **Step II** | Museum Liaison | Business Manager |

| | | |
|---|---|---|
| **Step III** | Principal | Principal |
| **Step IV** | Governing Board | Governing Board |

**Grievance Process**

**Step I:** Any individual alleging a grievance is encouraged to resolve the problem, if possible, through an informal discussion with the person(s) directly involved, beginning at the earliest level of organizational structure as outlined above.

- Student's parents should discuss classroom concerns first with classroom teachers.
- Employees should discuss concerns first with directly involved parties.

When individuals hear complaints or receive formal grievances, they should first make sure that grievant have first attempted in good faith to resolve problems with directly involved persons.

**Step II:** In the event that the informal discussion with directly involved parties does not resolve the issue, grievant shall file a formal written grievance form with the individual at the next level in the organizational structure. Grievance Forms, developed using the DCSD as a guide, will be available from the business manager or from the Museum School website.

1. The grievance must be filed within ten (10) working days of the date the grievant knew, or should have known, of the circumstances which precipitated the grievance.
2. The responsible individual shall respond in writing, within five (5) working days following receipt of the grievance.
3. If the next responsible party is the Head of School, Step II does not apply and grievant moves to Step III.

**Step III:** If the response (decision) at Step II does not resolve the problem, the grievant shall forward the grievance to the Head of School to initiate Step III.

1. The Head of School shall investigate the complaint with the parties concerned in the grievance within ten (10) working days of the grievance having been filed at Step II.
2. At the conclusion of the investigation, the Head of School shall render a decision and issue a written report setting forth the Head of School's findings and recommendations for the resolution of the grievance within five (5) working days.
3. The grievance shall be considered resolved if the grievant and the Governing Board accept the recommendations of the Head of School.
4. If no written report has been issued within the time limits set forth in "3" above, or if the grievant shall reject the recommendations of the Head of School, the grievant shall have the right to appeal to the Governing Board for review of the grievance at Step IV.

**Step IV: Appeal to the Governing Board**

1. A written request for the Governing Board's review of the grievance must be submitted to the Board Secretary within 10 days of the date of the Head of School's report or the expiration of the time limits set forth in Step III.
2. The Governing Board shall review the grievance and the Head of School report, and may hold a hearing.
3. The Governing Board may affirm the Head of School's recommendations, amend the recommendations, or affirm the recommendations in part and amend in part.
4. The Governing Board's written decision shall be issued within 30 working days of receipt of the grievant's written appeal by the board secretary
5. If no written decision has been issued within the time limit set forth in "4" above or if the grievant shall reject the decision of the Governing Board, the grievant shall be free to pursue the Grievance Policy as outlined in the DeKalb County School system's appropriate policy as administered by DCSD Department of Internal Affairs.

**HOMEWORK POLICY**

A general outline follows (by grade) of the time and days suggested for homework. In addition to this, unfinished classwork may also be sent home for completion.

**Kindergarten:** There will be occasional homework assignments to reinforce the day's lessons. Parents may also be asked to assist their child by reviewing classroom activities and reading to him/her each night. Homework assignments will be brief, interactive, and specifically relate to recent or near future lessons. Homework should not exceed 10 minutes.

**First Grade:** Students will be provided with leveled texts and related activities to read nightly. Homework assignments may involve math student journal activities. Assignments may reflect classroom science and social studies lessons. Homework should take about 15 minutes, assigned only Monday - Thursday.

**Second Grade:** Students will likely have 15-20 minutes of homework, four nights a week (Monday through Thursday). Homework assignments should incorporate leveled readers, math journals, and relevant social studies and science activities.

**Third Grade:** Students will have 20-30 minutes of homework, a maximum of four nights per week. Homework assignments should incorporate leveled readers, math journals, and relevant social studies and science activities. Homework may vary slightly during Georgia Milestones preparation.

**Fourth Grade:** Homework reinforces the skills taught throughout the day. 4th graders should work on homework between 30 and 40 minutes each day.

1. Reading 15-20 minutes Monday- Thursday and complete reading log. Reading logs will be collected on Fridays.
2. Math homework will be assigned per the teacher's discretion.
3. Study multiplication facts (0-12) daily.

**Fifth Grade:** Students will have 40-50 minutes of homework, four nights a week (Monday through Thursday). Students should expect to have math practice each night as well as word work or a reading response (depending on the day of the week). As a part of the 40-50 minutes, students will need to engage in at least 25 minutes of uninterrupted reading (most often will be their choice of book). On occasion, students will have an at-home project to work on for science or social studies. Please refer to the class blog for information on assignments. Select the category on the right-hand side that is labeled, "Homework."

**Sixth, Seventh, and Eighth Grade:** Middle grades students will likely have 60 minutes of homework Monday through Thursday*. This homework may include practice, reading, studying, projects, and technology based assignments. Students are responsible for recording their homework assignments in their agendas.
*Homework may be extended over the weekend due to long-term projects or missed/late assignments.

**All Elementary Grades:** Parents are encouraged to read with their child for 20 minutes per night.

In addition, home projects are assigned in every grade level throughout The Museum School. Home projects are to be completed by students with the *assistance* of parents or guardians. Final projects should reflect a student-created product.

**ILL CHILDREN**

To cut down on illness, please keep sick children at home while they recover. Children who become ill or injured while at school will be escorted to the office. Children are allowed to lie down in the office for fifteen (15) minutes. Based on the student's symptoms and if a longer rest period is necessary, the parents will be called to pick up the child.

**IMMUNIZATIONS**

Please make sure that all of your child's immunizations are kept up to date.

**LEARNING EXPEDITIONS**

Learning expeditions are an integral part of our curriculum. Learning expeditions to museums and partner organizations will typically take place on Tuesdays and Wednesdays. The school will cover costs related to learning expeditions including admission fees and transportation. Students are required to wear their light blue logo shirt and navy bottoms (see the uniform policy for more details) on learning expeditions.

Learning expedition permission slips will go home with the students at the beginning of each nine-week unit listing all of the museum-related learning expeditions for the quarter. Parents should immediately sign and return the permission slip on a quarterly basis.

For field trips to locations other than our museum partners, a note will be sent home with details including the destination, method of transportation, what children need to bring, and the fee for the trip. Field trips and learning expeditions require written permission, in advance.

**LOST AND FOUND**

In order to be proactive, we ask that you label everything that belongs to your child. We also request that you do not send valuable items (e.g. jewelry, iPods, etc.) to school with your child. Parents may look through the Lost and Found collection box located near the main office.

**MAKE-UP WORK**

The student and the teacher shall work together to make up any missed assignments, tests, homework, etc., whether for excused or unexcused absences, up to the specified absence limit.
Immediately upon return to school from an absence, the student shall be given the number of days missed plus one additional day to submit the make-up work for full credit.

**MEDIA CENTER**

The Museum School of Avondale Estates Media Center Handbook

Mission Statement

The Media Center's mission is to instill the love of reading into all students. This is done by supporting and collaborating with the teachers and by maintaining a collection of diverse materials on a variety of reading levels.

Media Center Visits

Every class comes to the media center on a weekly basis for a lesson and to check out books. Students may also come to the media center on an individual basis throughout the day.

Circulation

All students may check out a book of their choice. Once students have been given the STAR test, which gives them their reading level, they may check out two at once. Students will be allowed to check out more books if they are asked by their classroom teacher to check out certain books. For example, a fifth grader may have three books

checked out: a book of world records, a book on his reading level, and a book about WWII.
Books are checked out for one week, and may be renewed up to two times. After a book has been overdue for two weeks, a letter will be sent home to parents/guardians notifying you of the missing book. If a book is lost or damaged, parents/guardians will be asked to replace or pay for the book.

Young Adult Books
Students in grades four through seven are allowed to check out books from the young adult section. The books on these shelves are written with older students' interests in mind and may contain mature content. Students in third grade are allowed to use this section with written permission from parents/guardians.

Volunteers
There is always something to do in the media center, so parents/guardians are always welcome to come by and help out. Please contact our media specialist Jennifer Price to coordinate your time.
jennifer.price@themuseumschool.org

Accelerated Reader

The Museum School uses a software program called Renaissance Place to enhance our students' reading. First through fifth grade all take the STAR test, which is a computer-adaptive reading test, three times a year to help set appropriate reading levels. (This is in addition to the other, more comprehensive evaluations that our teachers use).

From the STAR test we learn two main things: the student's "Instructional Reading Level" (IRL) and the "Zone of Proximal Development"(ZPD). The IRL is the grade level at which the student is at least 80% proficient at recognizing words and comprehending reading material. For example, if a student scores an IRL of 4.3, that student is at least 80% proficient at reading fourth grade words and books. The Zone of Proximal Development is the reading level range from which the students should be selecting books for optimal growth in reading, also known as "just right books". The student example above whose IRL was 4.3 would have a ZPD of 3.3-5.2, which is a little above and a little below his IRL.

Once the students have their levels, they can participate in our Accelerated Reader program. The students choose books on their level and take a short computerized comprehension test when they have completed the book. Each book is worth a certain number of points depending on the length of the book. If a student passes a comprehension quiz, he/she is awarded points. These points accumulate toward a personal reading goal and for dog tags from the media center that say "Super Reader, Advanced Reader, etc."

Parents, you can support our program and your student by encouraging and asking about the books that are being read and tested on. Renaissance Home Connect gives you access to your students' record outside of school from any computer with an internet connection. It allows your student, your student's teacher, and you to share information about your student's progress in Accelerated Reader. You can also choose to receive emails showing your student's quiz results as they are being taken. This is a great way to start a conversation about books! "Hi, I noticed that you took a quiz today on Stellaluna and made a 90%. That is great! Would you like me to help you find another book by that author?"

To access Renaissance, go to the following website: https://Hosted118.renlearn.com/2887505/HomeConnect . Your student will use the same login that they use at school to view their information. Please contact your student's teacher or Mrs. Price if you need this login information.

Students can only test at school, but we have a quiz for most books, so students can test on books from home or other libraries. You can go to www.arbookfind.com to easily find the level of the book your student is reading.

## MEDICATIONS

All medications must be administered through the office. If your child needs to take any medication during school hours, please completely fill out the Medical Authorization form and return it to our office to be placed in your child's health folder. We do not supply any non-prescription medication. All prescription containers must be current and match the authorized prescription.

## PARENT AGREEMENT

The mission of The Museum School of Avondale Estates is to inspire students, teachers, and the community to collaborate to develop strong critical thinking, interpersonal, and academic skills in our students, which will prepare them for real-world success.

The core values of The Museum School are: Responsibility, Respect, Sustainability, Cooperation, and Creativity. The Museum School seeks to form a mutually supportive relationship between students' families, the school, and the community. For this reason, students and their families are expected to contribute to the success of the school. If you would like your child/ren to be part of this learning community, please indicate your willingness to contribute to the school by reading and signing the following.

As a parent/guardian, I understand that I am the person most responsible for my child's education and development. I choose for my child to attend The Museum School of Avondale Estates. I know I have other public school options in this attendance zone, but I feel the mission, vision, and values of The Museum School coupled with a high level of parental involvement best meets the needs of my child and family. I will partner with The Museum School of Avondale Estates, my child, and the school community to promote my child's personal development and academic achievement. I will model respect, responsibility, and cooperation for my child in fulfilling the responsibilities listed below.

**Parent /Guardian Responsibilities**

- I will donate volunteer service to the school each year. My family and I will donate 15 hours per enrolled child.
- I will attend all required parent-teacher conferences.
- I will have my child at school each day on time and ready to learn.
- I will ensure that my child has a quiet time and place to read and do homework assignments. I will check for homework assignments throughout the week to ensure their completion.
- I will know, reinforce, and follow the Code of Conduct.
- I will treat Museum School staff, parents, and children with respect at all times.
- I will respond immediately to any questions or concerns from my child's teacher.
- I will report any absence or illness to the school promptly. I will keep my child out of school on days when he or she is ill.
- I will inform the school immediately of any change in authorized transportation or contact persons. I will also inform the school of any change in address, phone number, or family status.
- I will support my child's development of his or her self-concept, individuality and interests.

**Parent /Guardian Rights**

- My child will learn in a safe and healthy environment.
- My child and family will be treated with respect by The Museum School staff, parents, and students at all times.
- I will receive written goals and curriculum for my child's classroom at the beginning of the school year.
- I will receive meaningful communication regarding my child's progress from my child's teachers.
- I will provide staff with feedback regarding the strengths and weaknesses of the school's program.

- I will have the opportunity to serve on a volunteer committee or subcommittee.
- I will have ample notice of school events and meetings so that I may make plans to attend them.
- I will be able to meet with The Museum School administration and staff in a timely manner (and immediately for any concern involving a child's safety).
- I will have access to parent representation on the Governing Board.

**The Museum School of Avondale Estates' Steps to Cooperate With Parents/Guardians to Fulfill Responsibilities**

- The Museum School will offer many different kinds of volunteer opportunities to best link the talents, interests, abilities and needs of my family with the needs of the school.
- The Museum School will provide a schedule of events, meetings, and volunteer opportunities with ample time for me to plan to attend.
- The Museum School will hold family meetings at different times and days to accommodate different family schedules.
- The Museum School will be flexible in setting up parent-teacher conferences so I may attend.
- The Museum School administration will be available to meet if extenuating circumstances prevent me from meeting my responsibilities. The administration will be creative in helping to find a solution to satisfy my obligations.

**Agreement**

- I understand that I must agree to all terms of the contract in order to enroll my child in The Museum School of Avondale Estates. I understand that it is my responsibility to notify the Museum School administration of any circumstances that could interfere with my ability to fulfill these obligations so that a solution may be found that best matches my family's needs and those of the school. Once a dialogue is established, a reasonable solution should be able to be found, even in the most severe of situations.

**PARENTAL INVOLVEMENT**

1. Families will donate hours on a per child basis. All families are expected to donate 15 hours per student, with a maximum of 30 hours. *
2. The student's parents and grandparents or guardians should complete hours. Extended family members are also able to complete hours.
3. A minimum of half the required hours should be completed during the first semester of school.
4. All hours must be completed AND recorded by April 30.
5. All hours served must be recorded and submitted. Hours may be submitted electronically through the provided website or by hard copy on a "Record of Volunteer Hours" form. Volunteers are strongly encouraged to use the electronic platform. If using the hard copy form, it is the responsibility of the volunteers to complete the form in its entirety, including having the form approved and signed by a school staff member or volunteer event coordinator.
6. Please turn in all hours—even if you volunteer more than your required hours per year.

### What qualifies for Parent Involvement Time?

Time that assists the school, teachers, and classes qualifies to earn parent involvement hours. These items include:

- Completing tasks or assisting in a classroom
- Completing assigned tasks at home with specific instructions, depending on availability
- Acting as a monitor in hallways, cafeteria, car line, etc.
- Visiting a museum partner with your child (limit 5 hours – 1 hour earned per visit)
- Actively chaperoning learning expeditions and field trips, including overnight trips**
- Serving on the Governing Board (limit of 1/2 of total hours)
- Serving on a Board-level committee, school operations committee, sub-committee or task force (limit of 1/2 of total hours)

- Serving on the PTO board (limit of 1/2 of total hours)
- Completing tasks and projects as a Governing Board, PTO Board or committee member
- Working on PTO events
- Saturday/Sunday workdays
- Organizing and/or participating in special events (performances, auctions, Field Day, etc.)
- Working to improve school building and grounds
- Bringing requested food or drink for school-wide events (limit of 1/4 of total hours)
- Completing special copy projects (100 copies = .25 hour)
- Serving as a Room Parent or Athletic Volunteer Coach

### What does not qualify as involvement time?

Time that is spent with only your child, at school or away from school, is *good parenting time* and not considered involvement time for the school. These items will not satisfy the parent involvement commitment:

- Helping your child with homework
- Visiting your child for lunch
- Watching your child in a performance
- Attending Exhibit Nights
- Attending parent/teacher conferences
- Visiting your child's classroom
- Attending a school event

* If this updated requirement presents a severe hardship, families should contact the Principal as soon as possible.
** To earn volunteer hours for chaperoning an expedition or trip, parents are asked to fully attend to the participating class. Volunteer hours will not be awarded to parents that tend to their child only. In order to fully focus on the class, please do not bring siblings.

## PARENTS, VISITORS, AND VOLUNTEERS

To maximize instructional time, we ask that all parents and volunteers schedule their visits in advance. In addition, it is critical that **ALL** visitors report to the main office to sign in and receive a visitor's badge immediately upon entering the building. **Please do not go directly to your child's room without coming to the office first.** Unscheduled visits to classrooms are often disruptive to students and teachers. Parents that are dropping off student or class materials, snacks, supplies, etc. should leave these items with a front office staff member. The items will be delivered to your child's class by a staff member. In an effort to minimize classroom distractions, please do not bring younger siblings to the school when you are volunteering.

## PETS

With the exception of approved classroom pets, we ask that all families leave pets at home, especially during drop-off and pick-up.

## PICK UP PROCEDURES

**2015-2016 Dismissal Process**

• Middle School parents are asked to pick up their students between 3:15 and 3:30. Middle School walkers/bikers will be dismissed at 3:15.
• Students whose last name begins with A – M should pick up between 3:00 pm – 3:15 pm.
• Students whose last name begins with N – Z should pick up between 3:15 pm – 3:30 pm.
• Please note that 3:15 pm is the latest that A-M students should be picked up and is the earliest that M-Z students should be picked up.

• For carpools, please follow the time for the driver of the car. For example, if the Smith Family is picking up the Johnson Family, all students should be picked up between 3:15 – 3:30 pm.
• Students will only be released to parents standing on the sidewalk near the bike rack or to parents in cars. Please do not stand on the front sidewalk near the loading zone with your car-rider number.

**Notes and Tips:**

•One car-rider number will be assigned per family. If you need an additional card, please contact Chantel Nelson.
•If your child will be riding home with another family frequently, please complete a form in the front office giving unlimited permission for the other family to pick up your child.
•If you are picking another child up, you must display his/her car rider number.
•If you are picking up bikers or walkers, please hold your number card high on the sidewalk near the bike rack area and your child will be escorted over.
•Parents picking up bikers and walkers should not park in front of the school to pick-up. Please park in a lot or on a portion of the street either north or south of the school.

** All students will be required to register for the Connect after school drop-in program. With this registration, all families will have the option of using the emergency drop-in care. In addition, students that are not picked up by 3:30 pm will be placed in the Connect Drop-in program. Parents will pick up their child(ren) directly from Connect and will be required to pay all associated fees.

## PROMOTION, PLACEMENT, AND RETENTION

The Museum School of Avondale Estates has established criteria to address the requirements of the Georgia Academic Promotion, Placement, and Retention Policy (O.C.G.A. § 20-2-282, 283, 284, and 285). The regulations of this policy will be applied for students in Grades K-8 to help assure that basic promotion, placement, and retention criteria will be consistently addressed.

The Museum School of Avondale Estates will, at a minimum, comply with all applicable authority and State requirements regarding student promotion, placement and retention. This includes, but is not limited to, O.C.G.A. § 20-2-281, *et seq*. This Rule will be applied to students in Grades K-12 to help assure that promotion, placement, and retention criteria will be consistently addressed.

State rules and regulations, as well as local school policy, will be followed regarding assessment procedures and criteria used to determine the readiness of students for the next grade level. Multiple, state approved, sources of data will be used to identify each student's strengths and needs, determine the appropriate placement for each student, and to assist with the design of appropriate instructional programs and teaching methods.

Placement decisions for the following school year will be made on an individual basis and will be based on a review of the student's overall academic achievement. At the end of the year, a committee consisting of the Principal, classroom teacher, support staff members, parents, and any other relevant parties will make this decision based on documentation of academic progress and achievement throughout the school year. Based on classroom performance, formal assessments, and informal assessments, the decision may be made for a child to be retained. However, the Principal will have the final authority for placement decisions. The committee will develop an accelerated, differentiated, and/or additional instructional plan for each student who does not achieve grade level. If a student is retained, written documentation of evidence supporting the decision will be filed in the student's permanent record. Students who are retained will be provided accelerated, differentiated and/or additional instruction. No student will be retained in Kindergarten more than once.

The decision to place the student must be the unanimous decision of the placement committee and must determine that if placed and given accelerated, differentiated, and/or additional instruction during the next year, the student is likely to perform at grade level by the conclusion of the school year. If the placement committee cannot reach a unanimous decision to place the student, he/she shall be retained in their current grade level for the subsequent school year. For students receiving special education or related services, the Individual Education Program (IEP) Team shall serve on the placement committee.

No student will be retained more than once in each of the following grade categories:
Kindergarten
Grades 1 or 2
Grade 4
Grades 6 ,7., or 8

| The Museum School of Avondale Estates' Promotion Criteria | |
|---|---|
| **Kindergarten** | **About Promotion to 1st Grade**<br>A child enrolled in Kindergarten must successfully master the current grade-level GSE (Georgia Standards of Excellence) in order to earn promotion to the next grade level.* Readiness for the 1st grade will be determined by the child's classroom grades and/or input from the school's Student Support Team (SST) and/or Placement Committee. *** Note:** A special education student's promotion is determined by his or her Individualized Education Program (IEP). Promotion for a student with Limited English Proficiency (LEP) is determined by his or her Modification and Intervention Plan, or by recommendation of the English Language Learner (ELL)/Test Participation Committee. |
| **1st Grade** | **About Promotion to 2nd Grade**<br>A child enrolled in 1st grade must successfully master the current grade-level GSE (Georgia Standards of Excellence) in order to earn promotion to the next grade level.* Readiness for the 2nd grade will be determined by the child's classroom grades and/or input from the school's Student Support Team (SST) and/or Placement Committee. *** Note:** A special education student's promotion is determined by his or her Individualized Education Program(IEP). Promotion for a student with Limited English Proficiency (LEP) is determined by his or her Modification and Intervention Plan, or by recommendation of the English Language Learner (ELL)/Test Participation Committee. |
| **2nd Grade** | **About Promotion to 3rd Grade**<br>A child enrolled in 2nd grade must successfully master the current grade-level GSE (Georgia Standards of Excellence) in order to earn promotion to the next grade level.* Readiness for the 3rd grade will be determined by the child's classroom grades and/or input from the school's Student Support Team (SST) and/or Placement Committee. *** Note:** A special education student's promotion is determined by his or her Individualized Education Program (IEP). Promotion for a student with Limited English Proficiency (LEP) is determined by his or her Modification and Intervention Plan, or by recommendation of the English Language Learner (ELL)/Test Participation Committee. |
| **3rd Grade** | **About Promotion to 4th Grade**<br>The state requires that Georgia 3rd graders score in the "Meets Standards" (Level 2) range or higher on the ELA subtest of the Georgia Milestones Assessment to earn promotion. In addition, TMS students must successfully master the current grade-level GSE in order to earn promotion to the next grade level. The Principal or designee may retain a student who performs satisfactorily on the GMA, but does not meet local promotion standards and criteria.* Readiness for the 4th grade will be determined by the child's classroom grades and/or input from the school's Student Support Team (SST) and/or Placement Committee.<br><br>Should a child not pass the GMA ELA subtest to earn promotion to 4th grade, he or she will have the opportunity to retake the GMA retest. *** Note:** A special education student's promotion is determined by his or her Individualized Education Program (IEP). If a student learning English is not successful on the Reading GMA subtest (a state promotion requirement), the student must take a retest during summer school. If the student does not pass the retest, a Student Support Team and/or Placement Committee will determine the student's placement for the next school year. |
| **4th Grade** | **About Promotion to 5th Grade**<br>To earn promotion to the 5th grade, TMS 4th graders must earn a passing score on each of the following Georgia Milestones Assessment subtests: English/Language Arts, Mathematics, Science, and Social Studies.*<br><br>Should a child not pass all required GMA subtests to earn promotion to 5th grade, he or she will have the opportunity to attend summer school and to take needed retests. A student who does not meet all promotion requirements after summer school and retests will not be promoted to 5th grade. The student will receive extra help the next year through an intervention program.<br><br>*** Note:** A special education student's promotion is determined by his or her Individualized Education Program (IEP). Promotion for a student with Limited English Proficiency (LEP) is determined by his or her Modification and Intervention Plan, or by recommendation of the English Language Learner (ELL)/Test Participation Committee. |
| **5th Grade** | **About Promotion to 6th Grade**<br>The state requires that Georgia 5th graders score in the "Meets Standards" (Level 2) range or higher on the ELA and Mathematics subtests of the Georgia Milestones Assessment to earn promotion. In addition, students must earn a passing score on the Grade 5 Writing Assessment. Students also must successfully master the current grade-level in order to earn promotion to the next grade level.*<br>Should a child not earn promotion to 6th grade, he or she will have the opportunity to attend summer school and to |

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| | take needed retests. A student who does not meet all promotion requirements after summer school and retests will not be promoted to 6th grade. Instead, the student will receive extra help the next year through a transition program.<br>*** Note:** A special education student's promotion is determined by his or her Individualized Education Program (IEP). If a student learning English is not successful on the Reading and Mathematics GMA subtests (a state promotion requirement), the student must take a retest for the failed subtest(s) during summer school. If the student does not pass the retest(s), a Student Support Team will determine the student's placement for the next school year. |
| **6th Grade** | **About Promotion to 7th Grade**<br>To earn promotion to the 7th grade, TMS 6th graders must earn a passing score on each of the following Georgia Milestones Assessment subtests: English/Language Arts, Mathematics, Science, and Social Studies.*<br><br>Should a child not pass all required GMA subtests to earn promotion to 7th grade, he or she will have the opportunity to attend summer school and to take needed retests. A student who does not meet all promotion requirements after summer school and retests will not be promoted to 7th grade. The student will receive extra help the next year through an intervention program.<br><br>*** Note:** A special education student's promotion is determined by his or her Individualized Education Program (IEP). Promotion for a student with Limited English Proficiency (LEP) is determined by his or her Modification and Intervention Plan, or by recommendation of the English Language Learner (ELL)/Test Participation Committee. |
| **7th Grade** | **About Promotion to 8th Grade**<br>To earn promotion to the 8th grade, TMS 7th graders must earn a passing score on each of the following Georgia Milestones Assessment subtests: English/Language Arts, Mathematics, Science, and Social Studies.*<br><br>Should a child not pass all required GMA subtests to earn promotion to 8th grade, he or she will have the opportunity to attend summer school and to take needed retests. A student who does not meet all promotion requirements after summer school and retests will not be promoted to 8th grade. The student will receive extra help the next year through an intervention program.<br><br>*** Note:** A special education student's promotion is determined by his or her Individualized Education Program (IEP). Promotion for a student with Limited English Proficiency (LEP) is determined by his or her Modification and Intervention Plan, or by recommendation of the English Language Learner (ELL)/Test Participation Committee. |
| **8th Grade** | **About Promotion to 9th Grade**<br>To earn promotion to the 9th grade, TMS 8th graders must earn a passing score on each of the following Georgia Milestones Assessment subtests: English/Language Arts, Mathematics, Science, and Social Studies.*<br><br>Should a child not pass all required GMA subtests to earn promotion to 9th grade, he or she will have the opportunity to attend summer school and to take needed retests. A student who does not meet all promotion requirements after summer school and retests will not be promoted to 9th grade. The student will receive extra help the next year through an intervention program.<br><br>*** Note:** A special education student's promotion is determined by his or her Individualized Education Program (IEP). Promotion for a student with Limited English Proficiency (LEP) is determined by his or her Modification and Intervention Plan, or by recommendation of the English Language Learner (ELL)/Test Participation Committee. |

**PROMOTION INDICATORS:**

All or part of the following indicators shall be considered:

1. **Kindergarten:**

a. Readiness level as established by the results of the state assessment.

b. Readiness level as indicated on the student report card.

c. Teacher recommendation for promotion.

2. **Grades 1 – 5:**

a. Readiness level as established by the results of the appropriate Milestones section in the areas of reading and/or mathematics.

b. Readiness level as indicated on the student report card.

c. Teacher recommendation for promotion.

3. **Grades 6 – 8:** Retention of students should be made at the lowest level:

a. Number of failing grades (failing 3 or more subjects for the year).

b. Standardized test scores (including Milestones in ELA and math).

c. Math and reading performance.

d. Learning ability of student.
e. Previous interventions (including Response to Intervention or R.T.I.).
f. Previous retentions.
g. Age and maturity of student.
h. Excessive absences.
i. Teacher recommendation.

**REPORT CARDS/QUARTERLY REPORTS**

Quarterly Reports are standards-based and issued quarterly. The chief purposes of this report are:

- to help parents understand the child's progress in relation to the school's objectives;
- to help parents share in planning for future progress; and
- to help the child grow through an evaluation of his habits, attitudes, and achievements.

**ROOM PARTIES**

All parties during school hours must be approved by the Principal and should be reserved only for special occasions and events. Staff and parents are encouraged to bring in healthy foods. No soda may be served in school.

For birthday celebrations, parents may bring in a special snack for students to enjoy with classmates during lunch. This allows students to celebrate their special day without interrupting instruction. Please only bring enough treats for your child's class.

If students bring invitations to distribute at school for a birthday party, **all** students in the class must be invited to the party. Please notify the teacher prior to sending birthday party invitations to school for distribution.

**SCHOOL CLOSINGS**

The school's calendar has been provided to parents and students and is different than DeKalb County School's calendar. However, in case of inclement weather we will follow DeKalb County School District's closings. Your local radio and television stations will announce the closings.

**SCHOOL LUNCHES**

Children have the option to bring a home lunch or place an order for a school lunch. Students may not be removed from the campus for lunch. We encourage healthy eating habits, so please limit the sugar intake in your child's lunch. There are to be no cans of soda, no carbonated drinks and no glass bottles in school. Home lunches should be sent to school with your child. Forgotten lunches must be delivered to the front desk by 8:30 am. After this time, your student will be counted in the lunch count and charged for that day's lunch.

School lunches are provided by GA Foods and are all pre-paid. You must sign up for a school lunch account on our HotLunchOnline website to order student lunches. Orders must be placed in advance . If a student forgets to bring lunch or has not ordered online, he/she may charge a lunch.

Lunch is $4.00 and includes milk. Reduced price lunches are $0.40. Free and reduced lunch applications will be sent home with all students on the 1st day of school. All families are expected to complete and return the forms regardless of eligibility for the program. All families that complete the application will earn 1 volunteer hour.

If you would like to eat lunch with your child, we ask that you sign in at the front desk, receive a visitor's badge and meet us at the gym at your child's designated lunchtime. In order to encourage healthy eating, please do not bring in fast-food items for your child to eat during school lunch.

**SCHOOL PICTURES AND YEARBOOKS**

School pictures will be taken at least twice a year, fall and spring, and will available for order. In the spring, we will take class pictures.

The PTO sponsors a Yearbook Committee, open to staff members, parents, and students.

**SCHOOL SUPPLIES**

Each teacher has distributed a list of the necessary school supplies for the class. Some items will be used for the entire class community and some may be for your child specifically. Wish lists are optional items requested by teachers to further enhance the students' learning environment.

**SNACK**

Each classroom will have a designated snack time either in the morning or afternoon based on the class's lunch time. Parents are asked to send an individual snack with their child daily. Snacks should be healthy and may include string cheese, yogurt, pretzels, fruits, vegetables, fruit bars, granola bars, crackers, or healthy dry cereal. Chips, cookies, candy or unhealthy snacks will not be permitted. Students will be asked to return these items to their backpack or lunch box.

**STUDENT ACCIDENTS**

Any student injured at school will be sent to the office. The teacher or staff member in charge will contact the parents. All student accidents will be reported to the Principal and a STUDENT ACCIDENT REPORT completed.

**TEACHER CONFERENCES**

All parents should meet with their child's teacher at least 2 times during the school year, October and February. Conferences must be scheduled so as to not conflict with the teacher's instruction. You are encouraged to communicate regularly with your child's teacher so that you always have a full understanding of your child's performance and progress.

**TECHNOLOGY AND INTERNET USE POLICY**

The Museum School of Avondale Estates believes that all students should have access to technology tools and resources when they act in a responsible, efficient, respectful and legal manner. We expect all our students to demonstrate the Core Values when using school technology. Internet access and other online services available to students and teachers, offer a multitude of global resources. Our goal in providing these services is to enhance the educational development of our students. All school Internet is filtered and monitored. Acceptable uses of technology are devoted to activities that support teaching and learning.

**The Museum School of Avondale Estates** Acceptable Use of Technology Agreement Grade K-8
Parents/Guardians and Students: please read this together.

**Statement and Purpose**
The Museum School of Avondale Estates believes that all students should have access to technology tools and resources when they act in a responsible, efficient, respectful and legal manner. We expect all our students to demonstrate the Core Values when using school technology. Internet access and other online services available to students and teachers, offer a multitude of global resources. Our goal in providing these services is to enhance the educational development of our students. All school Internet is filtered and monitored.
Acceptable uses of technology are devoted to activities that support teaching and learning. The following are our agreements about the use of technology at The Museum School of Avondale Estates.

**Terms of Agreement**

Using the computer correctly and responsibly is very important. I promise to follow these rules:

1. I promise to use the computer carefully and respect the school's property.
2. I promise to only work on programs and web pages that my teacher tells me to use.
3. I promise to respectfully ask for help if I don't know what to do.
4. I promise to tell an adult if I read or see something on the computer that is not appropriate.
5. I promise to never use the computer to hurt, frighten or bully others.
6. I promise to cooperate with my classmates when sharing technology.
7. I promise to only use my own file or my own folder on the student server.
8. I promise to demonstrate sustainability by only printing when my teacher tells me to.
9. I promise to only share my password with my teacher or parent.
10. I understand that if I break any of my promises, I might not be able to use the computers.

***I have read this Acceptable Use Agreement and have discussed it with my child.***

This Acceptable Use Agreement is valid for the duration of the student's enrollment at The Museum School of Avondale Estates.

**TELEPHONE**

The school telephone is a business phone for use by the school staff. Students are not permitted to use the phone without the consent of the teacher and front office staff.

**TRANSPORTATION CHANGES**

Please submit all transportation changes to your child's teacher through a written note, including any changes in person(s) picking up your child. Students will not be permitted to change their transportation method or to change who they are leaving with without a written note. Please remind the person picking up your child to bring valid identification.

**UNIFORM DRESS POLICY**

Parents/guardians will be asked to assist and guide the children by **following the mandatory uniform dress code policy.** The dress and appearance of the student should always be neat and proper as it reflects both the home and school. The uniform is a symbol of unity, pride, and excellence.

**Mandatory Uniform Dress Code Policy**

The Museum School of Avondale Estates

The mission of The Museum School of Avondale Estates is to inspire students, teachers, and the community to collaborate, to develop strong critical thinking, interpersonal, and academic skills in our students.

Parents/guardians are expected to assist and guide students in **following the mandatory uniform dress code policy.** The dress and appearance of the student should always be neat and proper as it reflects both the home and school. The uniform is a symbol of unity, pride, and excellence.

**Required School Garments/Learning Expedition Uniform**

- **Light blue TMS logo knit shirt** (must be purchased from Lands' End) **and navy bottom** of your choosing. This uniform will be required on learning expedition days, no exceptions. The light blue logo shirt is the only uniform piece your child is required to have; all other uniform choices may be selected from the lists below.

**Girls Uniform Options**

- **Tops:**
  - Light blue or white Peter Pan blouse (short sleeve and long sleeve, TMS logo optional)
  - Light blue, navy, royal blue or white knit collared shirt (short sleeve and long sleeve, TMS logo optional)
- **Bottoms:**
  - Plaid jumper, skirt or skort (must be purchased from Lands' End)
  - Khaki or navy jumper, skirt, skort, walking shorts or pants <u>(all of the above jumpers, skirts, skorts and shorts must be no shorter than 3" above knee when kneeling)</u> (no knit shirt dresses)
- **Outerwear:**
  - Navy or white cardigan, pullover, or sweater vest (TMS logo optional, no hoodies or sweatshirts)
  - Navy, royal blue or light blue full zip fleece jacket (TMS logo optional)
- **Socks/Shoes:**
  - White or navy crew socks or knee socks (socks must cover ankles-no sport socks with logos), white or navy opaque or cable tights
  - White, blue, black, or gray canvas or leather tennis shoes (accent colors and/or logo must be white, blue, black ,or gray – other accent colors are not allowed including, but not limited to orange, pink, green, yellow, red), Keds white/navy saddle sneakers, navy, tan or brown boat shoes and Merrill type mocs, and black, brown or navy Mary Janes (no boots)
  - * Backless shoes (clogs, Birkenstocks, crocs, e.g.), beach shoes, flip-flops, sports sandals, Heelys are not permitted.
- **Accessories:**
  - Belt-navy stretch or black/brown leather or braided
  - Small necklaces, simple ring, wristwatch, and tiny, plain, non-dangling earrings (no larger than ear lobe and for safety reasons, no hoop earrings) are permitted.
  - Hair accessories in TMS plaid or coordinating colors are permitted, including Lilliband headbands.

**Boys Uniform Options**

- **Tops:**
  - Light blue, navy, royal blue or white knit collared shirt (short sleeve and long sleeve, TMS logo optional)
  - Light blue or white button down oxford type shirt (TMS logo optional)
- **Bottoms**
  - Khaki or navy walking shorts (flat front, pleated and simple well-fitting cargo styles are permitted, no lower than bottom of knee)
  - Khaki or navy pants (flat front, pleated and simple well-fitting cargo styles are permitted)
- **Outerwear:**
  - Navy V-neck cardigan, V-neck pullover, crew neck pullover or sweater vest (TMS logo optional, no hoodies or sweatshirts)
  - Navy, royal blue or light blue full zip fleece jacket (TMS logo optional)
- **Socks/Shoes:**
  - White, tan, brown, black or navy crew socks (socks must cover ankles-no logos)
  - Black or brown lace up shoes, tan, brown or navy boat shoes and Merrill type mocs, or plain white canvas or leather tennis shoes (no high or mid-tops, no multiple colors) * Backless shoes (clogs, Birkenstocks, crocs, e.g.), beach shoes, flip-flops, sports sandals, Heelys are not permitted.

**Boys Uniform Options cont'd**

- **Accessories:**
  - Belt-Navy stretch or black/brown leather or braided
  - TMS plaid tie, wristwatches and simple jewelry within reason are permitted

**6th/7th Grade Uniform Add-ons (optional)**

* Note: these styles are available for 6th/7th grade students only

**Boys and Girls**

- Orange polo shirt (must be purchased from Lands' End)
- White or navy Active polo shirt (must be purchased from Lands' End)

**Notes and Reminders:**

- TMS plaid uniforms, one required light blue TMS logo shirt, and 6th/7th /8th grade optional uniform add-ons **must** be purchased from Lands' End. All other items may be purchased either at Lands' End or a retailer of your choosing, but must comply with and match the styles and colors put forth in TMS dress code.
- Please label all of your child's belongings, **especially coats, sweaters, jackets, and cardigans**
- Students can wear outerwear of their choice. However, outerwear must be removed upon entering the classroom. Jackets, sweaters, and cardigans worn during the school day **must** comply with uniform requirements.
- Families that have conflicts with this dress code based on cultural and/or religious practices should bring their concerns to the Principal immediately.
- Please replace items that are worn.
- Students are not allowed to wear hats or hoods indoors during the school day.

**Out of Uniform Days**
When an out of uniform day is announced (i.e. Jeans Day, Spirit Day, etc.) students are expected to be neat and well groomed and dressed appropriately.

- Shorts, skirt and skort lengths are to comply with the length guidelines for the school uniform as stated previously under General Uniform Information. Skirts, skorts, shorts and jumpers are to be worn 3 inches from the top of the knee (when kneeling down) or longer.
- Denim jeans or casual slacks are permitted, but should be sized appropriately and should not be torn or worn out.
- Students are not allowed to wear tank tops, spaghetti strap tops, strapless tops, halter-tops, mesh or see-through tops or short shorts.
- Students' shoes on an out of uniform day must comply with the guidelines stated in the TMS dress code.

**VOLUNTEER GUIDELINES**

1. The safety and education of students must be the main concern of volunteers while engaged in school activities.

**2. Volunteers are to have no physical contact with students or staff.**

**3. Please schedule volunteer opportunities in advance to minimize distractions during instruction.**

**4.** In order to ensure the safety of our students, the names of all volunteers will be checked on the Georgia Sex Offender Registry maintained by the Georgia Bureau of Investigation. Any individual who is listed on said registry will not be permitted to volunteer at the School.

5. Individual student's grades, records and abilities are personal and confidential information. Students have a right to confidentiality that covers:

    - academic work completed
    - family background information
    - standardized test scores
    - attendance records
    - health data
    - grades
    - interest inventory reports
    - teacher or counselor ratings and observations
    - reports of serious or recurrent behavior patterns

6. Volunteers may not give students medication.

7. Volunteers should not contact parents regarding student performance or behavior.

8. Classroom supervision and student discipline are the responsibilities of the teacher and school.

9. The teacher must always give permission for a student to leave the classroom.

10. Volunteers are required to sign in and out. Always check in at the front office before going to a classroom.

11. For identification, volunteers are required to wear a name badge when helping with school activities.

12. Punctuality and reliability are expected since teachers plan for volunteer assistance.

13. Volunteers should set a good example for students by their manner, appearance, and behavior.

**As a volunteer, what do I do if….**

*a child is injured***?**

If a child should receive an injury while under your care, do not attempt to administer any type of aid. No matter how minor the injury is, you should immediately notify the teacher or a staff member.

*a child becomes ill?*

If a child complains of not feeling well, you should notify the teacher immediately. You should never administer any form of medicine to the child.

*I am injured?*

Should you become injured while performing your volunteer duties, notify the school office immediately. The office staff will assist you and ask you to fill out the proper accident forms.

*I am asked to watch or take the class alone?*

Because you are not a TMS employee, you are not legally permitted to supervise a class alone. Consequently, if the teacher must leave the room, arrangements should be made to have a staff member present.

*someone asks to see a child?*

If a person who is not a member of the school staff should ask to speak to or take a child, you must direct that individual to the teacher. Under no circumstances should you grant such a request.

*someone asks me how a child is doing?*

As it becomes known that you are working in the school, you will likely be asked questions concerning specific children. If a parent or friend inquires about the child's progress, you should say, "I enjoy working with your child and I'm sure if you schedule an appointment, the teacher would be happy to talk with you."

**WITHDRAWALS**

A Withdrawal Slip is necessary when a child leaves school during the school year. The classroom teacher and the Principal will sign it. The teacher will put the reading and math levels on the withdrawal form. Be sure that the child has turned in all school property before he or she leaves the school.

**Appendix A: Accountability Plan**

the museum school
OF AVONDALE ESTATES

# 2015-2016

# Faculty and Staff Handbook

**The Museum School of Avondale Estates**
**923 Forrest Blvd.**
**Decatur, GA 30030**
**404.289.0320**
**www.themuseumschool.org**

## SCHOOL HOURS

Classroom Teachers.....7:30 am - 3:30 pm

Exploratory Teachers.....varied

Instructional Assistants.....7:30 am - 3:30 pm

Students.....8:00 am – 3:00 pm

Aftercare.....3:00 pm - 6:30 pm

## STUDENT SCHEDULE

7:30 am - 8:00 am.....Students Arrive

8:00 am.....School Begins

10:45 am – 1:30 pm.....Lunch

3:00 pm- 3:30 pm.....Dismissal

**ACCIDENTS**

STUDENT ACCIDENTS

Any student injured at school should be sent to the office and the teacher or staff member in charge should contact the parents. All student accidents that need treatment must be reported to the front office and a STUDENT ACCIDENT REPORT completed. The Student Accident Report should be sent home via backpack or email the day of the incident. Please carefully monitor all student activities to ensure student safety.

STAFF ACCIDENTS

If you personally have an accident on school grounds or while participating in or sponsoring any school activity, immediately report the accident to the Principal, Principal's designee or Administrative Assistant and complete a Workmen's Compensation Form. Please take all precautions to ensure your safety and avoid injury.

**ATTENDANCE**

STUDENT ATTENDANCE

On a daily basis, please record your attendance electronically by 8:30 am**.** You must keep a current and accurate record of attendance via Infinite Campus **EACH DAY.** All students that are absent should be marked appropriately in Infinite Campus (IC). As you receive excused absence notes, please send them to the front office. This includes hard copy notes and emails. It is crucial that all absences are recorded correctly.

Students are considered tardy if they come to school after 8:00 am. Teachers must mark students tardy in the attendance module of IC. Students arriving after the daily attendance report has been submitted will have their record updated by a front office staff member.

**If a child is absent three (3) days in a row, or excessively tardy, the Teacher must call home and make the Assistant Principal aware of the situation.** The parents are expected to contact the school when a child is absent. When a student reaches 3 unexcused absences, teachers should report this information to the counselor.

UNEXCUSED ABSENCES

| **Number of Excused Absences** | **School Action Per Occurrence** |
|---|---|
| 1-2 | School notifies the parent of absence. |
| 3-5 | School notifies the parent of absence and refers student to the counselor or the principal who will then meet with the student and/or parent for the purposes of discussing the reasons for absences and signing an attendance contract. |
| 6-7 | Letter sent to parent/guardian informing him/her of the student's absences and the administrative and legal consequences of continued absence from the school. |
| 8+ | Counselor will make a referral to the social worker to conference with the parent/guardian and student for assessment and/or possible referral to Juvenile Court, Solicitor-General's Office, DFCS, or other agency. |

TEACHER ATTENDANCE AND LEAVE REQUESTS

Paid Time Off (PTO) provides full-time teachers and assistants with the flexibility to use time off to meet personal needs, while recognizing individual responsibility to manage paid time off.

Four days of PTO will be earned on September 1, 2015 and six days of PTO will be earned on January 1, 2016.

You will accumulate this specified amount of PTO and it is up to you to allocate how you will use it – for vacation, illness, caring for children, school activities, medical/dental appointments, leave, personal business or emergencies.

If you are going to be out and need a substitute, please contact the Assistant Principal (Mike Stewart – 706.340.5457) as soon as possible. You can email 24 hours a day. However, if you have not received a response, please call or text between 6:00 am and 7:00 am or prior to 9:00 pm the night before.

Eligible employees may request PTO only after having completed 30 calendar days of service. As soon as eligible employees become aware of the need for time off, they should make a request with the Principal.

**Requests for PTO should be submitted to the front office for Principal approval at least 48 hours prior to the requested time. However, staff members are encouraged to submit a request for PTO as early as possible. Filling out the form does not guarantee approval.** Forms may be obtained in the office.

Staff members are encouraged to take PTO as needed throughout the school year. PTO requests during the last month of school should be for emergencies or extenuating events only. Staff members that exceed allotted PTO days will have their daily rate deducted from the next paycheck for each excess day.

When possible, lesson plans should be left on the teacher's desk or emailed to the AP or Instructional Support Teacher. All classroom and exploratory teachers are expected to create emergency sub plans and submit them to the Instructional Support Teacher by September 21.

LEAVING CAMPUS DURING THE DAY
If you need to leave during the day, you MUST have permission from the Principal and you MUST sign out in the front office only. DO NOT LEAVE WITHOUT PERMISSION.

**CAMPUS SUGGESTIONS AND IDEAS**

The Museum School appreciates parent, staff, and community involvement, ideas and suggestions. The success of the school is contingent upon strong parental/community involvement. If you have an idea or suggestion, related to the school property or campus, please complete the suggestion form located in the Appendix. The appropriate board/staff member will explore each suggestion/idea offered. It is critical that the appropriate committee approve all projects associated with the school building and site. Projects should not be initiated until approved.

**CORE VALUES**

The Core Values of Cooperation, Creativity, Kindness, Respect, Responsibility, and Sustainability will be interwoven into classroom plans and the school-wide plan. Teachers are asked to document specific examples through Explorer Tickets regularly. Class rules and expectations should be built around and reflect Core Values.

**CHILD ABUSE**

How to Report Child Abuse and Neglect (DeKalb County DFCS)

Protecting Children The job of protecting children starts in the community. While certain people are required by law to report child mistreatment, anyone can make a report of suspected abuse. The sooner the authorities know about a child, the faster they can move to help.

Things to Look For? Children who are maltreated are

1 often left home alone,
2 in the neighborhood for long periods without supervision,
3 frequently hungry,
4 dressed inadequately for the weather,
5 absent from school frequently,
6 bruised or have other marks of physical violence,
7 withdrawn or overly aggressive,
8 and not receiving needed medical attention.

If a relative, friend or neighbor sees one or more of these signs or suspects that the children are in danger, the situation should be reported to the county Department of Family and Children Services (DFCS).

How to Report? If a child is in immediate danger (obviously being beaten or left alone overnight, for example), the police (911) should be called immediately. In all other cases, contact DeKalb County Child Protective Service at (404) 370-5066.

People who call to report suspected abuse do not have to be sure maltreatment has occurred. They simply report what they have seen or heard. The authorities will investigate and confirm whether or not abuse has occurred. People who call are asked to give the name and location of the child and the name of the suspected perpetrator.

Reports are confidential and those who call do not have to give their name. However, it is most helpful to the child in the long run if the reporter is willing to give his or her name and address and, if necessary, testify in court.

What Will Happen Next? If a child is under age 18 and appears to have been abused or neglected by a parent or caretaker, DFCS will begin investigating immediately. If the child is not in imminent danger, a caseworker will visit the family within 5 days. If the person who makes the original report wants to know what DFCS did, he or she can call the department and find out whether the maltreatment was confirmed.

Who is Required to Report Suspected Abuse or Neglect? Georgia law requires people in certain professions to report. Mandated reporters include physicians, nurses and hospital personnel, school and day care personnel, social workers and counselors, and dentists.

Child Abuse and Mandated Reporting

I. Mandated Reporters: As teaching professionals, we are ALL mandated reporters. It is imperative that the counselor and/or principal are notified immediately if you have suspicions of abuse.

Any suspicion must be reported within 24 hours (Please notify counselor or principal **as soon as you become aware** of concerns).

A. Please do not send any detailed information via email. If you must email, simply send an email with the subject: **ASAP** and the counselor or principal will come see you immediately.

B. The counselor or the principal will make all reports to DFCS. Because of confidentiality, we cannot share additional information with you. We are doing this for your protection. We will tell you as much information as we can that will help you support the student. The less you know, the better off you are. (As counselors we have the most protection under the law as far as confidential information is concerned).

C. When a child discloses information and you suspect abuse:

1. Listen (preferably away from other students so people don't hear).
2. Do not press for more information. Please tell the student that you think this is something they should talk to the counselor about.
    a. The counselor will interview the student to acquire necessary information.
    b. If the student does disclose detailed information to you, please try and remember as much information as possible and relay information to the counselor. If they have given you sufficient information, we do not want to question them again and interfere with any future investigation.
    c. Please do not ask students questions. If they volunteer the information, please listen, but please do not ask questions or offer opinions. This could interfere if an investigation is necessary.
    d. Tell them that you are proud of them for talking to you and you will let the counselor know as soon as possible. They may ask you not to tell anyone, but by law you are required to tell, even if it breaks their trust.

3. <u>Immediately contact the counselor or principal (if counselor is not present) and make a counseling referral if:</u>
    - A student mentions abuse in any way
    - A student is afraid to go home
    - A student mentions wanting to harm self or others
    - A student attempts to harm him or her self
    - A student mentions a death in the family
    - A child reports that they have been witness to domestic violence in their home.

    (**Do not let the student leave school without the counselor knowing.**)

**GEORGIA STANDARDS OF EXCELLENCE**

On February 19, 2015, the State Board of Education (SBOE) voted to rename the ELA and Mathematics standards to the Georgia Standards of Excellence (GSE). The recently revised and SBOE approved ELA and Mathematics standards will be implemented beginning for the 2015-2016 school year.

All Museum School teachers will fully implement the GSE as required by the state. Classroom teachers are responsible for creating current maps and instructional calendars, aligned with the GSE.

**COPY MACHINE**
All staff members will be assigned a code with a specific number of copies. If you need more copies than your approved amount, submit a written request to the Principal. The primary copy machine is located in the workroom and should be used by teachers and staff for school-based copy needs.

**LUNCH PROCEDURES**
Please check your lunch schedule for exact times, and note that your lunch may vary for special events. Your scheduled lunchtime must be strictly adhered to. Upon entering the lunchroom, line your students up, with lunch boxes in front and lunch purchasers in back. Allow the students who have brought their lunch from home to enter and sit down. Please wait with your students who are receiving hot lunch while they are being served for the first two weeks. For the first week of school, classroom teachers and assistants will eat with their students, reinforcing appropriate cafeteria behavior.

It will be necessary to teach your students correct lunchroom expectations. Kindergarten and 1st grade teachers will likely want to practice lunchroom procedures with their students prior to the first lunch period. You are invaluable in helping us to maintain a well-run lunch period. Your cooperation by praising and rewarding your students for a job well done and letting them know when they need to work on behavior can do a great deal to change the attitudes of students during lunch.

LUNCH ROOM EXPECTATIONS INCLUDE:

1. Walk in line.
2. Use a quiet, indoor voice.
3. Only talk to the students at your table.
4. Sit correctly and face the table.
5. Use good manners.
6. Leave table and floor clean.

Remember that we participate in the Federal Lunch Program and we need to follow their guidelines. No child should ever be forced to eat, but food should be offered. Food should never be withheld as a punishment. Carbonated drinks, candy and glass containers should not be part of a student's lunch. All personnel that handle food **MUST** wear gloves and use proper food distribution utensils.

**DISCIPLINE**
Classroom management systems should be based on the school's core values and Explorer Expectations. While incorporating these systems, teachers are encouraged to implement plans that are based on their class's needs.

All staff members should actively participate in the writing of Explorer Tickets. In addition, the Accountability Plan is to be carried out consistently by all staff members.

Classroom strategies and consequences, behavior contracts, parent contacts, and guidance counseling should all be attempted and documented prior to requesting assistance from the Principal.

Exploratory teachers should work closely with the classroom teacher in dealing with discipline problems and are expected to maintain their own classroom management

**DRESS CODE FOR STUDENTS**

Uniform guidelines must be consistently enforced. Teachers and assistants must check for uniform compliance as each student enters the classroom. If you have any doubts as to whether a particular article of clothing is allowed, please feel free to send the student to the office or request assistance from the Principal or her designee. If a student's clothing is not in compliance, please complete a uniform slip and send it home with the student.

We may request a change of clothing if the outfit does not comply with our approved uniform. Please pay special attention to student's shoes. Also, as a courtesy, please remind parents and students of upcoming expeditions to ensure that all students wear the correct expedition uniform (pale blue logo shirt and navy bottoms). The front office will have extra shirts in the front office in the event a student does not have the correct shirt.

**DRESS CODE FOR STAFF**

All employees are expected to dress in a professional manner. Your compliance with the staff dress code will encourage school spirit, set an example for our students and present a professional image to our community.

Skirts should not be shorter than 3 inches above the knee. Revealing clothing such as leggings are not acceptable and do not portray an appropriate image. Jeans, casual flip-flops or other sandals, or tight-fitting clothing are not permitted.

Please refer to the Employee handbook for the entire dress code policy.

**EXPLORER EXPECTATIONS**

Explorer expectations are directly taught, modeled, practiced, and celebrated at The Museum School through Explorer tickets and Celebration Assemblies. All staff members are encouraged to model and recognize students demonstrating core values verbally and through an Explorer Ticket.

Cooperation

I will wait patiently for my turn.
I will work quietly so we can all learn.
I will work well in a group using kind words.
I will show self-control with my body and words.

Creativity

I will be a problem solver by exploring and using new solutions.
I will participate in class by sharing my ideas.
I will be a risk taker by trying new ideas.
I will challenge myself to think in new ways.

Kindness

I will show others I care through my words and actions.
I will reach out to others and help them.
I will show compassion to others.
I will treat others the way they want to be treated.

Respect

I will use kind words.
I will use good manners and a polite voice.
I will listen to others when they are talking.
I will listen to and learn from all adults.

Responsibility
I will make good choices.
I will follow directions the first time.
I will come to school ready to learn.
I will use, clean up, and put away materials safely and properly.

Sustainability
I will RETHINK by using our materials wisely (reduce, reuse, recycle).
I will look for examples of sustainability in my community.
I will be a model for others and teach them to care for our environment.

*I will use all of these core values to help me produce quality work that makes me feel proud.*

*With these core values I will become a productive learner in our school community.*

*These values will help me become a contributing citizen of the world.*

**EVALUATIONS**
All instructional staff will be observed using the state's Teacher Keys Effectiveness System. The new Teacher Keys Effectiveness System (TKES) consists of multiple components, including the Teacher Assessment on Performance Standards (TAPS), Surveys of Instructional Practice, and measures of Student Growth and Academic Achievement. The overarching goal of TKES is to support continuous growth and development of each teacher.

**EMERGENCY PLANS: See Safety Plan**

**FIELD TRIPS**
Field trips, separate from learning expeditions, can be an integral part of the learning process in many areas of education. For purposes of this policy, a field trip shall be defined as an approved trip away from a school site.

FIELD TRIP POLICY
Field trips may only be requested for educational purposes and must be aligned to Georgia Standards of Excellence and the school's vision and mission.

GENERAL
* All proposed field trips must be first reviewed and approved by the Principal.

* All students participating in a field trip must provide, in advance, written permission from their parents to the Principal on a form provided by a Principal. The parent shall be interpreted to refer to either or both parents, to a legal guardian, or to any person in parental relationship to any student.

* Any information intended for parents and students on an approved field trip must be approved before distribution to parents.

* Collect count of students receiving a school lunch one week prior to event.

* Students may be denied the privilege of participating in field trips, social and/or extracurricular activities if said student(s) has been disruptive, violated the student

code of conduct or failed to conform to school rules and regulations. The final decision on whether or not the student may participate shall be made by the Principal with documentation and input from the affected staff.

ONE DAY FIELD TRIPS

Student field trips shall be permitted which are necessary to the fulfillment of obligations to the interscholastic athletic and other interscholastic activity program(s), and which do not seriously interfere with the educational routine of students who must remain in school.

Teachers planning local field trips shall:
1. Schedule each trip with the school Principal (designee), specifying the destination, the method of transportation and the period of absence from school. The Principal must approve the trip.
2. Complete all necessary arrangements with the organization, firm, and/or owner of the property to be visited.
3. Make provisions for proper supervision. Parents may be permitted to assist in such supervision. One adult per every five (5) children is recommended for a field trip.

OVERNIGHT FIELD TRIPS

The Principal shall be contacted before the Teacher or sponsor begins to discuss any overnight student field trips. If the Principal should feel that such a trip would be a project worthy of pursuing, a detailed plan of the projected trip, its objectives, the number of chaperones required, and costs(s) should be presented to the Principal before it is discussed with students, parents or community. Once the trip has all of the necessary approvals, the Teacher or sponsor shall proceed with the necessary arrangements as outlined for local trips.

* The parents of all K-5 students planning to go on overnight trips shall be advised that their son and/or daughter should be properly insured. They should be urged to provide 24 hour or around-the-clock insurance (available through their own agent) to cover their son and/or daughter. Further, an Authorization for Trip Form signed by the parent must be on file at the school for each K-5 student in order for him/her to make the trip.
* On all overnight field trips, a list of all participating students and chaperones, dates of departure and return, itinerary and mode of travel must be submitted to the Principal at least one (1) week prior to departure.

CHAPERONES

When the student group is co-educational, there shall be at least one (1) chaperone of each sex. On all such overnight trips, K-5 students shall be accompanied by chaperones in accordance with the following formula.

10 students or fewer - 2 chaperones
11 to 15 students - 3 chaperones
One (1) additional chaperone for every additional twenty-five (25) students or major portion thereof.

In all instances, at least one of the chaperones must be a member of the school staff, preferably on the administrative level or be the officially assigned Principal's designee. Whenever possible, it is recommended that one of these chaperones be a registered nurse.

**GRADE RECORDS**

All teachers must keep up-to-date, comprehensive grade records through teacher-made templates or spreadsheets or other form of documentation. Keep grade records current and collect enough information to back up your quarter grades. Grade levels should develop Quarter Report criteria to be applied during grading periods.

**GRADE LEVEL PLANNING**

Teachers are required to meet with their grade-level teammates at least once per week, during their planning. Teams will be expected to complete a grade-level meeting form and upload the document through Google Docs.

**HAND-HELD RADIOS**

Teachers and assistants will have access to hand-held radios. Please limit the use of hand-held radios to the essential transfer of information.

**HOMEWORK POLICY**

A general outline follows (by grade) of the time and days suggested for homework. In addition to this, unfinished classwork may also be sent home for completion.

**Kindergarten:** There will be occasional homework assignments to reinforce the day's lessons. You may also suggest that parents assist their child by reviewing classroom activities and reading to him/her each night. Homework assignments should be brief, interactive, and specifically relate to recent or near future lessons. Homework should not exceed 10 minutes.

**First Grade:** Students should be provided with leveled texts and related activities to read 10 minutes nightly. Assignments may reflect classroom science, social studies, math, grammar, technology, and phonics concepts. Additionally, unit related projects may be required. Homework should take about 15 minutes, assigned only Monday - Thursday.

**Second Grade:** Students should have 15-20 minutes of homework, four nights a week (Monday through Thursday), plus daily reading. Homework assignments should incorporate just-right books, relevant math activities, and relevant social studies and science activities.

**Third Grade:** Students should have 20-30 minutes of homework, a maximum of four nights per week. Homework assignments should incorporate leveled readers, IXL, writing activities, and relevant social studies and science activities. In preparation for the CRCT, students may see an increase in homework during the months preceding the assessment.

**Fourth Grade:** Homework reinforces the skills taught throughout the duration of 4th grade. Students will engage in 30-40 minutes of homework each day in addition to 20 minutes of uninterrupted reading time.

1. Read 20 minutes Monday through Thursday. Complete reading portion of HW log.
2. Complete 1 reading response question using teacher guidelines.
3. Complete math spiral page Monday - Thursday.
4. Work on fact fluency daily for 10 minutes and log on HW form.

*HW log will need to be initialed by parent nightly and collected by teachers on Friday.

**Fifth Grade:** Students will have 40-50 minutes of homework, four nights a week (Monday

through Thursday). Students should expect to have math practice, unit review questions, and word work weekly. As a part of the 40-50 minutes, students will need to engage in uninterrupted reading in preparation for their monthly book report and reading comprehension questions. On occasion, students will have an at-home project to work on for unit.

**Middle Grades:** Middle grade students will likely have 60-80 minutes of homework every night. This homework may include practice, reading, studying, projects, and technology based assignments. Students are responsible for recording their homework assignments in their agendas. Long-term assignments are to be completed in smaller increments throughout the duration of the assignment. It is the students and parents' responsibility to allocate time throughout the long term assignment work period.

**All Elementary Grades:** Parents are encouraged to read with their child for 20 minutes per night.

In addition, home projects are assigned in every grade level throughout The Museum School. Home projects are to be completed by students with the *assistance* of parents or guardians. Final projects should reflect a student-created product.

**ILL CHILDREN**

Children who are ill or injured should be escorted to the office. A completed sick pass must accompany the child when he/she is sent to the office. Children are allowed to rest in the office for fifteen (15) minutes. If a longer rest period is necessary, the parents will be called, by the receptionist, to pick up the child. Also, please remember that we cannot dispense <u>any</u> medication without parental and doctor's approval. Students should never have medicine in their possession.

**ALL MEDICATIONS** must be administered through the office. The proper paperwork must be completed and the office is responsible for scheduling and administering all medications. Even aspirin and non-aspirin pain reliever are not allowed without a doctor's note. **If you see medication in a lunch box or backpack, send the medication and the student to the office. Do not administer or hold medicine in your class without specific approval.**

**INSTRUCTIONAL ASSISTANTS**

The role of an Instructional Assistant is to work with students, individually or in small groups, in order to provide either remediation or enrichment instruction. All Instructional Assistants must be certified paraprofessionals. Assistants will be assigned duties throughout the school day, primarily arrival, lunch, and dismissal responsibilities. Assistants are partners to classroom teachers in providing students with the best possible learning environment.

**INTERNET ACCESS**

Students must be supervised when searching the web. The only sites that students' may be allowed to browse are educationally based sites only. All other sites are prohibited. Teachers are responsible for monitoring students' Internet access at all times.

Refer to the Acceptable Use Policy for Teachers and Students in the parent handbook and the Employee Handbook for Computer, E-Mail, and Cell Phone Usage.

**LESSON PLANS**

Teachers will upload lesson plans using the provided template through Google Docs on a biweekly basis. Plans should be uploaded by 5:00 pm on the 2nd and 4th Fridays.

**MAKE-UP WORK**

The student and Teacher shall work together to make up any missed assignments, tests, homework, etc., for excused or unexcused absences, up to the specified absence limit.

Immediately upon return to school from an absence, the student shall be given the number of days missed, plus one additional day, to submit the make-up work for full credit.

**MONEY COLLECTION**
TMSAE accepts checks, money orders, or cash. It is the Teacher's responsibility to collect all money and/or checks and place it in the appropriate envelope, fill out the collection form and send it to the office. Money should not be stored in teachers' classrooms.

**PLAYGROUND POINTERS**
TEACHERS AND ASSISTANTS MUST ENSURE STUDENT SAFETY THROUGH CAREFUL SUPERVISION OF RECESS ACTIVITIES. Teachers should be actively supervising students while at recess. Cell phones should not be in use during this time. Create reminders for students regarding playground safety, tying in to core values.

**PROFESSIONAL DEVELOPMENT PLAN**
At the end of the first semester, classroom teachers may be placed on a Professional Development Plan based on student data and classroom observations from Semester 1. Teachers placed on this plan will be provided formal support for up to 8 weeks, with the goal of increasing student achievement and implementing best practices consistently. Teachers who do not meet the requirements of the plan may not be offered a renewed contract the following school year.

**PROFESSIONAL LEARNING**

**PROGRESS REPORTS**
Progress reports will be sent home based on the master calendar schedule. These will indicate the child's progress in class and any comments about the child's performance academically and behaviorally. Progress reports must be completed and available for the Principal's review before they are to go home. Once sent home, they are to be signed by the parent and sent back to the Teacher.

**QUARTERLY REPORTS (REPORT CARDS)**
Important Tips:

When a report card goes home, it represents YOU, the Teacher, and also the school. Please take great care with such details as spelling, punctuation, handwriting, grammar, sentence structure and neatness. Try to phrase things as positively as possible.

As you fill out your report cards, keep in mind that the chief purposes of this report are:
- To help parents understand the child's progress in relation to the school's objectives.
- To help parents share in planning for future progress.
- To help the child to grow through an evaluation of his habits, attitudes, and achievements.

* General suggestions to keep in mind when writing each report card:
- Be objective, be fair, be kind, be accurate
- Be friendly; be honest.
- Use language you are sure the parents will understand.
- Make positive, constructive comments

Be prepared to justify and explain a grade given (be ready to back up the report card grade with assessments and evaluations). Be honest with parents regarding students' below-grade level performance. If a student is performing below grade level in the 2nd reporting period, notify parents (and document) that the child is not meeting grade-level requirements.

**RESPONSIBILITIES**

- Permanent records are to be kept in a child's regular file in the office. They may be signed out by a Teacher, but must be returned before the end of each school day.
- Teachers are expected to help any child who is absent from school to keep up with his/her work
- **ALL STUDENTS MUST HAVE A PASS WHEN THEY LEAVE THE CLASSROOM WITHOUT A TEACHER**. An adult or "buddy" should always accompany kindergarten and 1st grade children
- Teachers are expected to adhere to all rules set forth by TMSAE.
- **All** celebrations of a personal nature (baby showers, etc.) must be held before or after working hours.
- Personal cell phone usage, including conversations, texting, messaging, etc. should only take place before or after school or during staff lunch breaks.
- **Teachers must have a file for <u>each</u> student in the classroom. This will contain conference reports, office passes, notes from parents, all student-related documentation, etc.**
- Parent/Teacher/Administrator conferences are to be scheduled before or after school or during planning time. These may not be scheduled during recess.

**ROOM PARTIES**

The Principal MUST approve any classroom parties or celebrations, or any other parties on campus. Healthy food choices are strongly recommended. Soda <u>may not</u> be served in the school at any time - only juice, water and milk are acceptable drinks. Approved parties must take place <u>ONLY</u> during the last hour of the school day, as per Federal Lunch Program guidelines. Class-wide celebrations should be reserved for special occasions and events only. Teachers are not responsible for passing out invitations for parties outside of school hours. If invitations are passed out in the classroom, all students must receive one.

**REMINDERS FOR TEACHERS**

* All staff members <u>MUST</u> swipe their key card upon arriving in the morning and must reswipe the card upon leaving. Lost/damaged cards should be reported to the Technology Support Specialist immediately. Staff members who have lost keys and keycards will be subject to a $20.00 fine.
* Teachers should actively greet the children from 7:45 – 7:55 am in the classroom, to begin the academic school day <u>promptly</u> at 8:00 am.
**<u>* It is the obligation of every teacher to be with his/her class at all times</u>**. Teachers/Assistants must accompany their children to and from lunch and special activities and it is imperative to be on time.
* Each teacher should have posted in their classroom:
Daily schedule
Fire drill map
Tornado drill information
Core Values
* Leaving the campus during working hours <u>without</u> permission is **<u>prohibited.</u>**
* All telephone calls should be <u>brief</u> and related to school business. Please remember that we have a limited number of phone lines for the entire school.
* During the course of the year, all staff members are expected to attend Open House, Curriculum Night, and all Exhibit Nights. Staff members are strongly encouraged to, when possible, additional programs such as musicals and PTO events.

*** Copies of <u>all</u> parent correspondence concerning the grade level or whole student body must be submitted to the administration before sending home**. Any letter concerning a serious issue about an individual student must <u>also</u> receive prior approval from the Principal before being sent home.
* Anyone needing a substitute should contact the Assistant Principal as soon as possible.
* **Teachers should check their mailboxes in the Workroom two times per day**.
* Please keep your classrooms neat and orderly and attractive.
* Classroom bulletin boards should reflect the children's work and must be changed **<u>monthly</u>.** Calendar displays are an exception.

**SOCIAL MEDIA POLICY**

As an employee of The Museum School, your actions and words represent the entire institution. You are a valued member of the local and greater communities and your opinions and responses are highly respected. As we continue to work together towards the same common goals and mission, it is critical that we remain united internally and externally.

Social media criticism of students, parents, fellow staff members, community members, etc. undermines our school's and staff's sense of community and morale. <u>For this reason, any post, comment, statement, etc. that reflects negatively upon the school is prohibited.</u>

All posts, tweets, and any/all social media outlets should not reflect negatively upon nor show criticism towards The Museum School entity as a whole - including practices, procedures, the student body, faculty and staff members, parents, and board members.

Teachers and staff are strongly encouraged to create unique TMS class or grade pages, blogs, and accounts for parent communication as opposed to using personal, individual accounts. Teachers are expected to obtain photo release forms for blogs, social media outlets, etc.

**SOFTWARE INSTALLATION**
If you have software that you would like to install on your classroom computers or laptop, you must submit the request in writing to the Principal. You may not install any software yourself. There is no software pirating. This means that any software that is installed on a TMSAE computer must be purchased for our school and belong to us. We encourage teachers to utilize their laptops to their fullest extent for school business only!

**SCHEDULE**
All teachers should develop and post a daily classroom schedule. Daily schedules should be submitted to Administration before the start of the school year and all revisions should be resubmitted. In order to best meet the needs of students, occasional revisions in teacher's schedule are expected. Please communicate these changes in advance to an administrator.

**SCHOOL OFFICE**
Visitors get their first impression of our school from what they hear and see in the office. Please avoid conversation in the main office about students and other school business. Phones for staff are located in the resource room.

If you send a student to the office during school hours for any reason, please complete an office pass and send it with the child.

**STAFF CHILDREN**
Staff children are to be in designated locations at all times and should not under any circumstances travel through the school unsupervised.

For all staff meetings, PLC meetings, etc., staff members with children are asked to find childcare or another school location for their child(ren) to wait during meetings. Often, topics discussed at staff meetings are sensitive and not appropriate for children and adolescents.

Please be sure that staff-intended snacks, meals, etc. are reserved for staff members only. This includes meeting snacks, shower refreshments, PTO sponsored meals, etc. Please contact the Principal for further clarification.

**SUPERVISION**
Teachers should **never** leave the classroom unattended. Your class may be covered by the Instructional Assistant or other staff member, if necessary. Contact the office to request someone to cover your room if you are unable to find someone.

Teachers or Instructional Assistants will escort their students to all activities and the lunchroom. You are to stay with them until the adult in charge takes over. You will also pick them up in the same area. Please be on time! Remember that lining up and walking in line properly takes time. Please allow for that time in planning.

Teachers are responsible for following OSHA guidelines. Cans and jars containing dangerous items should be kept out of the reach of students. These items should be kept in closets on the top shelf. There should be no paper cutters out on the counter in the classrooms. Technology equipment should not be left unattended and/or unsecure. **Students should never be responsible for transporting A.V. equipment or technology equipment**. Students should never carry materials to or from a teacher's car.

Keep doorways clear. There must be a minimum of three (3) feet clearance at the doorways to satisfy fire codes. You will want to keep this in mind when you are arranging the furniture in your room. Please do periodic safety spot checks of your room. Report any safety hazards either in your classroom or ANYWHERE in the school to the office.

**SUPPLY REQUESTS**

* **General supply items** will always be available in the front office. These generic supplies can be requested as detailed on the attachment. These supplies do not come out of your classroom budget.

* All other **specific items for your classroom** should be purchased through your individual classroom budgets ($250 available now and $250 available in January) or unit budgets ($100 per unit per teacher). Keep in mind all materials purchased with school funds are school property.

* The **reimbursement request form** is for items that you have purchased and are seeking reimbursement. Please read the notes at the top of the page carefully.

Remember, that all items purchased with school funds, or to be reimbursed with school funds, must be pre-approved. We'll have a brief presentation about purchasing and money transactions during pre-planning but this will get you started.

**TEACHER INVOLVEMENT IN DECISION MAKING**

In order for The Museum School of Avondale Estates to accomplish its stated mission it is important for teachers to participate in decisions affecting the resources, programs, and policies of our school community. The knowledge, understanding, and wisdom of those who teach our children each day are the most valued resource in school-based decisions.

**PROCEDURES:** Teachers, facilitated by the Principal, will be responsible for building grade-level meeting agendas, problem identification, and problem solving. Input will be sought from individuals and grade levels.

Leadership/Data committees, facilitated by the Principal, will be responsible making for recommendations on school wide goals and objectives. Individual Teachers will be involved in self-selected committees and responsible for recommending decisions to the faculty.

**PARAMETERS:** TMSAE and school policies, procedures, and guidelines will serve as the framework for decisions. For the purpose of efficiency, some decisions will naturally be made by the administration. However, any of those are always open for discussion. Every attempt will be made to include each person to be affected by decision prior to implementation.

**WORKROOM/BREAKROOM**

The Workroom and breakroom is for adults only. At no time may students enter this room unless accompanied by an adult. Students are not permitted to eat lunch in the breakroom under any circumstances. **Students may not check the staff mailboxes or run errands for staff including retrieving lunches, water etc.**

**TEACHER PLANNING DAYS**

TMSAE provides employees the opportunities for planning, organization, report cards, staff

development and record keeping. During designated planning days, Teachers are able to leave campus for lunch for a maximum time of 1 hour.

Teachers and Teacher Associates hours are from 7:30-3:30 unless otherwise stated by the employer. Attire should be comfortable but professional as visitors may be touring the school during workdays or holidays.

**VISITORS**
All visitors MUST check in with the office and receive a visitor's badge. If you are expecting a visitor, please let the office know ahead of time so that it will not be necessary to disrupt the class to announce their arrival.

If a visitor comes to your class without a badge, please send them to the office. Please be aware of visitors and others on campus. All visitors must wear a badge. Please escort any person without a badge to the front office immediately.

**WITHDRAWALS**
When a parent notifies you that a student will be withdrawing, please inform the Front Office as soon as possible.

A Withdrawal Slip is necessary when a child leaves school during the school year. It will be signed by the classroom Teacher and the Principal. The Teacher will fill in Reading and Math levels on the withdrawal form. Be sure that the child has turned in all school property before he/she leaves the school.

**APPENDIX:**
Suggestion Form

Revised July 2015

**Mandatory Uniform Dress Code Policy**
The Museum School of Avondale Estates

The mission of The Museum School of Avondale Estates is to inspire students, teachers, and the community to collaborate, to develop strong critical thinking, interpersonal, and academic skills in our students.

Parents/guardians are expected to assist and guide students in **following the mandatory uniform dress code policy.** The dress and appearance of the student should always be neat and proper as it reflects both the home and school. The uniform is a symbol of unity, pride, and excellence.

**Required School Garments/Learning Expedition Uniform**

- **Light blue TMS logo knit shirt** (must be purchased from Lands' End) **and navy bottom** of your choosing. This uniform will be required on learning expedition days, no exceptions. The light blue logo shirt is the only uniform piece your child is required to have; all other uniform choices may be selected from the lists below.

**Girls Uniform Options**

- **Tops:**
  - Light blue or white Peter Pan blouse (short sleeve and long sleeve, TMS logo optional)
  - Light blue, navy, royal blue or white knit collared shirt (short sleeve and long sleeve, TMS logo optional)
- **Bottoms:**
  - Plaid jumper, skirt or skort (must be purchased from Lands' End)
  - Khaki or navy jumper, skirt, skort, walking shorts or pants (all of the above jumpers, skirts, skorts and shorts must be no shorter than 3" above knee when kneeling) (no knit shirt dresses)
- **Outerwear:**
  - Navy or white cardigan, pullover, or sweater vest (TMS logo optional, no hoodies or sweatshirts)
  - Navy, royal blue or light blue full zip fleece jacket (TMS logo optional)
- **Socks/Shoes:**
  - White or navy crew socks or knee socks (socks must cover ankles-no sport socks with logos), white or navy opaque or cable tights, white or navy leggings (full-length or capri)
  - White, black, or gray canvas or leather tennis shoes (accent colors and/or logo must be white, blue, black ,or gray – other accent colors are not allowed including, but not limited to orange, pink, green, yellow, red), Keds white/navy saddle sneakers, navy, tan or brown boat shoes and Merrill type mocs, and black, brown or navy Mary Janes (no boots)
  - * Backless shoes (clogs, Birkenstocks, crocs, e.g.), beach shoes, flip-flops, sports sandals, Heelys are not permitted.
- **Accessories:**
  - Belt-navy stretch or black/brown leather or braided
  - Small necklaces, simple ring, wristwatch, and tiny, plain, non-dangling earrings (no larger than ear lobe and for safety reasons, no hoop earrings) are permitted.
  - Hair accessories in TMS plaid or coordinating colors are permitted, including Lilliband headbands.

**Boys Uniform Options**

- **Tops:**
  - Light blue, navy, royal blue or white knit collared shirt (short sleeve and long sleeve, TMS logo optional)
  - Light blue or white button down oxford type shirt (TMS logo optional)
- **Bottoms**
  - Khaki or navy walking shorts (flat front, pleated and simple well-fitting cargo styles are permitted, no lower than bottom of knee)
  - Khaki or navy pants (flat front, pleated and simple well-fitting cargo styles are permitted)
- **Outerwear:**
  - Navy V-neck cardigan, V-neck pullover, crew neck pullover or sweater vest (TMS logo optional, no hoodies or sweatshirts)
  - Navy, royal blue or light blue full zip fleece jacket (TMS logo optional)
- **Socks/Shoes:**
  - White, tan, brown, black or navy crew socks (socks must cover ankles-no logos)
  - Black or brown lace up shoes, tan, brown or navy boat shoes and Merrill type mocs, or white, black, or gray canvas or leather tennis shoes (accent colors and/or logo must be white, blue, black ,or gray – other accent

colors are not allowed including, but not limited to orange, pink, green, yellow, red), * Backless shoes (clogs, Birkenstocks, crocs, e.g.), beach shoes, flip-flops, sports sandals, Heelys are not permitted.

**Boys Uniform Options cont'd**

- **Accessories:**
  - Belt-Navy stretch or black/brown leather or braided
  - TMS plaid tie, wristwatches and simple jewelry within reason are permitted

**Middle School Uniform Add-ons (optional)**

**Boys and Girls**

- Orange polo shirt (must be purchased from Lands' End)
- White or navy Active polo shirt (must be purchased from Lands' End)

**Notes and Reminders:**

- TMS plaid uniforms, one required light blue TMS logo shirt, and middle grades optional uniform add-ons **must** be purchased from Lands' End. All other items may be purchased either at Lands' End or a retailer of your choosing, but must comply with and match the styles and colors put forth in TMS dress code.
- Please label all of your child's belongings, **especially coats, sweaters, jackets, and cardigans**
- Students can wear outerwear of their choice. However, outerwear must be removed upon entering the classroom. Jackets, sweaters, and cardigans worn during the school day **must** comply with uniform requirements.
- Families that have conflicts with this dress code based on cultural and/or religious practices should bring their concerns to the Principal immediately.
- Please replace items that are worn.
- Students are not allowed to wear hats or hoods indoors during the school day.

**Out of Uniform Days**

When an out of uniform day is announced (i.e. Jeans Day, Spirit Day, etc.) students are expected to be neat and well groomed and dressed appropriately.

- Shorts, skirt and skort lengths are to comply with the length guidelines for the school uniform as stated previously under General Uniform Information. Skirts, skorts, shorts and jumpers are to be worn 3 inches from the top of the knee (when kneeling down) or longer.
- Denim jeans or casual slacks are permitted, but should be sized appropriately and should not be torn or worn out.
- Students are not allowed to wear tank tops, spaghetti strap tops, strapless tops, halter-tops, mesh or see-through tops or short shorts.
- Students' shoes on an out of uniform day must comply with the guidelines stated in the TMS dress code.

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Please sign and return this portion.

**Parent/Student Agreement:**

Students failing to comply with the dress code will need to have their parents bring them the correct uniform BEFORE being admitted to class. The local school administration reserves the right to make the final judgment regarding uniform, hair appropriateness and jewelry. The administration reserves the right to modify the dress code for special occasions such as expeditions or school spirit days. Repeated violations of the Uniform Dress Code Policy will lead to parent/administration conferences and possibly the students' ineligibility to participate in expeditions and/or related activities.

Parent's Signature:_____Date: _____

Student Signature:_____ Teacher:_____

## APPLICATIONS RECEIVED AND SPOTS AVAILABLE AT LOTTERY SINCE STARTUP

| School Year | Applications Received | Spots Available | Wait List |
|---|---|---|---|
| 2009-2010 | 169 | 140 | 29 |
| 2010-2011 | 115 | 68 | 47 |
| 2012-2013 | 268 | 64 | 204 |
| 2013-2014 | 454 | 90 | 364 |
| 2014-2015 | 499 | 93 | 406 |
| 2015-2016 | 554 | 69 | 485 |
| 2016-2017 | 581 | 73 | 508 |

# GROUND LEASE

THIS GROUND LEASE (this "Lease"), made and entered into as of the 14 day of November 2011 ("Effective Date"), by and between the **DeKalb County School District** (hereinafter referred to as "Landlord") and **The Museum School of Avondale Estates**, a Georgia non-profit corporation and State of Georgia Local Education Agency, with an address of P.O. Box 117, Avondale Estates, Georgia 30002 (hereinafter referred to as "Tenant").

## ARTICLE I
## DEMISE OF PREMISES

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, those certain premises (the "Premises") commonly known as 923 Forrest Blvd., unincorporated DeKalb County, Georgia, as more particularly described on Exhibit A attached hereto and by this reference made a part hereof. The Premises shall include all improvements, fixtures, and appurtenances on and to the property described on Exhibit A hereto; provided, however, that any improvements constructed, or caused to be constructed, by Tenant shall be owned by Tenant until the expiration or earlier termination hereof. After the expiration or earlier termination of this Lease, Tenant shall not remove any improvements, fixtures, or appurtenances on the property that would permanently damage the Premises. The parties acknowledge that as of the Effective Date of this Lease, the Premises consist of the Forest Hills Facility, which contains buildings that total approximately 68,452 square feet of space and 11.7 acres of land.

## ARTICLE II
## INSPECTION PERIOD

Tenant shall have a period of ninety (90) days from the Effective Date (such period referred to as the "Inspection Period") in which to conduct with respect to the Premises whatever tests, investigations, and inspections Tenant may deem appropriate in connection with Tenant's intended use; provided, however, that Tenant shall restore the Premises to the condition in which they existed prior to such testing in the event Tenant should terminate this Lease for any reason prior to the Commencement Date. Tenant may terminate this Lease for any reason or no reason at all without penalty at any time prior to the expiration of the Inspection Period upon delivery of written notice of the same to Landlord. Upon such timely termination, neither party shall thereafter have any obligations hereunder (except for the foregoing obligation on the part of Tenant to restore the Premises, which obligation shall expressly survive such termination).

## 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, 2022 (the "Initial Term Expiration Date"), unless extended 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. 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 Avondale Elementary School and/or Midway Elementary School become filled to one hundred and fifteen percent (115%) of their capacity as listed below (the "Trigger Event"). In the event Landlord exercises the termination right granted under this paragraph, a termination fee ("Termination Fee") equal to the unamortized cost of any capital improvements made by Tenant at an interest rate of 4.5% over the term will be due from Landlord. Said Termination Fee will be payable to Tenant in two installments: (i) 50% at the time Landlord exercises its termination right, and (ii) 50% at the time of the actual termination of this Lease. Notwithstanding the foregoing, the termination right granted in this paragraph shall be inapplicable, null and void in the event the Trigger Event is precipitated by the closure of Avondale Elementary School and/or Midway Elementary School. For the sake of clarity, the parties stipulate that, as of the Effective Date hereof, the capacity of Avondale Elementary School is 688 students and the capacity of Midway Elementary School is 765 students. The foregoing capacity numbers are subject to change in the event the respective facilities are enlarged.

(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 and payable by Landlord to Tenant in two installments: (i) 50% at the time Landlord exercises its termination right, and (ii) 50% at the time of the actual termination of this Lease.

(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 (or, if such failure cannot be corrected within such thirty (30) day period, if Tenant does not commence to correct such default within said thirty (30) day period and thereafter diligently prosecute the correction of same to completion within a reasonable time). 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 eighteen (18) months' advance written notice to Landlord. No Termination Fee shall apply in the event this Lease is terminated in accordance with this paragraph.

## ARTICLE IV
## RENT / OPERATING EXPENSES / MAINTENANCE

In lieu of monetary rent, Tenant shall pay all expenses relating to the operation and maintenance of the Premises throughout the Term. The parties expressly acknowledge and agree that Tenant's covenant to maintain the Premises as contained in this Article IV is good, valid and sufficient consideration for the granting of the leasehold estate by Landlord to Tenant.

Tenant shall keep the Premises in good, clean and habitable condition and shall at its sole cost and expense keep the Premises free of insects, rodents, vermin and other pests and make all repairs and replacements of every kind in connection with Tenant's use of the Premises. Without limiting the coverage of the previous sentence, it is understood that Tenant's obligations with respect to the maintenance and repair of the Premises include the repair and replacement of all lighting, heating, air conditioning, glass, electrical, mechanical, plumbing, sewer, fixtures, ducts, conduits and pipes that serve the Premises exclusively to the extent located within the Premises. In addition, Tenant shall maintain in good condition (including repairs and replacements) the heating, ventilating and air conditioning equipment, lines and ducts exclusively serving the Premises, whether located inside or outside the Premises. Tenant shall maintain a service contract for the regular seasonal maintenance of the air conditioning and heating equipment with a reputable contractor at all times during the Lease Term. Tenant shall not be required under any

provision of this Lease to return the Premises to Landlord in better condition than the condition in which the Premises was delivered to Tenant.

## ARTICLE V
## UTILITIES

Tenant shall arrange for all water, gas, electricity, telephone and any other utility service used at the Premises and 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. Landlord shall grant or join in such utility easements serving the Premises as Tenant may reasonably request without charge therefore, but at no cost or expense to Landlord.

## ARTICLE VI
## USE, INITIAL IMPROVEMENTS AND ASSIGNMENT/SUBLETTING

6.1 Use & Initial Improvements. Tenant may use the Premises for operation of a public charter school and all uses incidental thereto, provided that the primary use is for an educational purpose (the "Permitted Use"). In connection therewith, Tenant shall have the right to (i) renovate the Premises (including the existing building(s) and all improvements related or ancillary thereto), (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, and (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. All such installations, improvements and modifications shall be at Tenant's sole expense and subject to applicable local, state and federal law or code. 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. Notwithstanding the foregoing, Tenant may use or allow the use of the Premises for occasional non-educational purposes (e.g., athletic contests, etc.) so long as such non-educational purposes are ancillary to, and not in lieu of, the Permitted Use.

6.2 Assignment and Subletting. Tenant may assign this Lease or sublet all or a portion of the Premises only upon Landlord's prior written consent which shall not be unreasonably withheld, denied, or conditioned; provided, however, that no such consent shall be required for a sublease or assignment to an entity controlling, controlled by, or under common control with Tenant (so long as the sublessee or assignee uses the Premises in accordance with Section 6.1 above).

## ARTICLE VII
## MAINTENANCE AND REPAIRS

Landlord represents and warrants that, as of the Effective Date hereof, the Premises is free from any liens and that Landlord has not contracted for any work to be performed by a third party at the Premises within the ninety-five (95) days preceding the Effective Date. Tenant shall promptly pay when due the entire cost of all work done by it to the Premises and shall keep the Premises free of liens for labor or materials. Should mechanics', materialmen's or other similar

liens be filed against the Premises by reason of the acts of either party hereto, such party 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.

## 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 commercially reasonable general commercial liability and property insurance with respect to the Premises and Tenant's operations therein. Landlord's specific insurance requirements are attached hereto as Exhibit B. 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 Mutual Release and Waiver of Subrogation. Landlord and Tenant hereby release each other and anyone claiming through or under the other by way of subrogation from any and all liability for any loss of or damage to property, whether caused by the negligence or fault of the other party, to the extent of any recovery made by the parties hereto for such loss or damage under any all-risk or other property insurance policy now or hereafter issued covering the Premises. In addition, Landlord and Tenant shall cause each such insurance policy carried by them insuring the Premises or the contents thereof, to be written to provide that the insurer waives all rights of recovery by way of subrogation against the other party hereto in connection with any loss or damage covered by the policy. The provisions of this Section 8.2 shall survive the expiration or earlier termination of this Lease for a period of two (2) years.

## 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. If this Lease is terminated pursuant to this Article IX, all compensation awarded for any taking of the Premises except for (i) the unamortized value of Tenant's repairs and improvements on the Premises, (ii) any award for moving expenses, and (iii) any award for diminution of Tenant's leasehold estate shall belong to Landlord and Tenant hereby assigns its interest in any award for such taking, except for items (i) – (iii), to Landlord. In the event of a condemnation where this Lease is not terminated, then Landlord and Tenant shall each be entitled to such award for its interest in the Premises as is provided for by applicable law.

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.

9.4 Termination. In the event of any termination of this Lease as the result of the provisions of this Article IX, Landlord and Tenant, effective as of such termination, shall release each other from all liability and obligations thereafter arising under this Lease, except where terms and obligations expressly survive any such termination.

## 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 and any extensions thereof without any hindrance or molestation by Landlord or anyone claiming by, through, or under Landlord. Landlord warrants that it owns fee simple title to the Premises subject only to matters of record and shall defend title to the Premises against the claims of all persons claiming by, through or under Landlord except with respect to matters of record.

## ARTICLE XI
## HAZARDOUS MATERIALS

Tenant acknowledges that Landlord has not conducted any environmental testing of the Premises. However, to the best of Landlord's knowledge and belief, Landlord is not aware of, nor has Landlord received written notice of, any hazardous materials in, on, or under the Premises (except for asbestos which may or may not be present in the existing building). 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.

The parties acknowledge and agree that Tenant handles certain hazardous materials as part of its Permitted Use (e.g., cleaning and office supplies). Tenant shall handle, store, and dispose of such substances in compliance with all governmental regulations related to same and to hold Landlord harmless from any action or claim related to Tenant's use thereof.

## 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: | The Museum School of Avondale Estates<br>P.O. Box 117<br>Avondale Estates, Georgia 30002 |
| With a copy by similar means to: | Kevin A. Woolf, Esq.<br>Seyfarth Shaw LLP<br>1075 Peachtree Street, NE, Suite 2500<br>Atlanta, Georgia 30309 |
| If to Landlord: | Superintendent<br>DeKalb County School District<br>1701 Mountain Industrial Boulevard<br>Stone Mountain, Georgia 30083 |
| With a copy by similar means to: | Joshua Mayes, Esq.<br>Sutherland Asbill & Brennan LLP<br>999 Peachtree Street, NE<br>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 Successors and Assigns. All covenants, promises, conditions, representations, and agreements herein contained shall be binding upon, apply, and inure to the parties hereto and their respective heirs, executors, administrators, successors, and permitted assigns.

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. The captions used in this Lease are for convenience only and do not limit or amplify the provisions hereof.

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, inclusive of the Exhibits, 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 Force Majeure. In the event that either party shall be delayed or hindered in or prevented from the performance of any work, service, or other act required under this Lease to be performed by the party, and such delay or hindrance is due to strikes, lockouts, acts of God, governmental restrictions, enemy act, civil commotion, fire or other casualty, or other causes of a like nature beyond the control of the party so delayed or hindered, then performance of such work, service, or other act shall be excused for the period of such delay and the period for the performance of such work, service, or other act shall be extended for a period equivalent to the period of such delay. Lack of financial resources by either party shall not constitute a force majeure event hereunder, regardless of the reason for the lack of financial resources.

12.11 Indemnity. Tenant shall indemnify and hold Landlord harmless from all cost, expense, liability, obligation, claim or action, including without limitation reasonable attorney's

fees actually incurred, arising from Tenant's use and occupancy of the Premises under this Lease, except for matters arising from Landlord's willful misconduct.

12.12 Entire Agreement. This Lease (including all exhibits hereto) 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 Landlord's Right to Inspect. Landlord may enter upon the Premises to inspect same upon reasonable advance notice to Tenant, which shall be written notice unless an emergency condition exists, in which case Landlord shall give such notice as is practicable under the circumstances. Any such entry by Landlord shall be undertaken with due care and so as to minimize interference with operations on the Premises to the extent reasonably practicable.

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.

[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: Thomas E. Bowen

Title: Chair

[OFFICIAL SEAL]

TENANT:

**The Museum School of Avondale Estates**

By: _____

Name: ALEXANDRA LB WEBB

Title: CHAIR, BOARD OF DIRECTORS

**The Museum School**
**923 Forrest Boulevard**
**Decatur GA 30030**

The EPA regulates asbestos containing materials in schools under the Asbestos Hazard Emergency Response Act (40 CFR PART 763, AHERA). Please be advised that asbestos containing materials (ACM) have been identified in this school. The only remaining asbestos containing materials in the buildings currently occupied by The Museum School are sink undercoating and floor tile mastic. Both of these materials are classified as Category II non-friable ACM, and are not likely to be disturbed by normal daily activities or janitorial activities. The EPA definition of Catergory II non-friable ACM is any material, excluding Category I non-friable ACM, containing more than one percent (1%) asbestos as determined using polarized light microscopy according to the methods specified in Appendix A, Subpart F, 40 CFR Part 763 that, when dry, cannot be crumbled, pulverized, or reduced to powder by hand pressure.

All asbestos containing materials identified during the AHERA survey performed for The Museum School in March 2012 are described in the report provided by Terracon Consultants Inc. A number of asbestos containing materials were abated during the construction activities, and all abatement activities were conducted according to AHERA regulatory requirements. The management of asbestos in place is described in the AHERA operations and management plan, also provided by Terracon Consultants Inc. The AHERA regulations require a periodic surveillance inspection at least once every six months. In addition, the AHERA regulations require that all existing asbestos containing materials be re-inspected by an AHERA accredited inspector every three years. A copy of all AHERA documentation is kept on site at The Museum School at all times, and is available for review upon request to the Asbestos Program Manager.

Asbestos only presents a health risk when fibers become airborne and air inhaled. The mere presence of asbestos containing materials does not represent a health risk for occupants of the building. Please avoid unnecessary disturbances of any asbestos containing materials. If a disturbance of asbestos containing materials is observed, or if you have general questions regarding the asbestos program, please contact the Asbestos Program Manager for The Museum School.

The Museum School Asbestos Program Manager
Josh Sitz
404-558-3180 cell

# Asbestos General Awareness Training for School Custodial and Maintenance Staff

The Maine Department of Environmental Protection wishes to thank Tim Gallant, Director Buildings, Grounds & Transportation Director for MSAD #43 for permission to print and reproduce this document developed by Mr. Gallant to inform public school employees about the hazards associated with asbestos containing materials in their schools.

This training guide was prepared with information found in "How to Manage Asbestos in School Buildings: The AHERA Designated Person's Self Study Guide", EPA, 1996, the Environmental Safety and Health Online, and OSHA. This document has been reviewed, edited for content and reformatted by the Maine Department of Environmental Protection.

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# Section 1: What is Asbestos?

Asbestos is the name applied to six naturally occurring minerals that are mined from the earth. Unlike other minerals, however, the crystals of asbestos form long, thin fibers. Asbestos deposits are found throughout the world, but the primary sites of commercial asbestos production are Canada, Russia, and South Africa. Commercial mining of asbestos in the United States was halted in the 1980s.

- Naturally occurring minerals that form long, thin fibers
- Asbestos fibers are virtually indestructible
- Resistant to chemicals and heat
- Chrysotile is most common type of asbestos found in building materials; known as "white asbestos"

Once extracted from the earth, asbestos-containing rock is crushed, milled (or ground), and graded. This produces long, thread-like fibers of material. What appears to the naked eye as a single fiber is actually a bundle of hundreds or thousands of fibers, each of which can be divided even further into tiny fibers (fibrils), invisible without the aid of a microscope.

All types of asbestos tend to break into very tiny fibers. These individual fibers are so small that many must be identified using a microscope. In fact, some individual fibers may be up to 700 times smaller than a human hair. Because asbestos fibers are so small, once released into the air, they may stay suspended there for hours or even days.

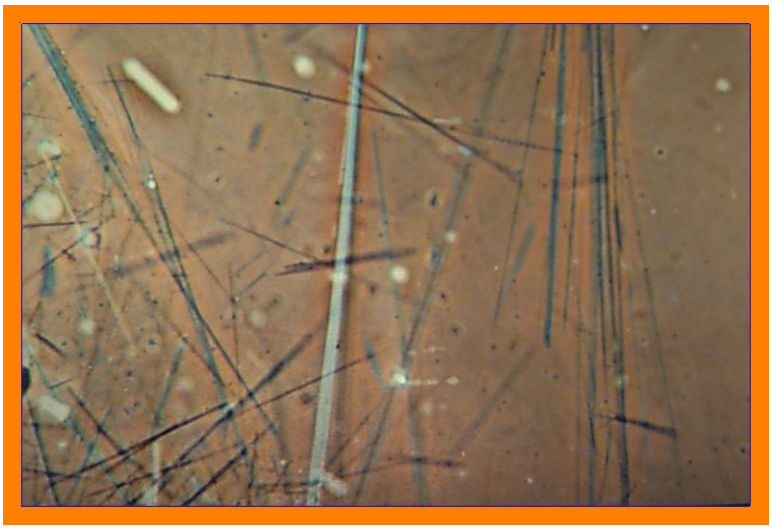
Asbestos fibers are also virtually indestructible. They are resistant to chemicals and heat, and they are very stable in the environment. They do not evaporate into air or dissolve in water, and they are not broken down over time. Asbestos is probably the best insulator known to man. Because asbestos has so many useful properties, it has been used in over 3,000 different products.

Usually asbestos is mixed with other materials to actually form the products. Floor tiles, for example, may contain only a small percentage of asbestos. Depending on what the product is, the amount of asbestos in asbestos containing materials (ACM) may vary from 1%-100%. Unfortunately, all the characteristics listed above are what makes asbestos a health and environmental problem today.



**Unmilled mineral asbestos (chrysotile).**

Asbestos materials are divided into two groups -- serpentine and amphibole. Amphibole asbestos fibers are straight and needle-like. Sepentine asbestos fibers are silky in texture, and curly. All asbestos in the serpentine group is called Chrysotile. This is the most common type of asbestos found in buildings in the United States, accounting for approximately 95 percent of the asbestos found in the nation's buildings. It is commonly known as "white asbestos" because of its natural color.



**A single asbestos fiber**

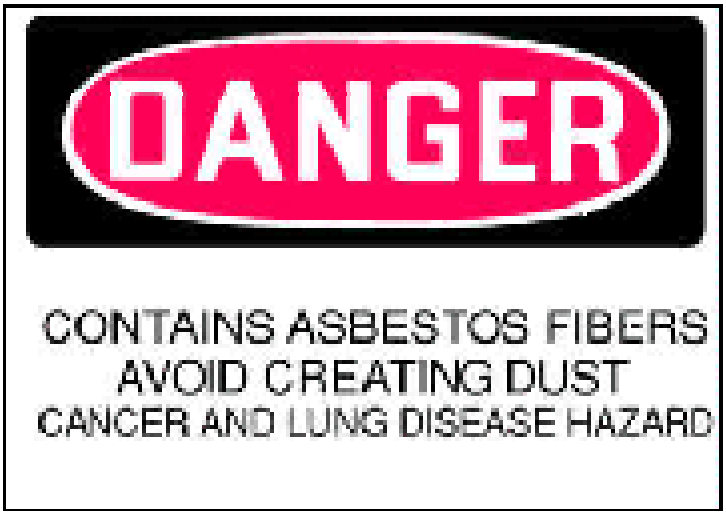
The amphibole group contains five types of asbestos. Amosite, the second most common type of asbestos found in buildings in the United States, is often referred to as "brown asbestos" for the color of the natural mineral. Crocidolite, or "blue asbestos" has been used in high-temperature insulation products and on chemical resistant surfaces, such as laboratory tables for chemistry and biology classes (upon occasion, the custodial staff will drill holes in table tops for new fixtures without realizing that the material may contain crocidolite). The remaining three types of asbestos in the amphibole group -- Anthophyllite, Tremolite, and Actinolite -- are rare and have little commercial value. They are occasionally found as contaminants or minor constituents in asbestos-containing materials.

# Section 2: History of Asbestos

Asbestos has been used for over 2,000 years. The word asbestos comes from the ancient Greek's and means "Nonburnable." The Greeks admired the "miracle mineral" because of its softness and flexibility and its ability to withstand heat. The Greeks used asbestos much like cotton, spinning and weaving it into cloth. The nonburnable quality of asbestos and its flexibility made it useful for several ancient products. Ancient Greeks used asbestos for lamp wicks and blacksmith gloves. Ancient Egyptians used asbestos cloth to prepare bodies for burial. Romans collected ashes of the dead by wrapping bodies in asbestos before cremation.

- Asbestos has been used for over 2,000 years
- Early uses include lamp wicks, blacksmith gloves and burials
- Later uses include thermal insulation, fireproofing and reinforcement materials

The unique characteristics of asbestos made it perfect for use in machinery during the industrial revolution. Asbestos was not widely available anywhere in the world until the late 1800s, when major deposits were found in Canada. Thereafter, asbestos was used to make thermal insulation for boilers, pipes, and other high temperature applications, and was also used as a fireproofing and reinforcement material. During World Wars I and II, the military used asbestos extensively in ships and other applications. Commercial usages of asbestos in buildings increased greatly thereafter. Half of all multi-story buildings built in the U.S. from 1950-1970 contain some form of asbestos: Cement Products; Acoustical Plaster; Fireproofing; Wallboard; Ceiling Tile; Vinyl Asbestos Floor Tile; Insulation; Etc. Growing concerns about the health risks associated with asbestos exposure resulted in a voluntary reduction in the use of asbestos beginning in the 1970s.



# Section 3: Where is Asbestos Found?

Asbestos has been used in thousands of products, largely because it is plentiful, readily available, cheap, strong, does not burn, conducts heat and electricity poorly, and is resistant to chemical corrosion. Products made with asbestos are often referred to as asbestos-containing materials (ACM). Asbestos proved particularly useful in the construction industry. Building materials that contain asbestos are referred to as asbestos-containing building materials (ACBM). Commercial usage of asbestos products in the construction industry was most common from about 1945 to 1980.

- Products made with asbestos are referred to as asbestos-containing materials (ACM)
- Building materials that contain asbestos are referred to as asbestos-containing building materials (ACBM)
- Commercial usage of asbestos products in the construction industry was most common from about 1945 to 1980

EPA identifies three categories of ACBM (See the definitions appearing in § 763.83 of the AHERA Rule):

1. **Surfacing Materials** -- Interior ACBM that has been sprayed on, troweled on, or otherwise applied to surfaces (structural members, walls, ceilings, etc.) for acoustical, decorative, fireproofing, or other purposes. This includes acoustical plaster, hard plasters (wall or ceiling), fireproofing insulation, spray-applied or blown-in thermal material, joint or patching compound (wall or ceiling), and textured paints or plasters.

2. **Thermal System Insulation** -- Insulation used to control heat transfer or prevent condensation on pipes and pipe fittings, boilers, breeching, tanks, ducts, and other parts of hot and cold water systems; heating, ventilation, and air conditioning (HVAC) systems; or other mechanical systems. These insulation materials include pipe lagging, pipe wrap, HVAC duct insulation, block insulation, cements and muds, and a variety of other products such as gaskets and ropes.

3. **Miscellaneous Materials** -- Other, mostly nonfriable products and materials found on structural components, structural members or fixtures, such as floor tile, ceiling tile, construction mastic for floor and ceiling materials, sheet flooring, fire doors, asbestos cement pipe and board, wallboard, acoustical wall tile, and vibration damping cloth. "Miscellaneous materials" do not include thermal system insulation or surfacing materials.

Examples of the more common ACBM found in schools are: floor tiles, 9 inch especially, vinyl base, mastic (adhesive), roofing materials, gaskets in heating and air-conditioning equipment, ceiling panels and tiles, wallboard, joint compound, plaster, pipe insulation, boiler insulation, duct-wrap insulation, duct joint tape, and duct vibration dampening cloth, fireproofing on structural members, fire brick for boilers, and fire doors, acoustical spray-on, cement pipes, and panels, thermal insulating papers. Buildings that have asbestos-containing materials in them will have that information contained in the district Asbestos Management Plan, located in the Central Office. Pipe and boiler insulation that contains asbestos will be labeled with identifying stickers and placards. Asbestos-containing ceiling tiles will not be labeled or marked. These tiles cannot be differentiated from other tile by visual means - they must be analyzed by a laboratory test.

**Friable vs. Nonfriable ACBM**

Friable ACBM will release fibers into the air more readily than nonfriable ACBM. Therefore, the AHERA Rule (Asbestos Hazard Emergency Response Act) differentiates between friable and nonfriable ACBM. The regulations define friable ACBM as material that may be crumbled, pulverized, or reduced to powder by hand pressure when dry. Friable ACBM also includes previously nonfriable material when it becomes damaged to the extent that when dry it may be crumbled, pulverized, or reduced to powder by hand pressure. Undamaged non-friable ACBM should be treated as friable if any action performed on the material will make them friable.

# Section 4: Health Effects Associated with Asbestos Exposure

The health effects associated with asbestos exposure have been studied for many years. Results of these studies show that inhalation (breathing in) of asbestos fibers leads to increased risk of developing several diseases. Exactly why some people develop these diseases remains a mystery, but it has been well demonstrated that most asbestos-related illnesses are dose-response related (i.e., the greater the exposure to airborne asbestos fibers, the greater the risk of developing an illness).

- Inhalation of asbestos fibers leads to increased risk of developing several diseases
- People most at risk are maintenance and construction workers who disturb asbestos in buildings
- The majority of people who have developed diseases because of asbestos exposures are former asbestos workers

## Relative Hazards of Asbestos Exposure

Almost daily, we are exposed to some prevailing level of asbestos fibers in buildings or experience some existing level in the outdoor air. Some fibers that are inhaled remain in the lungs. Brief "bursts" of exposure, when added to the background level, increase the potential to cause or trigger the development of an asbestos related disease. These brief bursts of exposure occur in many ways. For example, when a carpenter drills a hole in an asbestos fire door without taking any precautions, an increased amount of asbestos may be released into the air. The more often these bursts of exposure occur, the greater the risk of breathing asbestos fibers.

People most at risk for this additional exposure are maintenance and construction workers who work on and disturb asbestos in buildings. This clearly demonstrates the need for an active asbestos policy and an ongoing operations and maintenance (O&M) plan for buildings that contain ACBM.

It is important to recognize that the majority of people who have developed diseases because of asbestos exposures are former asbestos workers. These workers were frequently exposed to high levels of asbestos fibers each working day, with little or no protection. Today's asbestos maintenance workers and AHERA-trained asbestos abatement workers are trained to follow specific work practices and wear appropriate protection, including respirators, to minimize the risk of exposure. However, increased risk may occur when a worker who does not use a respirator or follow specific work practices disturbs any ACBM.

## The Respiratory System

The effects of asbestos exposure most often involve the lungs. Air breathed into the body passes through the mouth and nose, continuing into the windpipe. The windpipe divides into smaller and smaller tubes that end up in the lungs as air sacs called alveoli. It is in these air sacs that respiration occurs. Oxygen is absorbed into tiny blood vessels (or capillaries), and waste gases, such as carbon dioxide, pass out of the blood and are exhaled.

The body has several mechanisms to "filter" the air it breathes. First, large particles are removed in the nose and mouth. Many smaller particles are caught on the mucus-coated walls of the airway tubes. These airways have "hairy" linings (ciliate cells) that constantly propel mucus upward. Particles caught in the mucus are swept up into the back of the mouth. From here they are swallowed or expelled (spit out). Unfortunately, cigarette smoking temporarily paralyzes these hair-like cells, disabling one of the body's natural defenses against unwanted dust or fibers.

Despite natural bodily defenses, some dust particles inevitably reach the tiny air sacs in the lungs. When this occurs the human immune system dispatches large cells called macrophages to engulf the particles and "digest" them. These cells deposit a coating on the particles and may begin forming scar tissue around them. This is just another natural defense mechanism the body uses against unwanted debris in the lungs.

- Asbestos-related diseases include asbestosis, lung cancer, mesothelioma, and other cancers
- Asbestosis is most common among workers who have been exposed to large amounts of asbestos fibers over a period of time
- The risk of contracting lung cancer as a result of asbestos exposure increases if the worker is a cigarette smoker

## Asbestos-Related Diseases

If the body's defenses fail to control or remove asbestos fibers that enter the lungs, the risk of developing an asbestos-related disease increases. Asbestos-related diseases include asbestosis, lung cancer, mesothelioma, and other cancers.

**Asbestosis** -- Asbestosis is a disease characterized by lung scarring. It reduces lung elasticity -- the ability to inhale and exhale in response to muscular contractions of the diaphragm -- and makes breathing very difficult. Asbestosis is most common among workers who have been exposed to large amounts of asbestos fibers over a period of time. It is a serious disease and, in those persons exposed to high levels of asbestos, can eventually lead to disability or death. All forms of asbestos are suspected to have the potential to cause asbestosis. Like all diseases associated with asbestos exposure, it may take many years for the disease to show up. The typical latency period for asbestosis is 15 to 30 years. Available data indicate that the frequency of occurrence of asbestosis rises and the disease worsens with increasing dust exposure. The Occupational Safety and Health Administration (OSHA) Asbestos Standards were developed to minimize the incidence of asbestosis among asbestos workers by reducing their exposure to asbestos.

**Macrophage on Asbestos**--Macrophages normally engulf small particles in the lung. Asbestos particles, however, tend to rupture the macrophage on contact, releasing its contents into the surrounding lung tissue. This condition is characteristic of people suffering from asbestosis, a disease caused by the inhalation of asbestos fibers. Since asbestos was used extensively as an insulating material in private homes and public buildings, its removal and subsequent dispersal into the air can cause severe environmental problems for those living and working nearby. The inhalation of asbestos fibers has been linked to lung cancer.

**Lung Cancer** -- As with asbestosis, there appears to be a dose-response relationship between asbestos exposure and lung cancer. In addition, lung cancer arising from asbestos exposure also has a latency period before development -- typically 30 years or longer. The risk of contracting lung cancer as a result of exposure to asbestos increases if the worker is a cigarette smoker. Cigarette smokers who are exposed to asbestos are over 50 times more likely to develop lung cancer than the normal, non-smoking population. As a result, a program to help workers stop smoking and an asbestos operations and maintenance program will help reduce the risk of lung cancer among asbestos maintenance workers.

**Mesothelioma** -- Mesothelioma is a cancer that occurs in the chest cavity lining or in the lining of the abdominal (stomach) lining. This type of cancer spreads rapidly and is always fatal. Cases of mesothelioma have been found in people who have had a limited exposure to asbestos. The onset of this disease appears to be independent of smoking behavior but related to dose and to time from first known asbestos exposure. Mesothelioma tends to have a long latency period -- usually 30 to 40 years.

**Other Diseases** -- Several other diseases seem to occur more frequently among people who have been exposed to asbestos. These include cancer of the esophagus, stomach, colon, and pancreas; pleural (fibrous) plaques; pleural thickening; and pleural effusion.

- The most common way for asbestos fibers to enter the body is through breathing
- Asbestos is most hazardous when it is "friable"
- Friable means that the asbestos is easily crumbled by hand pressure, releasing fibers into the air

The risks of contracting any of these diseases make it extremely important that asbestos maintenance workers utilize proper work practices and respiratory protection.

## Risks Associated with Low Exposure

While studies of asbestos workers and laboratory animals clearly reveal that asbestos is hazardous, the risks associated with low-level, non-occupational exposure (i.e., an occupant of a building who is not actually disturbing the asbestos) have not been directly demonstrated. Estimating low-level risks from exposure data is not a straightforward process, and the validity of current methodologies is questionable.

Based on a thorough review of the literature available on the health effects of asbestos, the National Institute for Occupational Safety and Health (NIOSH) has concluded that there is no level below which the risks of contracting an asbestos-related disease is zero. This means that there is no established safe level of exposure to asbestos.

## When is Asbestos Dangerous?

The most common way for asbestos fibers to enter the body is through breathing. In fact, asbestos containing material is not generally considered to be harmful unless it is releasing dust or fibers into the air where they can be inhaled or ingested. Many of the fibers will become trapped in the mucous membranes of the nose and throat where they can then be removed, but some may pass deep into the lungs, or, if swallowed, into the digestive tract. Once they are trapped in the body, the fibers can cause health problems.

Asbestos is most hazardous when it is friable. The term "friable" means that the asbestos is easily crumbled by hand, releasing fibers into the air. Sprayed on asbestos insulation is highly friable. Asbestos floor tile is not.

Asbestos-containing ceiling tiles, floor tiles, undamaged laboratory cabinet tops, shingles, fire doors, siding shingles, etc. will not release asbestos fibers unless they are disturbed or damaged in some way. If an asbestos ceiling tile is drilled or broken, for example, it may release fibers into the air. If it is left alone and not disturbed, it will not.

Asbestos pipe and boiler insulation does not present a hazard unless the protective canvas covering is cut or damaged in such a way that the asbestos underneath is actually exposed to the air. Damage and deterioration will increase the friability of asbestos containing materials. Water damage,

continual vibration, aging, and physical impact such as drilling, grinding, buffing, cutting, sawing, or striking can break the materials down making fiber release more likely.

## Please Remember

Three things seem to determine your likelihood of developing one of these asbestos related diseases:

**1.** The amount and duration of exposure - the more you are exposed to asbestos and the more fibers that enter your body, the more likely you are to develop asbestos related problems. While there is no "safe level" of asbestos exposure, people who are exposed more frequently over a long period of time are more at risk.

**2.** Whether or not you smoke - if you smoke and you have been exposed to asbestos, you are far more likely to develop lung cancer than someone who does not smoke and who has not been exposed to asbestos. If you work with asbestos or have been exposed to it, the first thing you should do to reduce your chances of developing cancer is to stop smoking.

**3.** Age - cases of mesothelioma have occurred in the children of asbestos workers whose only exposures were from the dust brought home on the clothing of family members who worked with asbestos. The younger that people are when they inhale asbestos, the more likely they are to develop mesothelioma. This is why enormous efforts are being made to prevent school children from being exposed.

- ***The risk of asbestos-related disease depends upon exposure to airborne asbestos***
- ***The average airborne asbestos levels in buildings is very low***
- ***Removal is often not the best course of action to reduce asbestos exposure unless proper safeguards are applied***
- ***Asbestos removal is only required during building demolition or renovation projects***
- ***Management of asbestos in-place means having a program to ensure the day-to-day management*** of a building minimizes release of asbestos fibers into the air

Because each exposure to asbestos increases the body burden of asbestos fibers, it is very important to reduce and minimize your exposure.

To put the potential hazard and risk of asbestos exposure in proper perspective, the EPA published the following five facts, which they hope will help calm the unwarranted fears that a number of people seem to have about the mere presence of asbestos in buildings.

***Fact One:*** Although asbestos is hazardous, the risk of asbestos-related disease depends upon exposure to airborne asbestos. In other words, an individual must breathe asbestos fibers in order to incur any chance of developing an asbestos-related disease. How many fibers a person must breathe to develop disease is uncertain. However, at very low exposure levels, the risk may be negligible or zero.

***Fact Two:*** Based on available data, the average airborne asbestos levels in buildings seem to be very low. Accordingly, the health risk to most building occupants also appears to be very low.

***Fact Three:*** Removal is often not a building owner's best course of action to reduce asbestos exposure. In fact, an improper removal can create a dangerous situation where none previously existed. By their nature, asbestos removals tend to elevate the airborne level of asbestos fibers. Unless safeguards are properly applied, a removal operation can actually increase rather than decrease the risk of asbestos related disease.

***Fact Four:*** EPA only requires asbestos removal in order to prevent significant public exposure to airborne asbestos fibers during building demolition or renovation projects.

***Fact Five***: EPA and OSHA recommend a proactive, in-place management program whenever asbestos-containing material is discovered.

Management of asbestos in-place means having a program to ensure that the day-to-day management of the building minimizes release of asbestos fibers into the air, and ensures that if asbestos fibers are released, either accidentally or intentionally, proper control and cleanup procedures are implemented.

# Section 5: Recognizing Asbestos Containing Building Material

While it is often possible to "suspect" that a material or product contains asbestos by visual inspection, actual identification can only be made by microscopic analysis. You can, however, learn what types of material could contain asbestos and use this information to avoid disturbing or damaging "suspect" material. Also learn what is asbestos in your building by reviewing the Asbestos Management plan. The plan is located in the main office of your building.

- It is often possible to "suspect" that a material contains asbestos by visual inspection
- Actual asbestos identification can only be made by microscopic analysis
- Learn what types of material could contain asbestos
- Avoid disturbing or damaging "suspect" material

As was learned earlier, the EPA places Asbestos Containing Building Material in three categories:

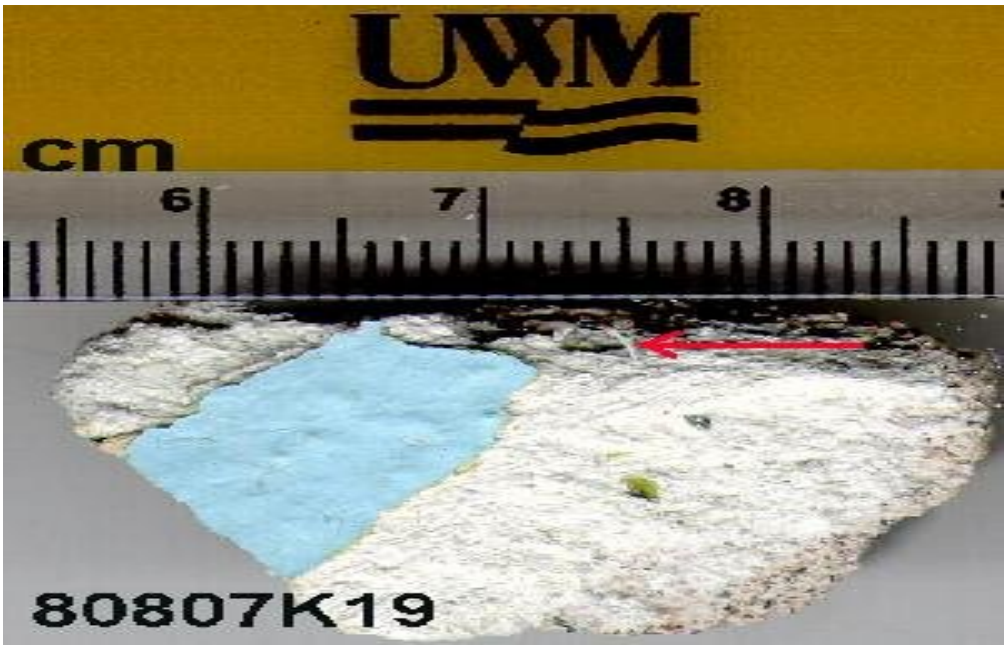
**Surfacing Materials** -- Interior ACBM that has been sprayed on, troweled on, or otherwise applied to surfaces (structural members, walls, ceilings, etc.) for acoustical, decorative, fireproofing, or other purposes. This includes acoustical plaster, hard plasters (wall or ceiling), fireproofing insulation, spray-applied or blown-in thermal material, joint or patching compound (wall or ceiling), and textured paints or plasters.

**Thermal System Insulation** -- Insulation used to control heat transfer or prevent condensation on pipes and pipe fittings, boilers, breeching, tanks, ducts, and other parts of hot and cold water systems; heating, ventilation, and air conditioning (HVAC) systems; or other mechanical systems. These insulation materials include pipe lagging, pipe wrap, HVAC duct insulation, block insulation, cements and muds, and a variety of other products such as gaskets and ropes.

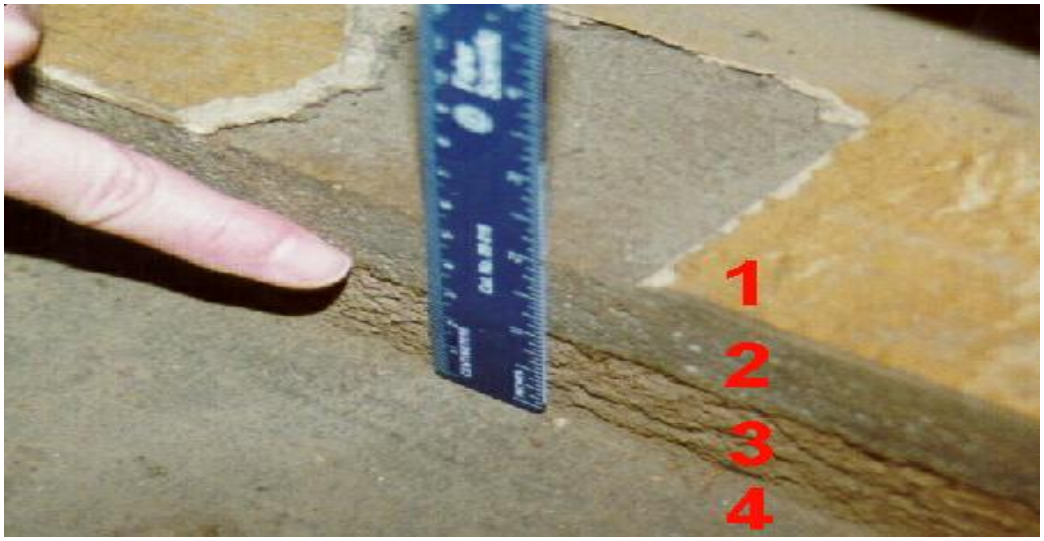
**Miscellaneous Materials** -- Other, mostly nonfriable products and materials found on structural components, structural members or fixtures, such as floor tile, ceiling tile, construction mastic for floor and ceiling materials, sheet flooring, fire doors, asbestos cement pipe and board, wallboard, acoustical wall tile, and vibration damping cloth. "Miscellaneous materials" do not include thermal system insulation or surfacing materials.

## ACBM Examples

Pictured is plaster sample, white finish coat over brown/base coat applied to wire lathe. This 1920s vintage plaster meets the definition of asbestos containing material (ACM), and becomes friable if it is disturbed. Note the visible fiber bundle at 7.5 mm. Many acoustical plasters are also ACM.



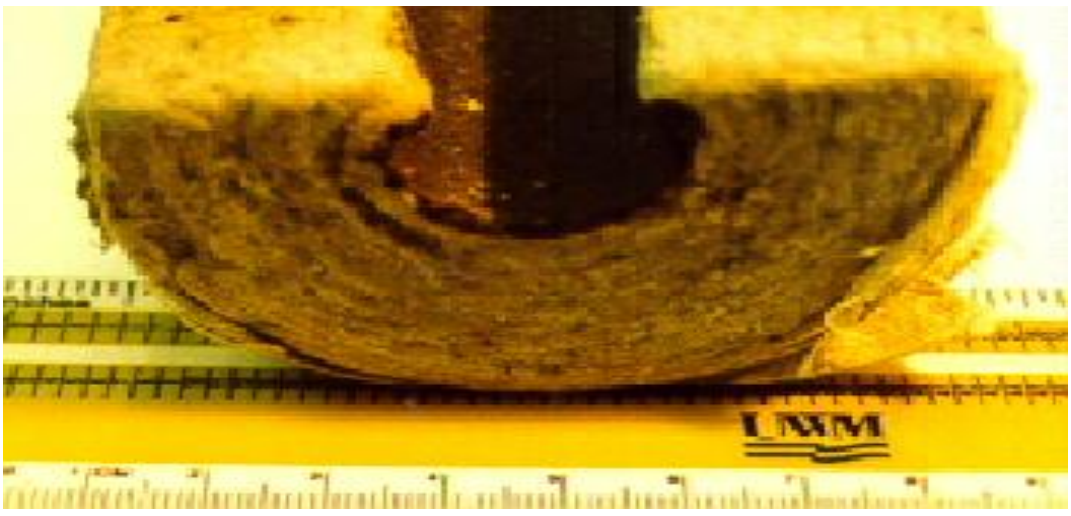

Here is an example of industrial sand floor underlayment and nine-inch asbestos composite floor tile. We believe the purpose of the underlayment was for vibration dampening and noise reduction in this former factory building, built 1914, by the Ford Motor Company. The underlayment is approximately 1" thick. This material contains approximately 10% chrysotile asbestos and is applied directly over concrete. Asbestos floor tile is applied over the underlayment.



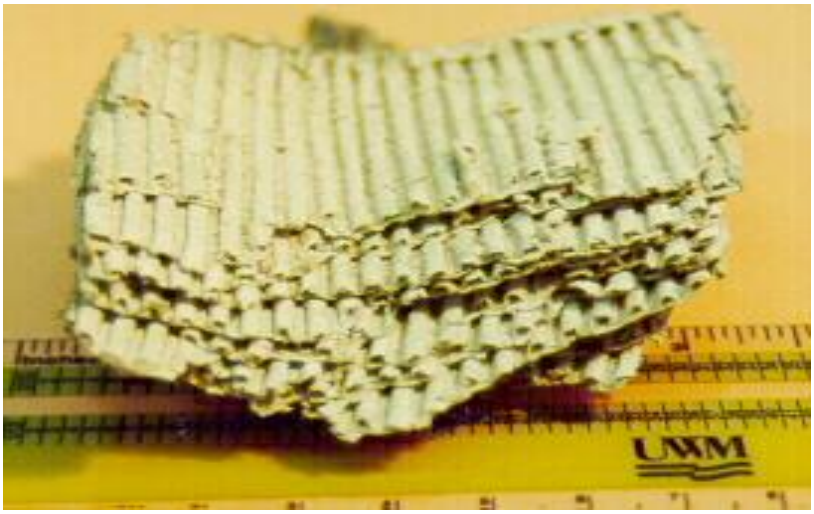
This is an example of highly friable thermal system insulation (TSI). This particular type, often called "mag" insulation, was used to insulate pipes. We normally find mag on high-temperature utilities such as steam or condensate lines. This sample contains both chrysotile and amosite asbestos. This particular sample has long visible fibers, but some mag insulation doesn't. As seen in this photo, mag insulation is highly friable and can result in significant exposure if disturbed.



Here is an example of common asbestos thermal system insulation (TSI), similar in appearance to gray, wrapped paper or cardboard.

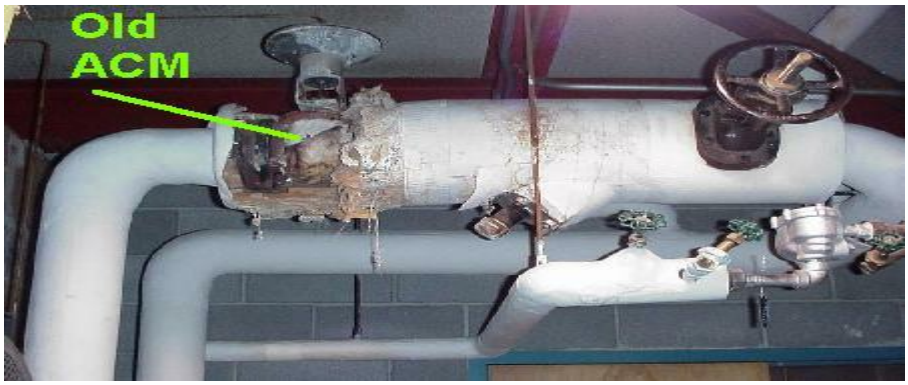


The gray corrugated, cardboard-like material pictured below is AirCell (or Air-O-Cell) asbestos insulation.






An Instance where new fiberglass insulation was applied directly over existing asbestos insulation. Use caution when working on any unlabeled material, particularly in areas where we have both ACM insulation side-by-side with new insulation. If in doubt, assume the material is ACM.



Laboratory ovens, like this muffle furnace, often have asbestos insulation. For example, this small oven has both non-friable transite board and friable ACM insulated electrical wiring (both materials are chrysotile asbestos).

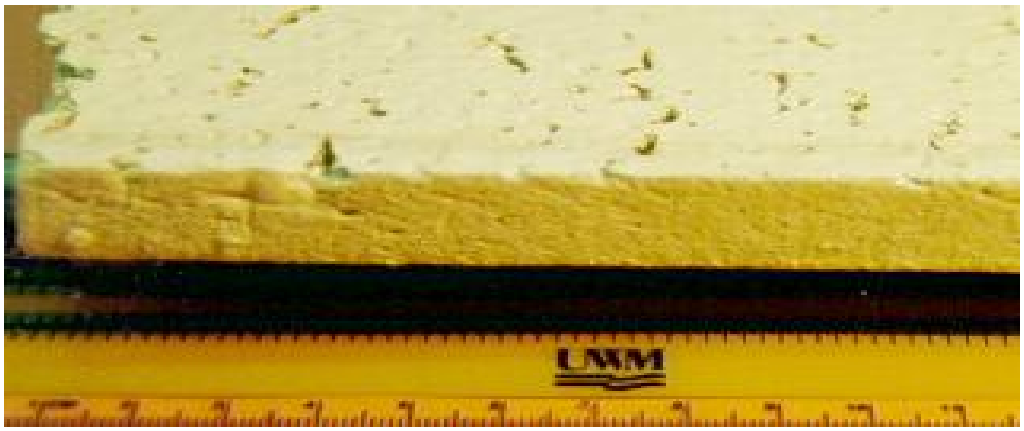


An example of asbestos in a laboratory incubator (door gasket and body insulation).

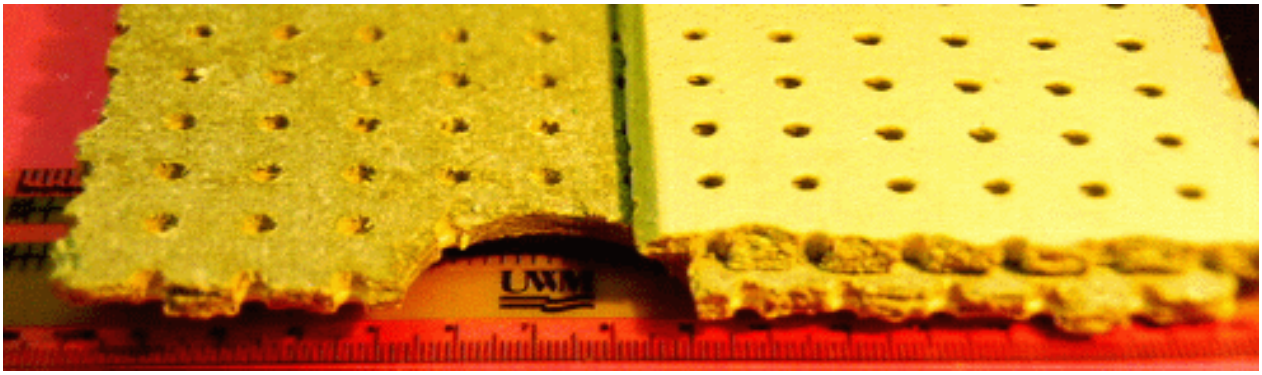




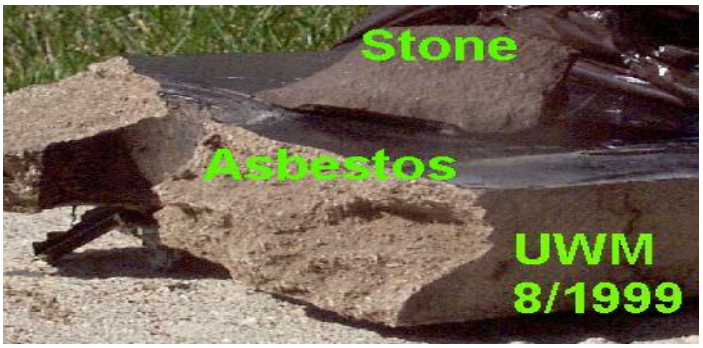
Although rare ceiling tile may also contain asbestos. This tile has both chrysotile and amosite fibers.




This is an example of transite board. This variety is similar in appearance to common pegboard, except transite is usually gray and very dense. The perforated variety is often used in acoustical applications such as in music rooms and auditoriums.




A laboratory bench top (transite) with black laminate surface. Note the visible fibers in the asbestos bench sample. The small sample on top is from a stone bench top. Transite is a Category II waste. Superficially, the transite and stone bench tops look identical due to the black laminate surface.



## Recognizing damaged asbestos containing material.

- ***Fallout is the result of aging and degradation of the bonding agents that holds the asbestos product together***
- Impact is the contact of asbestos materials through striking, cutting or penetration
- Reentrainment results from the physical disturbance of settled fibers

There are three conditions that result in asbestos becoming airborne. They are fallout, impact and reentrainment.

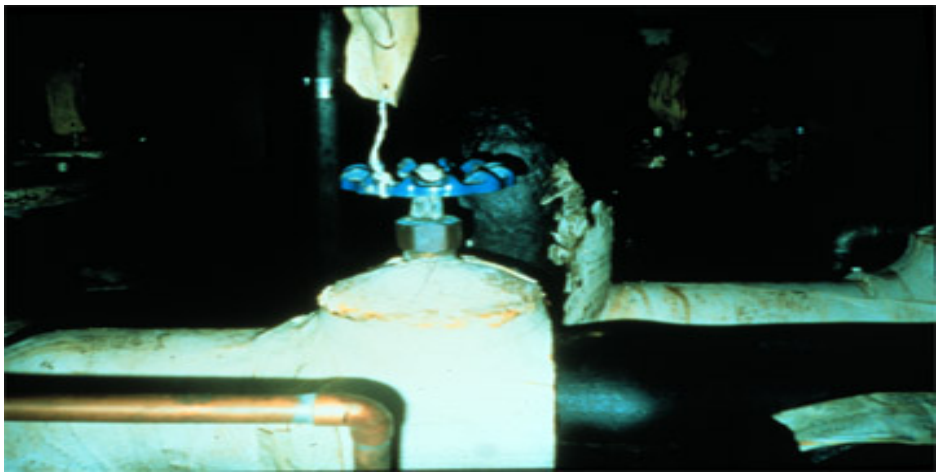
**Fallout** is the result of aging and degradation of the bonding agents that hold the asbestos product together. Fiber release from fallout is usually low level, continuous, and may increase as the structure ages. Fallout can be a source of fibers, which accumulate on horizontal surfaces overtime.

**Impact** is the contact of asbestos materials through actions such as striking, cutting or penetration. These actions disturb the integrity of the material, resulting in fiber release. Highly friable forms of asbestos are especially susceptible to impact. Activities such as spraying with adhesives and paints can cause fiber release. Impact causes occasional, but high, concentrations of fiber release.

**Reentrainment** results from the physical disturbance of settled fibers, causing them to become airborne again. Sweeping; dusting, and other normal building activities can result in reentrainment of fallen asbestos fibers. Reentrainment can result in fiber release that may vary from low to high airborne concentrations. If water damage, physical damage or delamination of the material is observed, then fiber release has occurred, is occurring or will likely occur in the future. Fibers that are released into an air stream, such as in an air plenum or near a forced air stream are likely to be transported to other parts of the building. Materials subjected to noise or vibration such as those located in gymnasiums, band rooms or in buildings near highways or airports may have a higher potential to release asbestos fibers.

## Examples of Damaged ACBM:

**Pipe Mud Packing.** Asbestos was used in this instance and it has begun to crack and release fibers. ***Unless you have received the full 16-hour O&M course training you cannot clean up or repair material and only less than 3 linear feet of material that contains asbestos.***



This picture shows a significantly damaged pipe joint on a steam pipe. The pipe is also insulated with asbestos air cell insulation that looks like corrugated cardboard on the edges. Asbestos insulation on heating pipes is often held in place by metal bands as seen in the picture below.



This picture also shows asbestos mud joints that are significantly damaged. This pipe is also insulated with asbestos air cell insulation. Most pipes wrapped in asbestos also have asbestos containing joints.



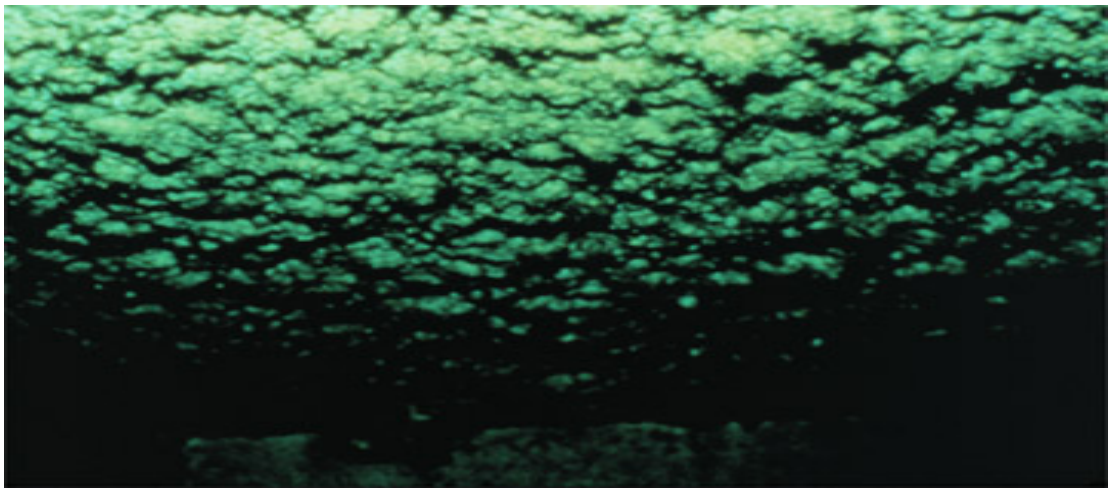
**Paper Insulation.** If you find material in this condition, and pieces of asbestos paper on the floor, immediately leave the area and report it to a supervisor. Most of this pipe covering is in good condition, but there are some damaged areas. When these areas are repaired, the pipe is then considered to be in good condition, and there should not be any release of fibers. While the pipe is still damaged, only those personnel with the appropriate training will be allowed to repair or clean up around the pipe.

AHERA Classification: Damaged Thermal Insulation.



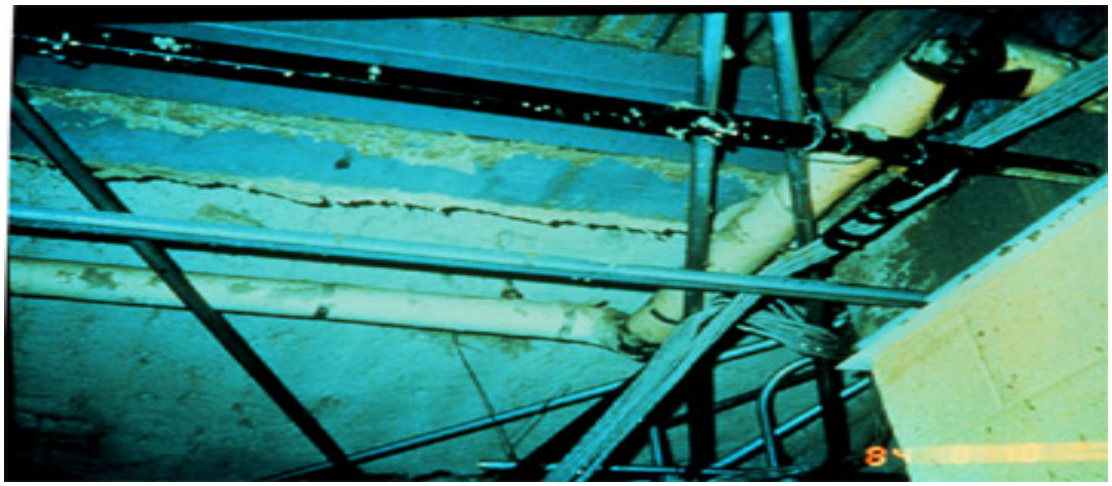
**Sprayed-on Ceiling**. Asbestos is often found on ceilings as a sprayed-on material. Generally, this material is friable. If it is encapsulated or has a hard coating, it does not represent a hazard unless disturbed. You may work around this type of material, however, do not hang displays or flower pots, etc. from it.

AHERA Classification: Potential for Significant Damage (because of occupancy and use.)



**Sprayed-on Insulation.** The ACBM sprayed on the pipes and ceiling in this slide shows water damage and delamination. ***Again, only personnel who have received the 16 hour O&M training may clean-up the disturbed asbestos containing building material debris.*** Instead, the LEA contact person should be notified immediately.

AHERA Classification: Significantly Damaged Surfacing Material.

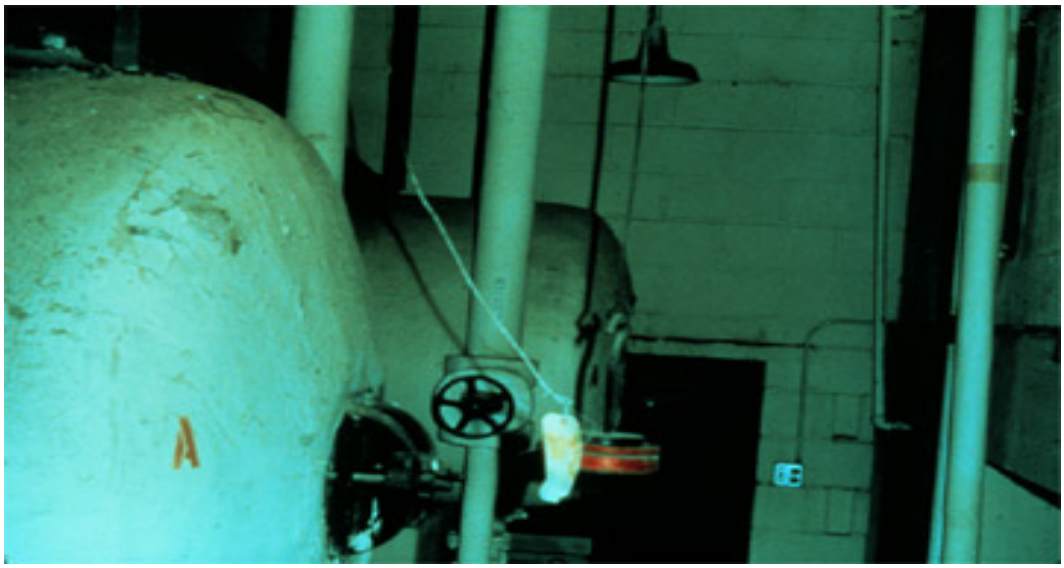


**Sprayed-on Insulation.** Here is an example of friable asbestos sprayed-on ceiling beams as fireproofing. Notice where the asbestos is hanging loose. This is very friable.



**Insulation on a Boiler** .It has been estimated that one out of every four boilers installed before 1970 contains asbestos. Generally, if the boiler is coated with asbestos then so are the boiler pipes. Usually the insulation on boilers is two to six inches thick and contains chicken wire or some other for structural support. Repair of this material or the cleaning of ACM debris must be done by properly trained O&M personnel.

AHERA C1assification: Damaged Thermal Insulation.



# Section 6: Six Month Periodic Inspections

- Know where the asbestos is in your building-refer to the Management Plan
- Check asbestos material condition every 6 months & document
- Take the right action to reduce your risk of asbestos exposure

A visual inspections of asbestos is required every six months. Custodial and maintenance personnel with the proper asbestos awareness training are qualified to conduct visual inspections. Please note, visual inspection means that you look carefully at the ACBM for any possible damage or deterioration, but you are not to repair or touch any damaged material. Damage ACBM should be reported to your supervisor.

During the inspection, look for materials that are deteriorating in condition. Evidence of debris on horizontal surfaces, hanging material, dislodged chunks, scrapings, indentations and cracking are indicators of poor material condition. Look for areas of accidental or deliberate physical damage where Asbestos Containing Building Materials (ACBM) have been disturbed such as: finger marks in the material, graffiti, pieces of missing or dislodged material, scrape marks from movable equipment or furniture, and an accumulation of friable materials on the floor, shelves or other horizontal surfaces.

Look for deterioration resulting in the accumulation of dust on the surface of the ACBM, delamination of the material, or an adhesive failure where it pulls away from the substrate. Inspect the materials for water damage, such as discoloration of or stains on the ACBM or the adjacent walls or floors. Look for buckling of the walls or floors and areas where pieces of ACBM may have separated into layers or may be failing down and exposing the substrate.

By taking the right action you can reduce the risk of exposure to asbestos. Know where the asbestos is in your building. If you find materials that could contain asbestos, recommend to your supervisor that they be tested. Ask your supervisor for training in proper ways to work around asbestos materials. If you see materials that have been disturbed, report the damage to your supervisor. If the cleaning or maintenance in your building is not being done properly, see that it is corrected. Maintenance personnel with the 16 hour training ought to keep on hand items that are useful for working on or around asbestos materials. These include: disposal bags, respirators, tools for working on insulation, disposable coveralls, water bottles for misting filters, etc., glove bags.

You can "suspect" that material contains asbestos but only through microanalysis can asbestos be identified. The best way to recognize ACBM is to: learn what material is most likely to contain asbestos, read the Asbestos Management Plan to learn where actual ACBM is located in your work place.

***If you find damaged ACBM, do not attempt to repair or clean up the spill. Only maintenance personnel who have had the 16 hour O&M training may clean up or repair damaged asbestos material.***

# Section 7: How to Avoid Asbestos Exposure

In order to avoid being exposed to asbestos, you must be aware of the locations it is likely to be found. If you do not know whether something is asbestos or not, assume that it is until it is verified otherwise. Remember that you cannot tell if floor or ceiling tiles contain asbestos just by looking at them.

If you have reason to suspect that something is asbestos, either because it is labeled as such, or because it is something that is likely to contain asbestos (9" floor tile, for example) DO NOT DISTURB IT.

Never: drill, hammer, cut, saw, break, damage, move, disturb, or poke any asbestos-containing materials or suspected materials.

- Never drill, hammer, cut, saw, break, damage, move, disturb, or poke any asbestos-containing materials or suspected materials
- Train all custodial and maintenance workers to safely care for asbestos-containing floors

Survey all buildings for the presence of asbestos. If you need to do work that might involve asbestos (lifting ceiling tiles, repairing insulated pipelines, etc.), check with your supervisor to find out what can be done safely.

For example, before moving any ceiling tiles to perform maintenance work, it will be necessary to ensure they do not contain asbestos. If they do contain asbestos, they will need to be removed by licensed asbestos abatement workers before the work may be performed.

Custodial and maintenance personnel who are responsible for the care and maintenance of asbestos containing floor coverings should be thoroughly trained to safely and properly operate the machines, pads and floor care chemicals used at the facility. Stripping of vinyl asbestos floor coverings should be done as infrequently as possible (e.g., once per year maximum and preferably when the building is unoccupied). Excessive stripping of floors using aggressive techniques will result in increased levels of asbestos fibers in the air. Prior to machine operation, apply an emulsion of chemical stripper in water to the floor. Use a mop to soften the wax or finish coat.

When stripping floors becomes necessary, the machine used for stripping the finish should be equipped with the least abrasive pad as possible (black pads are usually the most abrasive and the white pads the least abrasive). Consult with your floor tile and floor finish product manufacturer for recommendations on which pad to use on a particular floor covering. Incorporate the manufacturer's recommendations into your floor maintenance work procedures. The machine used to remove the wax or finish coat should be run at a low rate of speed (i.e., ranging between 175-300 rpm) during the stripping operation. There is a direct correlation between machine speeds and the release of asbestos fibers from asbestos containing floor coverings. The higher the machine speed the greater the probability of asbestos fiber release. Never perform dry stripping. Always strip floors while wet. Do not operate a floor machine with an abrasive pad on unwaxed or unfinished floor containing-asbestos materials. Consult with floor tile and floor finish product manufacturers concerning specific or unique problem(s) on the maintenance of your floors.

After stripping and before application of a high solids floor finish, the floor should be thoroughly cleaned, while wet, preferably with a Wet-Vac HEPA filtration vacuum system.

Prior to applying a finish coat to a vinyl asbestos floor covering, apply 2 to 3 coats of sealer. Continue to finish the floor with a high percentage solids finish. It is an industry recommendation to apply several thin coats of a high percentage solid finish to obtain a good sealing of the floor's surface, thereby minimizing the release of asbestos fibers during finishing work.

When spray-buffing floors, always operate the floor machine at the lowest rates of speed possible and equip the floor machine with the least abrasive pad as possible. A recent EPA study indicated that spray-buffing with high-speed floor machines resulted in significantly higher airborne asbestos fiber concentrations than spray-buffing with low speed machines.

When dry-burnishing floors, always operate the floor machine at the lowest rate of speed possible to accomplish the task (i.e., 1200-1750 rpms), and equip the floor machine with the least abrasive pad as possible.

After stripping a floor and applying a new coat of sealer and finish, use a wet mop for routine cleaning whenever possible. When dry mopping, a petroleum-based mop treatment is not recommended for use.

During the winter months when sanding and/or salting of icy parking lots becomes necessary, it is an industry recommendation that matting be used at the entrance way to the school building and inside the doorway where feasible. This would significantly eliminate the scuffing of floors by abrasive sanding materials brought into the building on the shoes of building occupants. More frequent wet mopping and dry mopping of floors should be performed during the winter months to minimize damage to the floors.

Check to see if chair and desk glides are in good condition and replace where indicated. Worn glides can gouge the floor coverings and possibly cause asbestos fiber release.

During the winter months, have parking lots and walkways swept to avoid tracking salt and ice-melting compounds into the school by students. These materials can cause severe scuffing of floor coverings and lead to the release of asbestos fibers into the school building(s).

Where feasible, use mats at entrance ways to cafeterias, gymnasiums, libraries, etc., to protect against possible scuffing of floor covering(s), etc. from salt and ice-melting compounds and from ocean sand.

Broken and fallen ceiling tiles should be left in place until identified. Only after they have been identified as safe may they be removed. Asbestos tiles will be removed by asbestos abatement workers.

Broken and damaged asbestos floor tiles must also be removed by asbestos abatement workers.

It is important to report any damaged asbestos-containing materials to your supervisor immediately. If, for example, you discover some sprayed-on asbestos insulation has been knocked off a ceiling or wall, this would be considered a "spill." As such it would need to be cleaned up immediately by asbestos abatement workers. Do not attempt to clean up spills yourself! Disturb the material as little as possible. Also report any damaged pipe insulation, ceiling tile, 9" floor tile, fallen clumps of sprayed-on insulation, etc. Take measures to prevent others from disturbing the spill until the Asbestos Abatement crew arrives.

By knowing where asbestos is likely to be located and then taking measures not to disturb it, you will protect yourself and others from exposure to this hazardous substance.

## PROTECTING YOURSELF FROM ASBESTOS

Some of the friable building materials in your school contain asbestos. Friable asbestos-containing materials crumble easily and release fibers into the air. Breathing these fibers may cause cancer and other diseases. The more asbestos you breathe the greater your chances are of getting disease. You can take precautions that will reduce or eliminate the risk of being exposed to asbestos.

- Custodians with the two hour training are not qualified to work on or cleanup asbestos
- Only licensed contractors can remove or disturb more than 3 square or 3 linear feet
- Always check with your Designated Person/supervisor before you do anything

Find out from your supervisor where these friable asbestos containing materials are in your building. Do not touch or disturb them unless you have to. If you must handle an asbestos-containing material, first lightly spray it with water. (EPA recommends using water which contains wetting agents, if they are available.) Wet asbestos-containing material will not release as many fibers.

Even if friable asbestos-containing materials are not disturbed, they may release asbestos fibers, which will fall slowly to the floor. If you are cleaning in areas which contain these materials, do not use a broom it will stir fibers into the air.

Do not use a vacuum cleaner unless it is equipped with a High Efficiency Particulate Air (HEPA) filter. The fibers are so small they can pass through an ordinary vacuum cleaner and out into the room.

When cleaning in areas which contain friable asbestos-containing material, use dampened mops and dustcloths. Dampened mops and dustcloths will hold the fibers much better than dry mops and dustcloths, and will reduce the number of fibers put back into the air. It is best to use mops with disposable heads and to throw away the mop head after use. Otherwise fibers will be released as the mop dries. Use either lightly dampened mops or cloths or a vacuum with a High Efficiency Particulate Air filter to clean areas where wet mopping cannot be used (such as carpeting or hardwood floors).

Clean tables and chairs in the area with damp cloths. Do not dust them with brushes or with dry cloths, and do not vacuum them. After you use the mop heads and cloths, put them in a plastic bag while they are still wet. Dislodged materials should also be placed in plastic bags for disposal.

## A LIST OF IMPORTANT POINTS TO REMEMBER

1. Custodians with the two hour training are not qualified to work on or cleanup asbestos.

2. Do not handle or disturb friable asbestos-containing materials unless necessary.

3. If you must handle asbestos-containing materials, wet them first.

4. If you must disturb asbestos (for example, to repair a light), see your supervisor before starting work. Then:

- Place a plastic dropcloth below the work area
- Spray asbestos-containing material with water before you disturb it.
- Make sure that only those persons who are necessary for the job are in the area.
- Put all the asbestos you remove into a heavy plastic bag. Seal the bag and discard it.

- After the job, clean all the ladders and tools you used with a wet cloth.
- Roll up the drop cloth carefully and put it in a plastic bag. Discard the bag.
- Clean the floor below the work area with a wet mop.
- Put the mop head and the cloth used to clean the ladders in a plastic bag while they are still wet, seal the bag, and discard it.

***If you must disturb or remove large sections of asbestos-containing material, see your supervisor before you begin. Only licensed asbestos abatement contractors can disturb or remove asbestos containing materials in amounts greater than 3 square/linear feet.***

# Section 8: Federal and State Regulations

Concerning asbestos, public and private schools in Maine are regulated by the Environmental Protection Agency and the State of Maine DEP. On October 22, 1986, Congress promulgated the Asbestos Hazard Emergency Response Act (AHERA), Public Law 99-519. AHERA mandated that EPA develop regulations to respond to asbestos in schools. On October 30, 1987, EPA promulgated the Asbestos-Containing Materials in Schools Rule (hereinafter referred to as the AHERA Rule), 40 CFR Part 763, Subpart E. This rule requires that all of the nation's nonprofit elementary and secondary schools, both public and private, inspect their school buildings for asbestos-containing building materials (ACBM), develop a plan to manage the asbestos for each school building, notify parents and staff regarding management plan availability, provide asbestos awareness training to school maintenance and custodial workers, and other requirements.

The governing authority responsible for AHERA compliance is the Local Education Agency (LEA). "Local Education Agency" means either any local educational agency as defined in Section 198 of the Elementary and Secondary Education Act of 1965 (often called school district), the owner of any private, non-profit elementary or secondary school building, or the governing authority of any school operated under the Defense Department's education system.

- AHERA applies to schools
- EPA Worker Protection Rule applies to school employees who repair, remove, or disturb friable asbestos as part of their work
- OSHA Asbestos Standard specifies how much asbestos a worker can be exposed to
- NESHAPS is designed to prevent visible emissions of asbestos when buildings are renovated or demolished
- MEDEP regulates asbestos abatement activities in Maine

We are regulated by AHERA, Workers Protection Rule, NESHAPS, and the Maine Department of Environmental Protection (MDEP). Below is a synopsis of what the varying regulations require.

**EPA Asbestos Hazard Emergency Response Act (AHERA).** AHERA applies only to schools. This law requires schools to:

1. Inspect buildings for asbestos by October 12, 1988:

    - EPA-accredited inspector must identify all asbestos and determine its condition.
    - EPA-accredited management planner must develop management plan with protective measures.
    - Repair or remove any asbestos that presents a health hazard, take steps to maintain any remaining asbestos in good condition.
    - Provide employee training.
    - Inform employees and parents of steps the school is taking to protect people from the asbestos.

2. Reinspections every 3 years since original management plan went into effect (July 9, 1989):

    - Inspector must re-inspect all known and assumed asbestos and determine its condition.

- Management planner must recommend protective measures.

3. Management Plan & Response Actions:

- Schools must make the management plan available for public inspection and implement protective measures in a timely manner. Protective measures include: removal, encapsulation, enclosure, repair and develop an Operations & Maintenance Plan

4. Annual Notification:

- School must notify employees and parents annually that the management plan is available for inspection and whether any asbestos related activities are planned for the year.

5. Short-Term Worker Notification:

- School must notify short-term workers (utility repairmen, contractors, etc.) of the location of asbestos in buildings.

6. LEA Designated Person:

- School must designate an employee to be responsible for implementing the management plan.
- Designated Person must receive adequate training to perform the duties required under AHERA

7. Training:

- School must provide 2-hr asbestos training to custodial and maintenance employees who work in buildings that contain asbestos, and an additional 14-hr training to employees who will disturb asbestos.
- Training for custodial & maintenance staff shall include the location of ACBM identified throughout each school building in which they work

8. Periodic Surveillance:

- Every 6 months, school must check condition and document all known and assumed asbestos.

9. Record keeping:

- School must maintain detailed records of asbestos-related activities.

10. Warning Labels:

- School must attach warning labels adjacent to asbestos in routine maintenance areas (such as boiler rooms).

**EPA Worker Protection Rule 40 CFR 763.121** (App. B to Subpart E for small-scale, short duration). This law is based on OSHA regulations. This law specifies how much asbestos a worker can be exposed to; various workplace practices; medical monitoring; worker protection and training requirements. The law only applies to school employees who repair, remove, or otherwise disturb friable asbestos as part of their work. It does not apply to custodial employees who only clean or work in the vicinity of asbestos.

1. Permissible Exposure Limits. Specifies how many asbestos fibers an employee can be exposed to, based on samples of air at the worksite. Current PEL is 0.2 fibers per cubic centimeter of air, based on measurements taken over an 8 hour time period. What does this mean? If you are working at a moderate pace and have healthy lungs, you are breathing about 25 liters of air per minute. If you are exposed to the PEL of 0.2 f/cc for 8 hours, you will inhale over 2 million asbestos fibers. SAME SIZE AS A DROP OF WATER.

2. Respiratory Protection, Medical Monitoring, Training, Know Your Rights. EPA enforces strict procedures to protect employees when they disturb asbestos: Employees must wear respirators and protective clothing when disturbing asbestos. School must enclose and restrict access to areas where asbestos work is taking place. Employees must follow special work practices and use various controls when performing asbestos work. Employees must follow special decontamination procedures before leaving an asbestos work area. The asbestos work area must be cleaned using special procedures after the work is finished. School must provide special training to employees who disturb asbestos. Employees must be provided with annual medical examinations. Schools must keep detailed records of asbestos repair and removal jobs. There are certain exemptions to these rules depending on the amount of asbestos being disturbed (< 3 ft.).

**National Emissions Standards for Hazardous Air Pollutants (NESHAPS).** NESHAPS is designed to prevent "visible emissions" of asbestos when buildings are renovated or demolished. This law applies to state and local government, private businesses, etc. Before a building is renovated or demolished, it must be inspected for asbestos.

EPA and state agencies (**MDEP**)must be notified before a building is demolished (whether or not asbestos is present) or renovated (if friable asbestos is present). Asbestos must be removed according to special methods. For instance, asbestos is usually wetted to control the release of fibers during demolition and renovation. Asbestos must be disposed in leak tight containers while wet. Containers must be marked with special EPA labels. Waste must be buried within 24 hours.

# Section 9: Asbestos Awareness Test

| In order to get credit for taking the Asbestos Awareness Training you must: |
|---|
| 1. Complete this quiz and give a copy to your when complete for approved 2 hour training class |
| 2. Have your supervisor show you where asbestos (ACBM) is located in your building |

Name:_____ Building Assigned:_____

Date:_____

## *Asbestos Awareness*

1. Most older buildings will contain some asbestos. List three places it is likely to be found.

2. If you suspect a material contains asbestos, you should NEVER:

   A. Sand it

   B. Cut it

   C. Drill through it

   D. All of the above

3. Asbestos fibers are so small they may stay suspended in air for hours or even days.

   A. True

   B. False

4. Which source of asbestos is the most friable?

   A. Sprayed-on insulation

   B. Undamaged ceiling tiles

   C. Floor tiles

   D. Lab counter top

5. Given moderate exposure to asbestos, smokers have the same chance of developing an asbestos related disease as non-smokers.

A. True

B. False

6. Asbestos-containing ceiling tiles, floor tiles, shingles, and siding will not release asbestos fibers unless disturbed or damaged in some way.

A. True

B. False

7. If you accidentally knock off a chunk of sprayed-on asbestos insulation, you should:

A. Carefully sweep it into a ziplock bag

B. Leave it for the Head Custodian to clean up

C. Report it to your supervisor immediately

D. Get a HEPA vacuum and clean it up

8. Name two asbestos related diseases.

A.

B.

9. Three things seem to be important in determining your likelihood of developing an asbestos related disease. These are:

A. Smoking / amount and duration of exposure / sex

B. Type of asbestos mineral to which you are exposed / smoking / age

C. Age / smoking / amount and duration of exposure

D. None of the above

10. There is no evidence to suggest that working with asbestos is harmful.

A. True

B. False

# Answer Key

1. Yes older building may contain asbestos' pipes, floor tiles, ceiling tiles, mastic, insulation, wall board, curtains

2. D all of the above

3. True

4. A sprayed on

5. False they have a higher chance

6. True

7. C Report it immediately

8. Asbestosis -- Asbestosis is a disease characterized by lung scarring, Macrophages normally engulf small particles in the lung. Lung Cancer -- As with asbestosis, there appears to be a dose-response relationship between asbestos exposure and lung cancer. Mesothelioma -- Mesothelioma is a cancer that occurs in the chest cavity lining or in the lining of the abdominal (stomach) lining.

9. C

10. B False

# Guidelines for Maintenance of Floors with Asbestos-Containing Vinyl Tiles

**Floor tiles often contain asbestos.** Because of this, you must perform routine floor care very carefully so you don't cause asbestos fibers to get into the environment. Follow these guidelines to reduce the chance of releasing asbestos during your floor maintenance activities.

## Stripping Vinyl Asbestos Floor Tiles

Strip the floor as few times as possible.

Only strip the floors when the building is not occupied (during the summer and other vacation periods).

Before you begin, make sure you thoroughly understand how to operate the machines. Know which pads are for which types of floor-care maintenance operations.

First, apply a compatible floor finish remover or stripper with a mop. Allow enough time for the stripper to liquefy the finish. (Make sure you know how to safely handle the different chemical products used in this activity. If you have any questions or problems, consult with your floor finish products manufacturer for advice.)

Always strip the floor wet. Scrub the floor using the least abrasive pad or brush possible. Generally the black pads are the most abrasive, the white pad the least abrasive. Run the machine at a low rate of speed (175-300 rpm's).

Use a wet vacuum, preferably one equipped with a HEPA filtration system, to thoroughly clean the floor and remove the old wax and finish.

If necessary, repeat this operation until all the existing finish is removed.

Thoroughly rinse the floor after all existing finish is removed.

## Finishing Your Asbestos Floor Tile

### Applying a Sealer

If you can, apply two or three layers of a good sealer to the tiles before you apply your finishing coat. This helps to keep contact with the floor tiles to a minimum during future floor maintenance activities.

### Applying the Finisher

Again, apply several thin coats of a good finisher. Allow each coat enough time to cure and dry before applying the next coat.

### Dry Buffing the Floor

Make sure your floors are well sealed and /or finished before you begin. Run the machine used to buff the floor at a lowest rate of speed possible (300-1100 rpm's).

## Maintaining Your Floor Tiles

### Routine Cleaning

Use a wet mop for routine cleaning whenever possible. If you do dry mop, don't use a petroleum-based mop - it eats away at the wax.

### Spray Buffing

Whenever you spray buff with a polishing or rejuvenator liquid, use the least abrasive pad possible. Run the floor machine at a lowest rate of speed possible to get the job done (175-300 rpm's).

**Wet Scrubbing**
Whenever you wet scrub the floor with a neutral cleaner or water, use the least abrasive pad possible. Run the floor machine at a lowest rate of speed possible to get the job done (175-300 rpm's). Use a wet vacuum, preferably one equipped with a HEPA filtration system, to pick up the resulting liquid. After the floor is dry, re-coat it with a compatible finish.

## *The Three Main Points to Remember*

- **Use the least abrasive pads you can.**
- **Operate the floor machine at the lowest rate of speed as possible.**
- **Use a wet vacuum equipped with a HEPA filter to pick up liquids resulting from floor maintenance activities.**

***And finally…….Be sure to follow the manufacturer's recommendations when using any floor cleaning and finishing products.***

Discipline

The Museum School seeks to create mutually supportive partnerships among students, their families, the school, and the community. We hold the value that education is a collaborative effort, and in this context, students develop a sense of community, independence, responsibility, and respect for the impact of their decisions and actions on others. These values inform our application of the Accountability Plan, which encourages students to develop these values first in the classroom, then the school, and then the community at large. The Museum School follows the guidance of the DeKalb County Student Code of Conduct, including student due process, to the extent applicable in correlation with the: student's age and grade level, seriousness of the situation, effect on school environment, statutory requirements, and school resources and ability.

The Principal of The Museum School or designee will attend all informational meetings or in-services offered by the DeKalb County School District Department of Student Relations.

**Parental Involvement in Discipline**

An integral component to student achievement at The Museum School is parental and community involvement. Students' demonstration of the core values is recognized and celebrated not just at school, but through communication to parents and community members. Students' awards for attitude, behavior, and growth is publicized in newsletters and on the website; students' non-academic accomplishments in the classroom (participating in class appropriately, working cooperatively, overcoming a challenge that was previously frustrating, etc.) is communicated to families, who are encouraged to continue celebrating such achievements at home. In this way, students are reinforced for demonstrating appropriate behavior and begin to learn the rewards of achievement.

Likewise, behavioral challenges are communicated to parents in a way that facilitates growth. Teachers maintain consistent communication with all parents to relate not just academic goals, but behavioral and social goals as well. A copy of the Parent/Student Handbook is included in Appendix 22.

**Positive Behavior Support in the Classroom**

In order to prevent addressing behavioral challenges in a way that decreases instructional time, positive behavior support strategies are used to encourage appropriate behaviors. The core values of the school guide all behavior support, with students learning how their behavior impacts their learning and the learning of those around them. Students are reinforced with praise, recognition, and reinforcing opportunities when they participate appropriately. This paradigm of social development is effective with all populations, and has especially notable results in students with exceptionalities. The school has developed and implemented "Explorer Expectations." These "I can…" and "I will…" statements are kid-friendly statements based on the school's core values that are modeled and demonstrated daily by students and staff members. As part of this program, students can earn Explorer Tickets from staff members for demonstrating the core values. Students that have earned tickets are later recognized and celebrated at bi-weekly school Village Meetings.

**The Museum School of Avondale Estates**
**2015-2016 Accountability Plan**
**Kindergarten – 4th Grade**

**Mission:** The mission of The Museum School of Avondale Estates is to inspire students, teachers and the community to collaborate to develop strong critical thinking, interpersonal and academic skills in our students, which will prepare them for real-world success.

**Core Values:** Responsibility Respect Cooperation Sustainability Creativity Kindness

Repeated level one behaviors lead to level two behaviors, and repeated level two behaviors move to level three. The staff member in charge is responsible for contacting parents and/or giving a consequence(s), after consulting with the homeroom teacher or advisor.

| **Dishonesty** | | |
|---|---|---|
| Core Values Addressed: Responsibility, Respect, Cooperation, Kindness | | |
| **Behavior** | | **Possible Consequence(s)** |
| **Level One** | • Basic lying (dishonesty) | • teacher/student conference<br>• written reflection signed by parent<br>• goal setting<br>• apology letter |
| **Level Two** | • copying<br>• cheating | • parent notification<br>• zero for the assignment<br>• re-doing the assignment alone<br>• apology letter |
| **Level Three** | • theft<br>• lying to hurt someone else | • parent/teacher/child conference<br>• conference with administration<br>• behavior plan (action plan)<br>• personal workplace<br>• special seating arrangement<br>• referral to counselor<br>• loss of privilege<br>• apology letter |

| **Destruction** | | |
|---|---|---|
| Core Values Addressed: Responsibility, Respect, Sustainability | | |
| **Behavior** | | **Possible Consequence(s)** |
| **Level One** | • Destroying classroom materials that can be easily replaced<br>• Misuse of materials | • replace damaged materials<br>• fix damaged materials<br>• removal from activity<br>• teacher/student conferences<br>• written reflection signed by parent<br>• goal setting |
| **Level Two** | • Damaging or defacing school or | • possible restriction of use<br>• possible repair / replacement, if possible |

| | | |
|---|---|---|
| | private property | • school chore<br>• removal from activity<br>• written reflection signed by parent |
| **Level Three** | • Destroying school property | • parent/teacher/child conference<br>• conference with administration<br>• behavior plan (action plan)<br>• personal workplace<br>• special seating arrangement<br>• referral to counselor or appropriate school personnel<br>• loss of privilege<br>• school chore<br>• loss of expedition<br>• repair, if possible |

| **Disruption of Learning Environment** | | |
|---|---|---|
| Core Values Addressed: Responsibility, Respect, Cooperation, Kindness | | |
| **Behavior** | | **Possible Consequence(s)** |
| **Level One** | • disrupting or distracting others or yourself from learning<br>o calling out or speaking out of turn<br>o Wandering<br>o not being prepared<br>o off task behavior<br>o toys | • removal from activity<br>• teacher/student conference<br>• written reflection signed by parent<br>• goal setting<br>• confiscation of non-instructional items<br>• silent lunch<br>• apology letter |
| **Level Two** | • intentionally disrupting or distracting others or yourself from learning<br>o calling out or speaking out of turn<br>o Wandering<br>o not being prepared<br>o off task behavior<br>o touching others<br>o not respecting personal space<br>o refusing to work by yourself or others<br>o toys | • possible restriction of use<br>• removal from class<br>• confiscation of non-instructional items<br>• parent contact<br>• behavior or action plan<br>• loss of privilege<br>• loss of recess<br>• practice of appropriate behavior<br>• silent lunch<br>• apology letter |
| **Level Three** | • severe, intentional disruption (ie. throwing objects, tantrums) | • parent/teacher/child conference<br>• conference with administration<br>• behavior plan (action plan)<br>• personal workplace<br>• special seating arrangement |

| | | |
|---|---|---|
| | | • referral to counselor or appropriate school personnel<br>• loss of privilege<br>• loss of recess<br>• school chore<br>• silent lunch<br>• loss of expedition<br>• apology letter<br>• possible suspension |

| **Verbal Harm** | | |
|---|---|---|
| Core Values Addressed: Respect, Cooperation, Kindness | | |
| **Behavior** | | **Possible Consequence(s)** |
| **Level One** | • Playful Teasing | • teacher/student/peer conferences (role play)<br>• written reflection signed by parent<br>• goal setting |
| **Level Two** | • Taunting<br>• Hurtful to Others<br>• Repeated level one behavior | • parent notification<br>• removal from activity<br>• written reflection<br>• apology letter |
| **Level Three** | • Obscene language<br>• Inappropriate language (racial, religious, sexual, ethnic)<br>• Harassment<br>• Provoking<br>• Threats<br>• Repeated lvl 2 behaviors | • parent/teacher/child conference<br>• conference with administration<br>• behavior plan (action plan)<br>• personal workplace<br>• special seating arrangement<br>• referral to counselor<br>• loss of privilege<br>• apology letter<br>• possible suspension |

| **Defiance** | | |
|---|---|---|
| Core Values Addressed: Respect, Cooperation, Kindness | | |
| **Behavior** | | **Possible Consequence(s)** |
| **Level One** | • Moving Slowly, Isolated Impact<br>• Intentionally not working with others<br>• Intentional off-task behavior | • teacher/student conferences<br>• written reflection signed by parent<br>• time out of classroom<br>• goal setting |
| **Level Two** | • Intentionally Moving Slowly, Classroom Impact | • parent/ teacher conference<br>• written reflection signed by parent<br>• time out of class |

| | | |
|---|---|---|
| | • Refusing to follow staff directions<br>• Repeated level one behaviors<br>• Arguing with staff or others | • apology letter<br>• loss of recess<br>• referral to counselor |
| **Level Three** | • Disrespectful conduct towards staff members or officials<br>• Insubordination, disorderly conduct, disobeying school rules or regulations, and/or disobeying directives given by a staff member or school official | • parent/teacher/child conference<br>• conference with administration<br>• behavior plan (action plan)<br>• referral to counselor<br>• loss of privilege<br>• loss of expedition<br>• apology letter<br>• possible suspension |

| **Lunchroom Accountability** | | |
|---|---|---|
| Core Values Addressed: Responsibility, Respect, Cooperation, Sustainability, Kindness | | |
| **Behavior** | | **Possible Consequence(s)s** |
| **Level One** | • Talking too loud<br>• Talking while lights are out<br>• Getting out of seat without permission<br>• Sharing food | • warning before silent lunch<br>• change proximity as needed |
| **Level Two** | • Refusing to follow staff directions<br>• Rough housing<br>• Repeated level one behavior<br>• Taking students' property without permission<br>• Running<br>• Leaving a messy area | • silent lunch table<br>• given assigned seating by staff/ teacher<br>• written reflection<br>• clean up table<br>• teacher/ assistant conference |
| **Level Three** | • Lack of self control<br>• Throwing food<br>• Repeated level two behaviors | • parent/teacher/child conference<br>• school chore<br>• loss of privileges<br>• written reflection<br>• separate lunch location |

| **Physical Harm<br>To student or staff member** | | |
|---|---|---|
| Core Values Addressed: Responsibility, Respect, Cooperation, Kindness | | |
| Behavior | | Possible Consequence(s) |
| **Level One** | • Unintentional physical harm | • teacher/student conferences<br>• written reflection signed by parent<br>• time out of classroom<br>• goal setting<br>• apology letter |
| **Level Two** | • Rough housing or play fighting<br>• Repeating level one behavior | • parent/ teacher conference<br>• written reflection signed by parent<br>• goal setting contract<br>• time out of class<br>• conference with administration<br>• loss of privileges<br>• silent lunch |
| **Level Three** | • Sexual harassment<br>• Fighting<br>• Hitting<br>• Intentional physical harm (i.e. throwing objects)<br>• Level 1 or 2 that results in injury | • parent/teacher/child conference<br>• written reflection<br>• conference with principal<br>• behavior plan (action plan)<br>• referral to counselor<br>• loss of privilege<br>• loss of expedition<br>• parent pick-up<br>• possible suspension |




# *CODE OF STUDENT CONDUCT~ STUDENT RIGHTS AND RESPONSIBILITIES AND CHARACTER DEVELOPMENT HANDBOOK*

## 2015-2016

ELEMENTARY
MIDDLE
HIGH

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

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

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

**French**
Déclaration sur la Disponibilité de Traduction/Interprétation

Le District Scolaire du Comté de DeKalb assurera que les parents et les élèves auront accès aux informations essentielles concernant leurs droits et responsabilités dans une langue qu'ils peuvent comprendre. Une copie imprimée de la traduction du Code de Conduite des Élèves ~ Droits et Responsabilités des Élèves et Manuel de Développement du Caractère ou autres documents, ainsi que les services d'interprétation, peuvent être obtenus de l'administration de l'école. Une version électronique du Code de Conduite des Élèves ~ Droits et Responsabilités des Élèves et Manuel de Développement du Caractère est disponible à www.dekalb.k12.ga.us/student-relations.

**Somali**
Warbixinta HelitaankaTutjumaadda/Fasiraadda
Dugsiga Degmadda DeKalb waxa uu hubin doonaa in dhammaan waalidka iyo ardayda ay ku helaan xogta lamahuraanka ah ee ku saabsan xuquuqdooda iyo waajibaadkooda luqadda ay fahmi karaan. Codsiyadda nuqulo daabacan oo ah Xeerka Dhaqanka Ardayga ~Xuquuqda Ardayaga iyo Waajibaadka Buug yaraha Horumarinta Dabeecadda ama warqaddo xogeed oo kale iyo codsiga adeegyadda turjumaadda af celinta ah ayaa loo samayn karaa maamulka dugsiga.Qaab elektarooni ah oo ah Xeerka Dhaqanka Ardayga ~Xuquuqda Ardayaga iyo Waajibaadka Buug yaraha Horumarinta Dabeecadda ayaa laga heli karaa www.dekalb.k12.ga.us/student-relations.

**Chinese**

翻譯/傳譯服務宣言

Dekalb縣學校學區將會保証所有家長和學生對於基本資訊他們是有權利和有責
任由他們的語言而得到明白. 他們可以要求將學生行為準則,
學生權利与責任及人格發展手冊翻譯副本及其他文件或有需要翻譯服務都可
以向學校申請. 學生行為準則,
學生權利与責任及人格發展手冊的電子版本可以在

www. dekalb. k12. ga. us/student-relations

**Bengali**
অনুবাদ/ভাষান্তরসেবা পাওয়ার ববৃবি

েব মা বাবা এবং ছাত্রছাত্রীরা যাসি িাসদর পসে ববাধগময ভাষায় স্ব স্ব অবধকার এবং দাবয়ত্বগুবির ববষসয় প্রসয়াজনীয় িথ্য বপসি পাসরন বিকযাল্প কাউবি ক্সুি বিবিক্ট িা েুবনবি করসবা ক্সুি প্রশাসেনর কাসছ ভাষান্তর পবরসষবার অনুসরাধ এবং ছাত্রছাত্রীসদর আচরণ েংবিিা-ছাত্রছাত্রীসদর অবধকার এবং দাবয়ত্বেমূহ এবং চবরত্র ববকাশ পুবিকা বা অনযানয দবিসির অনুবাবদি িাডিড কবপর অনুসরাধ করা যায়া www.dekalb.k12.ga.us/student-relations -এ ছাত্রছাত্রীসদর আচরণ েংবিিা-ছাত্রছাত্রীসদর অবধকার এবং দাবয়ত্বেমূহ এবং চবরত্র ববকাশ পুবিকার একটি ইসিক্ট্রবনক েংস্করণ পাওয়া যাসবা

**Amharic**
የጽሁፍ ወይም የቃል ትርጉም አገልግሎት መግለጫ
የዲካልብ ካውንቲ የትምህርት ሚንስቴር ሁሉም ወላጆች ሊያውቁት የሚገባ አስፈላጊ መረጃዎችን እና መብት እና ሃላፊነታቸውን የሚገልጹ መረጃዎችን ለማግኘት የሚችሉ መሆናቸውን እና በሚገባቸው ቋንቋ የሚያቀርብ መሆኑን ይገልጻል። ተተርጉሞ የቀረበውን የተማሪ የሥነ ስርአት መመሪያ እና የተማሪ መብት እና ሃላፊነትን የሚገልጽ ጽሁፍ እንዲሁም የጠባይን አድጎት ሁኔታ የሚያስረዳ መጽሄት እና ሌሎች የማስረጃ ጹሁፎችን እና የትርጉም አገልግሎት ጥያቄዎችን ለትምህርት ቤት አስተዳዳሪ ማቅረብ ይቻላል። የተማሪ የሥነ ስርአት መመሪያ እና የተማሪ መብት እና ሃላፊነትን እና የጠባይን አድጎት ሁኔታን የሚገልጹ ጹሁፎች በኤሌክትሮኒክ መስመር በኩል ማግኘት ይቻላል። አድራሻ: www.dekalb.k12.ga.us/student-relations.

**Spanish**
Declaración de disponibilidad de traducción/interpretación
El distrito escolar del condado de DeKalb se asegurará que todos los padres y alumnos tengan acceso a la información esencial relacionada a sus derechos y responsabilidades en un idioma que puedan entender. La solicitud de una copia traducida del Manual del Código de Conducta Estudiantil~Derechos y Responsabilidades del Alumno y Desarrollo del Carácter u otros documentos, como también la solicitud para los servicios de un intérprete se pueden hacer a la administración de la escuela. Una versión electrónica del Manual del Código de Conducta Estudiantil ~Derechos y Responsabilidades del Alumno y Desarrollo del Carácter está disponible en www.dekalb.k12.ga.us/student-relations.

**Arabic**
**بيان لتوفير الترجمة الشفهية و الكتابية**
ان هيئة التعليم في منطقة ديكالب للاهالي والطلاب سوف تضمن توفر المعلومات الاساسية فيما يتعلق بالحقوق و الواجبات باللغة العربية او اللغة التي يستطيع ان يفهمها الاهل .
تطلب نسخة مطبوعة عن مدونة سلوك الطالب – الحقوق و الواجبات و كتيب بناء الشخصية و اوراق اخرى تحتاج الى ترجمة من ادارة المدرسة .و كذلك تتوفر نسخة الكترونية لمدونة سلوك الطالب – الحقوق و الواجبات و كتيب بناء الشخصية علي الرابط التالي:www.dekalb.k12.ga.us/student.relations.

**Vietnamese**
Tuyên Bố về Dịch Vụ Phiên Dịch/Thông Dịch

Hệ Thống Trường Học Quận DeKalb bảo đảm tất cả các cha mẹ và học sinh sẽ được quyền xem các thông tin liên quan đến quyền lợi và trách nhiệm của họ bằng ngôn ngữ mà họ hiểu được. Họ có thể yêu cầu ban quản trị của trường cấp cho những bản dịch thuật in ra của Bộ Kỷ Luật Học Sinh – Quyền Lợi và Trách Nhiệm của Học Sinh và Cẩm Nang Phát Triển Tính Tình, hoặc những tài liệu khác, và yêu cầu những dịch vụ thông dịch. Có thể thấy bản văn điện tử của Bộ Kỷ Luật Học Sinh – Quyền Lợi và Trách Nhiệm của Học Sinh và Cẩm Nang Phát Triển Tính Tình ở trang mạng *www.dekalb.k12.ga.us/student-relations.*

**Burmese**

စကားပြန်နှင့်ဘာသာပြန်အသင့်ရရှိနိုင်ခြင်းထုတ်ပြန်ကြေညာချက်

DeKalb ခရိုင်ဒေသကျောင်းသည် မိဘများနှင့်ကျောင်းသားများအားလုံးမရှိမဖြစ်ရသင့်ရုတိုက်လိုအပ် သောသူတို့ရဲအခွင့်အရေးများနှင့်တာဝန်များ၊များလည်သဘောပေါက်နိုင်သောဘာတိုပေးကောမ်းကူညီပေးမ ည်ဖြစ်သည်။ကျောင်းသားများလိုက်နာဆောင်ရွက်ရမည့်ဥပဒေစည်းကမ်းချက်များ၊ ကျောင်းသားများအ ခွင့်အရေး၊ တာဝန်ဝတ္တရားများ၊ အကျင့်စာရိတ္တများဖွံ့ဖြိုးတိုးတက်မှု၊ နှင့်တခြားသော အကြောင်းအ ရာများတို့သည် ဘာသာပြန်ထားသော စာအုပ်များဖြင့် တောင်းဆိုမည်ဖြစ်သည်။ စကားပြန်အကူ ညီများလိုအပ်ပါကကျောင်းမှစီမံခန့်ခွဲရေးအဖွဲ့များ တောင်းဆိုကူညီပေးမည်ဖြစ်သည်။ကျောင်းသား များလိုက်နာဆောင်ရွက်ရမည့်ဥပဒေစည်းကမ်းချက်များ၊ ကျောင်းသားများအခွင့်အရေး၊ တာဝန်ဝတ္တရား များ၊ အကျင့်စာရိတ္တများဖွံ့ဖြိုးတိုး တက်မှု၊ စာအုပ်များတို့သည် www.dekalb.k12.ga.us/student-relations ဝိုက်ဖ်စက်မှာကြည့် ရှုနိုင်သည်။

**Nepali**

अनुवाद/व्याख्या उपलब्धता विवरण

DeKalb County स्कूल जिल्ला विध्यार्थी र उन्का माता-पितामा आफुले 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 बोधासेका लागि विध्यालय प्रशासनमा अनुरोध गर्न सक्नु हुन्छ । विध्यार्थी आचार संहिता, विध्यार्थी अधिकार र उत्तरदायित्वहरु र चरित्र विकास पुस्तिकाको इलेक्ट्रानिक संस्करण ( Copy ) www.dekalb.k12.ga.us/student-relations मा पाइने छ

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

# POLICY STATEMENT

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

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

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

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

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

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

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

# PURPOSE

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

Individual schools and classroom teachers may impose campus or classroom rules in addition to those found in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*. These rules may be explained by the teacher, posted in classrooms, or distributed to students, and may or may not constitute violations of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*.

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

# LEARNING AND COMPLIANCE

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

The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* is distributed and taught to students during the first week of school. **A signed Parent/Guardian Signature Page found on page 3 is required from each student and parent/guardian**. A district-wide **mandatory** test on the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* is administered to students within the first two weeks of school. Student test scores are recorded. Class meetings are held during the first three weeks of school to discuss discipline and the application of discipline procedures.

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

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

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

## EQUAL EDUCATIONAL OPPORTUNITIES

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

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

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

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

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

# DEKALB COUNTY SCHOOL DISTRICT
# 2015-2016 CHARACTER TRAITS

"The final forming of a person's character lies in their own hands."

*-Anne Frank*

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

## Benefits of Character Education:

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

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

**Respect, Responsibility & Caring**
Modeling cornerstones of good character

**Respect**
Showing high regard for self, others and property

**Responsibility**
Being accountable for your own behavior

**Honesty**
Being truthful in word and action

**Caring**
Showing concern for the well-being of others

**Justice and Fairness**
Demonstrating impartial, unbiased and equitable treatment for all

**Citizenship**
Being an informed, responsible and caring participant in your community

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

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

**Hope**
Believing you will be successful

**Character Education Informational Handbook & Guide, DPI*

# CONSEQUENCES FOR VIOLATIONS

Each violation in the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* is followed by a box similar to the one below. The minimum and maximum consequences for each violation are indicated. **Exceptional Education Student procedures must apply.**

| | |
|---|---|
| **LEVEL 1** | **Conference with student and other individuals as needed** |
| **LEVEL 2** | **Intervention** |
| **LEVEL 3** | **Suspension for 1-3 days** |
| **LEVEL 4** | **Suspension for 4-10 days** |
| **LEVEL 5** | **Suspension for 10-days with a probationary contract** |
| **LEVEL 6** | **Long-term Suspension:**<br>Required 10-day suspension served by the student and a District due process hearing that may result in additional consequences, to include, but not limited to, additional suspension, in-school suspension, social restriction, community service and assignment to an identified program or alternative school |
| **LEVEL 7** | **Expulsion:**<br>Required 10-day suspension served by the student and a District due process hearing that may result in additional consequences, as listed in Level 6 but to continue beyond the current semester - Exclusion from **ALL** units of the District for a specified period of time through permanent expulsion may be applicable |

Violations of the *Code of Student Conduct ~ Student Rights and Responsibilities and Character Development Handbook* with a consequence of Level 6 or 7 require a 10 day suspension and a due process hearing. However, violations that occur within the last 10 days of the school year will result in a suspension through the end of the current school year followed by a due process hearing.

Violations that occur involving the school bus and/or incidents that occur while students are on the way to school (bus stop/neighborhood) or returning from school (bus stop/neighborhood) may result in direct intervention by the school. (See Bus Referral Matrix Page 34)

## NOTE:

**Violations of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* with a consequence of Level 6 and 7 require a District due process hearing.**

**The determination of whether or not a student has violated the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* will be based solely on a preponderance of the evidence. In other words, is it more likely to be true than not true, based on the evidence, that the student did or did not violate the rule?**

# OFFENSES AND CONSEQUENCES

## 1. A. TOBACCO AND OTHER TOBACCO PRODUCTS

Students will not possess or use any tobacco products (cigarettes, cigars, chewing tobacco, snuff, etc.), including electronic cigarettes, vapors or similar products on school property or on a school bus or at any school event away from school. **No student, staff member or school visitor is permitted to use any tobacco product or electronic cigarettes, vapors or similar products at any time on any School District owned/leased property or at any school event, including during non-school hours, 24 hours a day, seven days per week (Board Policy JCDAA)**.

| **ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 1 - Conference** |
| | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum:** | **Level 5 – Suspension of 10 days with a contract** |

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

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

Students will not use any electronic communication device, including but not limited to, pagers, beepers, cellular phones, smart phones, walkie-talkies, and similar devices during instructional time **(except for approved instructional purposes)** or on school buses. At all other times, all devices must be turned off (not on vibrate) and put away. **Students who violate this section will have their device confiscated and returned only to the parent/guardian.**

| **ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 1 - Conference** |
| | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum:** | **Level 5 – Suspension of 10 days with a contract** |

**STUDENTS MUST NEVER SEND THREATENING/INAPPROPRIATE MESSAGES, PICTURES AND/OR VIDEOS USING ELECTRONIC COMMUNICATION DEVICES OR THE INTERNET/INTRANET AT ANY TIME.**

**STUDENT MUST NOT WEAR HEADPHONES WITH OR WITHOUT ELECTRONIC DEVICES DURING INSTRUCTION TIME UNLESS USED FOR APPROVED MEDICAL OR INSTRUCTIONAL PURPOSES ONLY.**

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

**NOTE: Weapons present an immediate and real danger to students, faculty and staff, and can also damage the learning climate and reputation of a school. Federal law (Gun-Free School Zone Act) states that school districts must have a policy requiring the expulsion of a student from school for at least one calendar year for possession of or for bringing a firearm to school, school-sponsored function, on school property or school buses.**

**A.** Students will not possess, use, or handle any weapon or any other tool, hazardous object or instrument capable of inflicting bodily injury as a weapon. The terms "weapons," "tools," "hazardous objects" or "instruments" will include, but are not limited to, the following items: any loaded, unloaded, operable or inoperable firearm (e.g., pistol, blank pistol, signal pistol, starter pistol, revolver, rifle, shotgun, stun-gun, pellet or BB gun, paintball gun, or look-alike firearms, any knife of any size (e.g., Bowie, Dirk, lock-blade, hunting, pen, pocket, switchblade, utility, etc.); any razor (e.g., straight, regular, retractable, double-sided, etc.); any defensive device (e.g., gas repellent, mace, stun-gun, chemical sprays, etc.); any martial arts device (e.g., throwing star, nunchaku, dart, etc.); or any tool or instrument which school staff could reasonably conclude violates the intent of this offense section, which, by way of illustration shall include, but is not limited to, blackjack, chain, club, metal/brass or any artificial knuckles, night stick, pipe, rings, studded/pointed/ sharpened bracelets or other similar jewelry, ax handles, ice pick, etc. A student will not supply, possess, handle, use, threaten to use, or transmit any explosive device or item that ejects or releases a spray, foam, gas, spark, fire, smoke, odor, etc. Such devices or items will include, but are not limited to, bullets, ammunition of any type, fireworks of any type and size, smoke bomb, paint bomb, stink bomb, any type of homemade bomb, or items which by virtue of shape or design gives the appearance of any of the aforementioned (e.g., fake bombs, firework fuses, etc.), or gasoline, kerosene, explosive or corrosive chemicals, or any explosive aids, devices, or caps.

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

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

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

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** **Level 1 - Conference**
**Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Maximum:** **Level 5 – Suspension of 10 days with a contract**

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** **Level 1 - Conference**
**Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Level 5 – Suspension of 10 days with a contract**
**Maximum:** **Level 6 – Long-Term Suspension**
**A required 10-day suspension must be served and a District due process hearing held for Level 6**

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

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

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

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

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

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**

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

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

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

### B. Intentional Physical Violence Causing Physical Harm

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

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

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

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

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

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

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

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

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

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**

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

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

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

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

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

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

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

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

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

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

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

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

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

| ELEMENTARY SCHOOL INITIATED CONSEQUENCES: | |
|---|---|
| **Minimum:** | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum:** | **Level 5 – Suspension of 10 days with a contract** |

| MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES: | |
|---|---|
| **Minimum:** | **Level 4 – Suspension of 4-10 days** |
| **Maximum:** | **Level 5 – Suspension of 10 days with a contract** |

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

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

**Prescribed Medications**
The parent of a student who has to use a prescribed medication at school must consult the school administrator and follow the appropriate School District procedures, including required medication documentation. School approval must be given prior to the student possessing or using any medication.

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

## 6. PROPERTY

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

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

| ELEMENTARY SCHOOL INITIATED CONSEQUENCES: | |
|---|---|
| **Minimum:** | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum** | **Level 5 – Suspension of 10 days with a contract** |

| MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES: | |
|---|---|
| **Minimum:** | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| | **Level 5 – Suspension of 10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7** | |

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

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

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

| **ELEMENTARY SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum** | **Level 5 – Suspension of 10 days with a contract** |

| **MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| | **Level 5 – Suspension of 10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7** | |

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

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

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

| **ELEMENTARY SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum** | **Level 5 – Suspension of 10 days with a contract** |

| **MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| | **Level 5 – Suspension of 10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7** | |

**NOTE: Students must make restitution for any damage caused by the student's behavior.**

**Any form of electronic bullying (cyberbullying/cyberstalking), threats and/or harassment using school equipment, school networks, e-mail systems or committed at school is strictly prohibited.**

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

### A. Assault

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

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

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**

| | |
|---|---|
| **Minimum:** | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum** | **Level 5 – Suspension of 10 days with a contract** |

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

| | |
|---|---|
| **Minimum:** | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| | **Level 5 – Suspension of 10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |

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

### B. Simple Battery/Fighting/Hitting

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

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

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**

| | |
|---|---|
| **Minimum:** | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum** | **Level 5 – Suspension of 10 days with a contract** |

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

| | |
|---|---|
| **Minimum:** | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| | **Level 5 – Suspension of 10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |

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

## C. Battery

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

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

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Maximum: Level 5 – Suspension of 10 days with a contract**

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

## D. Aggravated Assault

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

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 4 – Suspension of 4-10 days**
**Maximum: Level 5 – Suspension of 10 days with a contract**

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

## E. Aggravated Battery

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

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 4 – Suspension of 4-10 days**
**Maximum: Level 5 – Suspension of 10 days with a contract**

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

## F. Bystander Battery

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

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Maximum Level 5 – Suspension of 10 days with a contract**

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

## G. Bullying/Harassment/Hazing

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

**Bullying**

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

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

- Verbal assaults such as unwanted teasing or name-calling;
- Threats, taunts and intimidation through words and/or gestures;
- Direct physical contact such as hitting or shoving;
- Physical violence and/or attacks:
- Cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of e-mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim;
- Cyberbullying or the willful, hostile and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (*e.g.*, Instagram, Twitter, Facebook, etc.), chat rooms, texts, and instant messaging;
- Rumors or spreading of falsehoods;
- Stalking;
- Public humiliation;
- Social isolation;

- Extortion or manipulation, including incitement and/or coercion;
- Using cameras or camera phones to take embarrassing or unauthorized photographs of students or school employees and distributing them to others or posting them online;
- Sending abusive or threatening text messages or instant messages; and
- Using websites to circulate gossip and rumors to other students.

**Harassment**

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

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

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

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

**Hazing**

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

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

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

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

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

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

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

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

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

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

**Please refer to Offense #17 for cyberbullying violations that occur away from school or after school hours.** It should be noted that bullying does not involve actions solely as a result mutual conflict. Please refer to other offense codes for violations that do not constitute bullying. For more information on bullying, harassment and hazing violations, please see pages 50, 54-57, 74-75.

| **ELEMENTARY SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 1 - Conference** |
| | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum:** | **Level 5 – Suspension of 10 days with a contract** |

| **MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| | **Level 5 – Suspension of 10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7.** | |

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

### A. Rude or Disrespectful Behavior

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

| **ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 1 - Conference** |
| | **Level 2 - Intervention(s) (see pages 36-37 )** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum:** | **Level 5 – Suspension of 10 days with a contract** |

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

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

| **ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 1 - Conference** |
| | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum:** | **Level 5 – Suspension of 10 days with a contract** |

## 9. UNEXCUSED ABSENCES AND/OR TRUANCY

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

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

**NOTE: Students 15-17 years of age are reminded that the state of Georgia will suspend their drivers' license/permit or not allow them to get one if they have 10 or more unexcused absences in a school year or drop out. (see page 60).**

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

### The following applies to all unexcused absences:

| Number of Unexcused Absences | School Action Per Occurrence*<br>*The Attendance Protocol/Consequences are subject to change at any time. |
|---|---|
| **1 - 2** | School notifies the parent of absences. |
| **3 - 5** | School notifies the parent of absences and refers student to the counselor or assistant principal who will then meet with the student and/or parent for the purpose of discussing the reasons for absences and signing an attendance contract. |
| **6 - 7** | Letter sent to parent/guardian informing him/her of the student's absences and the administrative and legal consequences of continued absences from school. |
| **8+** | Counselor will make a referral to the school social worker to conference with the parent/guardian and student for assessment and/or possible referral to Juvenile Court, Solicitor-General's Office, Department of Family and Children Services or other agency. |

**NOTE: Students <u>WILL NOT</u> be suspended for attendance-related infractions <u>only</u>.**

**According to Georgia Department of Education research, an improvement of student attendance by roughly three percent or the equivalent of five instructional days increases the number of students meeting or exceeding standards on the Criterion Reference Competency Test (CRCT) by more 10,000 students.**

## 10. SKIPPING CLASS OR REQUIRED ACTIVITIES

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

| **ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 1 - Conference** |
| | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum:** | **Level 5 – Suspension of 10 days with a contract** |

**NOTE: Students <u>WILL NOT</u> be suspended for attendance-related infractions <u>only.</u>**

## 11. CLASSROOM DISTURBANCE

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

| **ELEMENTARY SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum:** | **Level 5 – Suspension of 10 days with a contract** |

| **MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| | **Level 5 – Suspension of 10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7** | |

## 12. SCHOOL DISTURBANCE

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

| **ELEMENTARY SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum:** | **Level 5 – Suspension of 10 days with a contract** |

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

## 13. PROFANITY/OBSCENITY

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

**ELEMENTARY INITIATED CONSEQUENCES:**
**Minimum: Level 1 - Conference**
**Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Maximum: Level 5 – Suspension of 10 days with a contract**

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Level 5 – Suspension of 10 days with a contract**
**Level 6 – Long-Term Suspension**
**Maximum: Level 7 – Expulsion**
**A required 10-day suspension must be served and a due process hearing held for Level 6-7**

## 14. FAILURE TO ACCEPT DISCIPLINARY ACTION

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

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Maximum: Level 5 – Suspension of 10 days with a contract**

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Level 5 – Suspension of 10 days with a contract**
**Level 6 – Long-Term Suspension**
**Maximum: Level 7 – Expulsion**
**A required 10-day suspension must be served and a due process hearing held for Level 6-7**

## 15. CHRONIC TARDINESS

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

### The following applies to all unexcused tardies:

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

**NOTE: Students <u>WILL NOT</u> be suspended for attendance-related infractions <u>only</u>.**

## 16. BUS MISBEHAVIOR

**NOTE: See Bus/Bus Stop Rules and Bus Matrix (pages 33-34)**

Students will not engage in behavior that includes, but is not limited to, any behavior that disrupts or distracts a bus driver, or causes a dangerous situation for a bus driver and/or students, or that disturbs the orderly operation of a bus, or that creates a dangerous situation for vehicles operating near a bus. Prohibited bus behaviors also include the use of any electronic devices during the operation of a school bus, including but not limited to cell phones, pagers, audible radios, tape, compact disc players, or similar devices without headphones; or the use of any other electronic device in a manner that might interfere with the school bus communication equipment or the school bus driver's operation of the school bus. Prohibited bus behaviors also include the use of mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the school bus driver's operation of the school bus.

**ELEMENTARY INITIATED CONSEQUENCES:**
**Minimum: Level 1 - Conference**
**Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Maximum: Level 5 – Suspension of 10 days with a contract**

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 1 - Conference**
**Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Level 5 – Suspension of 10 days with a contract**
**Level 6 – Long-Term Suspension**
**Maximum: Level 7 – Expulsion**
**A required 10-day suspension must be served and a due process hearing held for Level 6-7**

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

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

**ELEMENTARY INITIATED CONSEQUENCES:**
**Minimum: Level 4 – Suspension of 4-10 days**
**Maximum: Level 5 – Suspension of 10 days with a contract**

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

**NOTE: A student attempting to enroll/re-enroll into school who is or may be criminally charged with a felony or a designated felony (O.C.G.A. § 15-11-63) must be referred directly to the Department of Safe Schools and Student Relations and subject to the Student Placement Protocol as described on page 42.**

## 18. GAMBLING

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

**ELEMENTARY INITIATED CONSEQUENCES:**
**Minimum: Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Maximum: Level 5 – Suspension of 10 days with a contract**

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Level 5 – Suspension of 10 days with a contract**
**Level 6 – Long-Term Suspension**
**Maximum: Level 7 – Expulsion**
**A required 10-day suspension must be served and a due process hearing held for Level 6-7**

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

### A. Repeated Violations/Chronic Misbehavior

Students will not engage in behavior that repeatedly or chronically disrupts or disturbs the educational process, the orderly operation of school, school activities, school buses, or other school operations that constitutes a violation of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*. Before a student may be charged with such a violation, the student must be warned of possible consequences and be referred to a school counselor, school social worker, or other

appropriate resource personnel. In addition, the parents/guardian must be contacted about the misbehavior, be given an opportunity to observe their child in school and be given an opportunity to participate in developing a student discipline correction plan.

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Maximum: Level 5 – Suspension of 10 days with a contract**

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

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

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

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

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

## 20. PARKING AND TRAFFIC VIOLATIONS

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

**HIGH SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Level 5 – Suspension of 10 days with a contract**
**Level 6 – Long-Term Suspension**
**Maximum: Level 7 – Expulsion**
**A required 10-day suspension must be served and a due process hearing held for Level 6-7**

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

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

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

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

| **ELEMENTARY INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 1 - Conference** |
| | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum:** | **Level 5 – Suspension of 10 days with a contract** |

| **MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| | **Level 5 – Suspension of 10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7** | |

## 22. PROVIDING FALSE INFORMATION

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

| **ELEMENTARY INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 1 - Conference** |
| | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum:** | **Level 5 – Suspension of 10 days with a contract** |

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** **Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Level 5 – Suspension of 10 days with a contract**
**Level 6 – Long-Term Suspension**

**Maximum:** **Level 7 – Expulsion**

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

## 23. INAPPROPRIATE BODILY CONTACT OF A SEXUAL NATURE/SEXUAL BEHAVIOR; SEXUAL MISCONDUCT; SEXUAL HARASSMENT

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

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** **Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**

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

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** **Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Level 5 – Suspension of 10 days with a contract**
**Level 6 – Long-Term Suspension**

**Maximum:** **Level 7 – Expulsion**

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

## 24. STUDENT IDENTIFICATION CARD VIOLATION

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

**ELEMENTARY INITIATED CONSEQUENCES:**

**Minimum:** **Level 1 - Conference**
**Level 2 - Intervention(s) (see pages 36-37)**

**Maximum:** **Level 3 – Suspension of 1-3 days**

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 1 - Conference**
**Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Maximum: Level 5 – Suspension of 10 days with a contract**

## 25. STUDENT DRESS CODE VIOLATION

Students will not dress inappropriately on school grounds or at school events. **ALL** students are expected to dress appropriately and to adhere to the student dress code found on pages 63-64 of this handbook and any additional requirements listed in local school regulations.

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

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

## 26. UNSAFE ACTION

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

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

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

# BUS AND BUS STOP RULES

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

## AT THE BUS STOP

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

## WHEN THE BUS ARRIVES

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

## ON THE BUS

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

## LEAVING THE BUS

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

Violations that occur involving the school bus and/or incidents that occur while students are on the way to or returning from school, whether at the bus stop or in the surrounding neighborhood may result in direct intervention by the school. (See Bus Matrix, on the following page 34)

# BUS REFERRAL MATRIX FOR SECONDARY STUDENTS

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

***O.C.G.A**. § **20-2-751.4**

Consequences for Levels 1, 2, 3, & 4 are bus specific and do not include a school suspension.
Consequences for Levels 5, 6 & 7 require a bus suspension and a school suspension.

# DISCIPLINARY JURISDICTION OVER STUDENT CONDUCT

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

- On school grounds at any time;
- Off school grounds at a school bus stop or at a school activity, function, or event;
- While the student is on a school bus or School District-sponsored transportation;
- When either the alleged perpetrator or the alleged victim is en route to or from school, or to or from a school activity, function, or event;
- Off school grounds while the student is participating in or attending school-sponsored or school-related activities, such as field trips, conferences, or athletic events, or is otherwise subject to the jurisdiction of school authorities;
- Off school grounds while attending a school-sponsored or school-related activity of another school system in Georgia;
- Off school grounds when the behavior of the student could result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process (O.C.G.A. § 20-2-751.5(c));
- Off school grounds when the misconduct is directed at a School District student, employee, or volunteer and is related to the victim's affiliation with the School District;
- Off school grounds when a student leaves school without permission of a school official (Absent Without Leave); and
- Off school grounds when the misconduct adversely affects the safety and welfare of the school community or the orderly mission and function of the school.

# INVESTIGATION OF MISCONDUCT

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

**The determination of whether or not a student has violated the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* will be made based solely on a preponderance of the evidence. In other words, is it more likely to be true than not true, based on the evidence, that the student did violate the rule? If you disagree with this decision, you may appeal to the school principal in writing within one (1) school day of receiving the decision. If you disagree with the principal's decision, you may appeal in writing to the regional superintendent within one (1) school day of receiving the principal's decision. Please refer to the Discipline Due Process flowchart on page 73 of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* for a summary of the District's discipline process.**

# EXPLANATION OF DISCIPLINARY LEVELS

## School Initiated Consequences

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

## Level 1 Conference:

Staff members may conduct a conference among any combination of the following:
Teacher/Student
Teacher/Parent
Teacher/Counselor
Teacher/Student/Administrator
Teacher/Student/Counselor/Parent
Administrator/Student
Administrator/Parent
Telephone Conference with Administrator/Parent
Telephone Conference with Teacher/Parent
Other parties as deemed necessary

## Level 2 Intervention: ALL Interventions should be age appropriate and behavior specific.

**(Sample List of Interventions)**

| | |
|---|---|
| **Referral** | Referral to School Counselor, Student Support Team, Student Support Services, School Social Worker, IEP Review, Attendance Staff, or other appropriate personnel |
| **Time-Out** | Temporary denial of a student's right to attend class |
| **Detention** | Detaining a student for disciplinary reasons before or after school hours (including Saturdays) |
| **Staffing** | Meeting of school personnel and perhaps other individuals to consider the behavior of the student and make recommendations |
| **Local Probation** | Written statement which lists steps to be taken to improve behavior and describes the support to be provided by school staff and/or parent/guardian as well as the date the contract will be reviewed and must be signed by the student and parent/guardian |
| **Restricted Activity** | Denial of participation in school activities and extra-curricular events or the use of common areas or other parts of the school |
| **In-School Intervention** | May include, but is not limited to, Saturday School, work assignment, behavior essays or transportation restriction |
| **Substance Abuse Education** | Required participation in ***GRIP Program** (Gaining Results Intervention/Prevention) |
| **Violence Education** | Required participation in ***POINTS Program** (Providing Optional Intervention Needed To Succeed) |
| **Probation** | Write-up for the discipline offense with a defined period of good behavior to prevent suspension |
| **Mediation** | Referral to conflict mediation |
| **Lockout** | Designated area on campus where students who are disruptive in class or tardy to class are assigned for the remainder of the period in which the infraction occurred |

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

# ADDITIONAL INTERVENTIONS - SCHOOL DETERMINES USE

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

## SCHOOL- INITIATED CONSEQUENCES

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

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

**Level 4** **Suspension (4-10 days): School initiated suspension**

**Level 5** **Suspension of 10 days (with contract): School initiated suspension**

**Level 6 and 7 Violations:** **Out of School Suspension for more than 10 days -** Require a District due process hearing with appropriate consequences levied by the Hearing Officer or the Board of Education

**Level 6** **Long-Term Suspension:** A long-term suspension is beyond 10 days through the current semester. During the suspension, one or more of the following decisions will be rendered:

**A. Suspension:** The student is removed from all programs of the School District for a specified length of time up to the end of the current semester.

**B. Assignment to an Alternative School or an Alternative Program:** The Hearing Officer or the Board of Education may require that the student be assigned to an alternative educational placement during the long-term suspension.

**C. Allowed to Remain in the Local School with Additional Consequences:** The Hearing Officer or the Board of Education may require that the student participate in in-school suspension, community service, be placed on school-based social restriction, attend the **GRIP (**Gaining Results Intervention/Prevention) Program, **POINTS** (Providing Optional Intervention Needed To Succeed) Program or other consequences as deemed appropriate.

**D. No Further Action:** The Hearing Officer or Board of Education will allow the student to to return to the local school at the end of any outstanding suspension and no further consequences will be assigned.

**Level 7** **Expulsion:** The denial of a student's right to attend school and school sponsored activities beyond the current semester. The student may or may not be assigned alternative education during this time as deemed appropriate and/or in compliance with state/federal law. This decision may only be rendered by the Hearing Officer or the DeKalb Board of Education.

## DEFINITIONS OF TYPES OF DISCIPLINE

### IN-SCHOOL SUSPENSION

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

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

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

### OUT-OF-SCHOOL SUSPENSION

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

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

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

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

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

### EXPULSION

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

A student who has been expelled six months or more may not attend any DeKalb County school, but may apply for re-admission after six months.

### ALTERNATIVE SCHOOL

A student who is removed from his/her local school for more than 10 school days may be assigned to an alternative school for instruction, academic support, and counseling. Alternative school enables a student to take academic classes that allow the student to keep up with the course credit requirements toward graduation.

**The student must attend and successfully complete his/her alternative school assignment and may not return to his/her school or any other school or attend any extracurricular activities while attending an alternative school pursuant to a long-term suspension or expulsion.**

Students cannot withdraw/leave the DeKalb County School District to circumvent an assignment to an alternative school. Students who are assigned to an alternative school must attend and successfully complete that program before returning to the designated local school. Students who leave the School District and return at a later date will automatically be assigned to an alternative school to complete the original assignment unless the student was enrolled in a comparable alternative setting as approved by the Superintendent or Designee.

## PROBATION

"Probation" means that a student is placed on a trial period during which the student is expected to maintain good behavior. A student found by a preponderance of evidence to be in violation of certain offenses may be placed on probation by a school administrator, Hearing Officer, the Disciplinary Action Review Committee, or the Board of Education. Violation of a local school or School District rule while on probation may result in further disciplinary action, including a possible referral to a District due process hearing.

## RESTRICTIONS ON SCHOOL ACTIVITIES

Students who are suspended or expelled will not be allowed to participate in any school-sponsored activities, including the prom or graduation exercises if these occur during the period of suspension or expulsion. A parent or guardian may, for good cause, petition the school principal for permission for the student to participate in school-sponsored activities. If denied permission by the principal, the parent or guardian may appeal to the appropriate Regional Superintendent. If denied by the Regional Superintendent, the parent or guardian may appeal to the Disciplinary Action Review Committee for the final decision.

## ACCESSORY

Based on a preponderance of evidence, a student may be found to be an accessory to a violation of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* if the student assists, plans, participates, advises, incites, counsels, and/or encourages other individuals to violate the *Code of Student Conduct*. A student accessory is subject to the same penalties as the students who are actively involved in committing such offenses.

## SELF-DEFENSE

A student's use or attempted use of force may be justified if the student reasonably believed the force was necessary to protect the student or another person against the immediate use of unlawful force and School District personnel were not in the immediate area to intervene. However, the student must not use more force than appears reasonably necessary in the circumstances. Self-defense is not available as a defense where the use of force continued after staff intervention. If self-defense is accepted as a valid defense under the circumstances, the student is found not in violation by a preponderance of evidence and no punishment is imposed for that offense.

## RESTROOMS AND LOCKERS

All offenses listed in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* apply to student behavior in school restrooms and locker rooms. Students are expected to help keep restrooms clean and safe. Also, students are expected to report disruptive, unsafe, and/or unclean conditions in restrooms to an administrator.

***No cell phones, camcorders, video recorders, or cameras are allowed in locker rooms. It should be noted that no one is allowed to take pictures or video of other persons in any area of the school without the express permission of the principal.***

## STUDENT DISCIPLINE PROCEDURES

Students are entitled to certain due process measures before being suspended/expelled from public school. The extent of the procedural protections depends on how long the suspension/expulsion from school will last. **For example, for suspensions of ten school days or less, the United States Supreme Court has held that only minimal due process is required**.

**The DeKalb County School District has adopted a set of procedural safeguards that afford students greater due process than the law requires.** The procedures are described in the following sections.

## SCHOOL ADMINISTRATIVE DUE PROCESS FOR SUSPENSION

School administrative due process for suspension is held before a student is given in-school suspension, out-of-school suspension, or bus suspension up to ten (10) days or other appropriate consequences. If the violation warrants further suspension beyond the 10 days, it must be referred by the school principal with a recommendation for long-term suspension or expulsion.

At the school administrative due process for suspension meeting, the student is informed verbally of the offense with which he/she is charged, who made the charge(s), who witnessed the offense, and what disciplinary action is proposed to be taken. The student is provided with an opportunity to tell his/her side of the story. The student's parent/guardian will be contacted if disciplinary action is taken. Witnesses (when applicable) are asked to submit written accounts of the incident as soon as possible after the incident.

## DISTRICT DUE PROCESS HEARING

District due process hearings are conducted by a Hearing Officer who hears evidence concerning charges of student misconduct, which, if proven, may require punishment greater than a ten school-day suspension. The Hearing Officers are appointed by the Superintendent and have no prior knowledge of the charges.

When a school principal recommends a student to the District due process hearing, the recommendation is reviewed by the appropriate Hearing Officer, who decides whether to hold a hearing. All hearings must be held no later than ten school days after the disciplinary action or school-initiated arrest by a School Resource Officer (SRO) unless the School District and parents/guardians mutually agree to an extension. If a hearing is to be held, the student and parent/guardian will be provided verbal and written notice of the date, time and place of the hearing, charges and a list of possible witnesses.

District due process hearings are confidential and not open to the public. The student, his/her parent or guardian, and their witnesses may attend the hearing, but other relatives or friends of the student will not be allowed to attend. The proceedings are recorded electronically. The School District may summon witnesses to testify on its behalf at the hearing. The student and parent/guardian may also bring witnesses to testify at the discretion of the Hearing Officer. If the student or parent/guardian wants School District personnel or other students to testify at the hearing, they should contact school administration, which will arrange the issuance of summonses for these persons. The parent/guardian must contact the school within 48 hours of the hearing so that parental consent can be requested for the student asked to testify. Witnesses testifying in a District due process hearing will not be allowed to have an attorney present at the hearing unless that witness is or may be charged in the incident.

The evidence presented at a District due process hearing may include physical evidence, such as drugs or weapons; witness testimony; and relevant documents, such as witness statements, investigation reports, and the student's current discipline and academic record. The School District bears the burden of proving the charges against the student by a "preponderance of the evidence." The School District is not usually represented by an attorney at District due process hearings, but in some cases an attorney is used. The student has the right, at his/her own expense, to be represented by counsel at the District due process hearing.

The District due process hearing is not required to be identical to a courtroom trial, and the Georgia Evidence Code does not apply. All parties may offer relevant information to assist the Hearing Officer with determining whether the student is in violation of an offense and whether punishment must be imposed. The Hearing Officer is authorized to make the final decision regarding relevancy of information provided. Based upon a preponderance of the evidence presented at the hearing, the Hearing Officer will determine whether or not school rules have been violated and identify the discipline to be imposed.

After the presentation of evidence by both sides, each side is given an opportunity to make a closing argument. The hearing then ends, and the Hearing Officer will deliberate privately to decide whether or not a violation has occurred and an appropriate punishment if the student is found in violation by a preponderance of evidence. If the student is found not in violation of school rules, the student shall be allowed to return to school. If the student is found in violation, the Hearing Officer may impose punishment ranging from sending the accused back to school on probation to expulsion from the School District. Parents/guardians may contact the office the next school day to receive the decision. A letter will be sent to the student's parent/guardian within ten days after the hearing is held. The student's parent/guardian may appeal the Hearing Officer's decision to the Board of Education by submitting a written request to the Superintendent of DeKalb County School District at ***5823 Memorial Drive, Stone Mountain, Georgia, 30083.*** This request must be made within twenty (20) calendar days from the date the decision is rendered.

## APPEAL TO BOARD OF EDUCATION

A transcript of the District due process hearing will be made only if there is an appeal. The student's parent/guardian or attorney may request an audio copy of the hearing at the Department of Safe Schools and Student Relations or may order a copy of a written transcript their own copy at their own expense.

The decision of the Board of Education will be based solely on the record created during the District due process hearing. The Board will not consider any new evidence or hear any oral arguments; however, written arguments concerning the merits of the appeal may be submitted. For additional information on the

**The Board will make its decision in Executive Session within ten (10) working days after receipt of the written notice of appeal. It has the power to affirm, reverse, or modify the Hearing Officer's decision. The Board's decision will be final, unless an appeal is made to the State Board of Education within 30 calendar days of the Board's decision. The contents of this notice of appeal and the procedure to be followed before the State Board of Education of Georgia are specified in O.C.G.A. § 20-2-1160.**

## DISTRICT DUE PROCESS WAIVER

A parent/guardian and student may choose to waive their District due process hearing and accept the appropriate consequences for the incident by completing and signing a District Due Process Hearing Waiver. By submitting this waiver, the parent/guardian and student agree to the decision and waive any future challenges and appeals relative to that incident.

## STUDENTS WITH DISABILITIES

The discipline procedures for special education students and students with disabilities covered under Section 504 are the same as above with the following additional steps:

1. The administrative staff should determine if the student was in possession of a weapon, possessed, used or sold drugs, or inflicted serious bodily injury to another person. If yes, proceed to A & B. If no, proceed to #2.

    **A. The Special Education Director/Section 504 Chair is notified immediately of the above triggers.**

    - Special Education/Section 504 Personnel investigate the situation and work with the local school.
    - A plan of action is developed.

    **B. Special Education/504 Personnel will contact the local school if an emergency change in education location is needed.**

2. The Special Education teacher(s), the IEP manager or the Section 504 chairperson is notified of the occurrence.
3. If a disabled student is referred to a District due process hearing, a school administrator contacts the school's coordinator from Special Education Services/Section 504 Chair to schedule a Manifestation/Determination meeting.
4. If it is determined that the behavior is not a manifestation of the disability, a recommendation is made by the school principal for a District due process hearing, subject to the education rights of the student under IDEA 2004. If the behavior is a manifestation of the disability, any further placement decisions will be made by the IEP Review Committee or Section 504 Team.

## STUDENT PLACEMENT PROTOCOL FOR STUDENTS RETURNING AFTER INCARCERATION, DETENTION, OR OTHER SPECIAL CIRCUMSTANCES

Students who have been out of school due to incarceration or detention often need a period of transition before returning to their local school. Moreover, there may be circumstances in which a current student's presence at school may pose a serious and significant danger to the persons and/or property at the school. A protocol has been established for determining whether a student returning from a period of incarceration or detention due to alleged or adjudicated criminal conduct should be placed in an alternative school program or returned to the student's local school. The DeKalb County School District afford these students an opportunity to rebuild their academic and social skills so that the transition to their local school will go smoothly. The primary considerations in making this determination are the educational needs of the returning student and the safety of other students and staff.

In many cases, the conduct at issue is very serious, ranging from property offenses to serious sexual violations or other violent acts. Students adjudicated for these offenses may be placed on a safety plan by the Department of Juvenile Justice (DJJ) or the Juvenile Court. These plans may impose certain restrictions on the returning student; for example, the student may not be allowed around children of a certain age or may have to be supervised by an adult at all times.

In some cases, these students have been expelled or suspended from DeKalb or another school district or private school, and the term of suspension or expulsion has not yet been completed. This brings other questions into play, such as whether the student should be excluded altogether for the remainder of the expulsion or suspension or offered an alternative placement (O.C.G.A. § 20-2-751.2).

Before these students return to school, they will be referred to the Department of Safe Schools and Student Relations. Department personnel will gather and review all appropriate information, including any information that the student's parents may wish to provide, and make a placement determination. Parents may be present for this review and may provide input. Attorneys will not be allowed to attend.

Parents who disagree with the placement determination made by the Department of Safe Schools and Student Relations will have three school days following the determination to request review by the Disciplinary Action Review Committee (DARC). The DARC operates under the auspices of the Department of Safe Schools and Student Relations and is authorized to consider and rule on special requests from parents/guardians and school administrators pertaining to student discipline-related situations. The DARC will meet and make a placement determination based upon a review of the information from the Department of Safe Schools and Student Relations and any additional information provided by the parties. Parents who disagree with the placement determination made by the Disciplinary Action Review Committee will have three school days following the determination to request a District due process hearing, pursuant to O.C.G.A. § 20-2-754.

The protocol described above may be used in other types of student placement situations as deemed appropriate by Safe Schools and Student Relations administrators. **All placement determinations will be made on a case-by-case basis.** Various factors, including age, length of incarceration, nature of charges, existing discipline order, potential safety concerns or disruption of the educational process, present/prior discipline history, etc. may be used in making placement determinations at all levels. By example, the following general categories of serious violent offenses will result in the school administrator's referral to the Department of Safe Schools and Student Relations:

- Assault resulting in serious injury
- Assault involving use of a weapon
- Death by other than natural causes (homicide)
- Kidnapping
- Rape
- Robbery with a dangerous weapon (armed robbery)
- Robbery without a dangerous weapon
- Sexual assault (not involving rape or sexual offense)
- Sexual Offense
- Taking indecent liberties with a minor

Additionally, an offense involving accusations of manufacturing, selling or trafficking large quantities of controlled substances is to be included.

All principals will continue to follow the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* when a student's disciplinary infraction occurs within the school's jurisdiction, as defined on page 35. The normal disciplinary procedures will be followed in these instances.

**This protocol does not apply to students with disabilities. Students with disabilities will be referred directly to the Department of Exceptional Education or the Section 504 Coordinator for students with 504 plans.**

## SEARCHES

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search a student, student lockers, student desks and tables, or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search.

As used in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*, the term "unauthorized" means any item dangerous to the health or safety of students or school personnel, or disruptive of any lawful function, mission or process of the school, or any item described as unauthorized in school rules available beforehand to the student.

A student's failure to permit a search or seizure as provided in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* will be considered grounds for disciplinary action.

All searches by school employees shall be reasonably related to the objectives of the search and not excessively intrusive in light of the student's age and gender and the nature of the infraction.

## PERSONAL SEARCHES

A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school official has reasonable suspicion to believe that the search will reveal a violation of the law, the student conduct behavior code, or local school rules.

If a pat-down search of a student's person is conducted, it will be conducted in private by a school official of the same sex and with an adult witness present, when feasible. If the school official has reasonable grounds for suspecting that the student has on his or her person an item immediately dangerous to the student or to others, the student should be isolated, a school resource officer should be notified, and appropriate disciplinary action should be administered.

In appropriate circumstances, searches may include the use of electronic devices such as hand-held metal detectors or walk-through metal detectors.

## LOCKER, DESK, AND TABLE SEARCHES

Student lockers, desks, and tables are school property and remain at all times under the control of the school. Principals of each school where lockers are issued shall ensure that each student receives written notice prior to the issuance of the locker that lockers are subject to inspection and search by school officials. Each school shall maintain duplicate keys or records of all locker combinations and avoid any practices that would lead students to believe that lockers are under their exclusive control.

Periodic general inspections of lockers, desks, and tables may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant. The School District may use K-9 Units to check lockers, desks, and tables. Items brought to school or placed in lockers, desks or tables are subject to reasonable searches.

## AUTOMOBILE SEARCHES

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and visual inspections from the outside of student vehicles on school property. State law does not authorize a student to have a firearm secured in a vehicle parked on school premises.

The interiors of student vehicles may be inspected whenever a school authority has reasonable grounds for suspecting that illegal, unauthorized, or contraband materials are contained inside. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

Notice of the foregoing right to search shall be given to students who park on school property; however, failure to give such notice will not preclude school officials from conducting searches of vehicle interiors when otherwise authorized.

## SEARCH RESULTS

If a search reveals a violation of federal, state or local law, law enforcement authorities may be notified so that they may take appropriate action.

# KEEPING WEAPONS OUT OF SCHOOL

## KEEPING YOUR SCHOOLS SAFE

Every student wants and deserves a safe and secure school. For that reason, school districts and schools have rules against weapons and violence at school, on any school bus, and at any school-sponsored function.

Students may be expelled for bringing weapons to school. Also, bringing certain weapons to school is a "designated felony" under Georgia law. This means that student offenders under the age of 17 may be arrested and placed in a youth detention center for carrying or possessing a weapon at school, on a school bus, or at any school-sponsored function. For students age 17 or over, these offenses amount to a felony and may result in a felony conviction and imprisonment.

Schools across the nation are required by federal law to have a student discipline policy that mandates a **minimum one calendar year expulsion** for bringing a firearm to school or for being in possession of a firearm on school property (including school buses). Consequently, DeKalb has a policy that requires a minimum one calendar year expulsion from all DeKalb schools for possession of a firearm.

## WHAT OTHER WEAPONS MAY RESULT IN EXPULSION?

Having any type of knife, razor blade (including box cutters), chain, pipe, martial arts device, mace, BB gun or pellet gun, and other items such as ammunition at school, on the school bus or other school property, or at school functions is a violation of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* and may result in expulsion. (For a full and complete list of weapons, see page 13-14.)

## SO, WHAT CAN YOU DO?

Take pride in your school and show respect for yourself and your friends by participating in keeping your school and friends safe.

- **Do not, for any reason, bring a weapon to school, or accept a weapon from another student, or allow another student to place a weapon in your locker, desk, vehicle, or personal belongings.**
- **Tell your friends not to bring weapons to school for any reason, not to show off, not for protection, not for any reason.**
- **If you hear about or see a weapon at school or on a school bus, inform a teacher or administrator immediately (you may ask that your name not be used).**

## WHY GET INVOLVED?

Students should get involved because the problems that weapons at school can cause are serious and will not completely go away without student involvement. Students across the nation have said "enough is enough." These students are taking a more active interest in keeping their schools safe and free of weapons. These students let it be known that weapons will be reported, regardless of who brings them to school.

**When word gets around that weapons are going to be reported, students are less likely to bring weapons to school.**

## DO YOU REALLY WANT TO LOSE YOUR DRIVER'S LICENSE?

That's right! You will lose your Driver's License or your Learner's License, or you will be prevented from receiving your Driver's or Learner's License if you have a weapon at school. That's the law in Georgia, according to the *Teenage and Adult Driver Responsibility Act*. This law requires schools to report students who have brought weapons to school not only to the police but also to the Department of Driver Services so that the student's Driver's License or Learner's License can be revoked.

## A SPECIAL MESSAGE TO STUDENTS 17 YEARS OLD OR OLDER

If you are 17 years old or older and you are caught with a weapon at school or on the bus or in your vehicle at school, you may be **charged with a felony**. A felony conviction gives you a record, one that may keep you from being accepted in colleges, technical schools, and the armed services. It may also keep you from getting a job or voting.

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

The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* makes it very clear to all students that weapons cannot be brought to school. The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* also includes important information and advice to students about weapons and other dangerous items.

## IT'S IMPORTANT TO REMEMBER

When the weapons laws of Georgia are violated, the student may be:

**ARRESTED**
**PLACED IN A POLICE CAR**
**TAKEN TO JAIL OR A DETENTION CENTER**
**SENTENCED TO JAIL**
**PENALIZED WITH SUBSTANTIAL COURT FINES**
**PLACED ON PROBATION**
**EXPELLED FROM SCHOOL**

## PREVENTION AND INTERVENTION

What are school districts doing to keep weapons out of schools? Several strategies are being used, such as:

- Distributing the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook Conduct* to all students to let them know that weapons are against the law and against school rules;
- Informing students that lockers, desks, tables, vehicles, and personal belongings are subject to being searched by school officials;
- Informing parents that most weapons come to school from home;
- Randomly conducting firearm and drug searches by the use of gunpowder and drug-sniffing dogs;
- Restricting or limiting the use of book bags at school;
- Expelling students who have brought weapons to school or on a school bus;
- Installing more surveillance cameras and increasing the use of metal detectors.

**Responsibility** is knowing what is expected of you.
**Responsibility** is having high expectations of yourself and others.
**Responsibility** is making responsible choices.
**Responsibility** is making the right decision when the wrong decision is easier.
**Responsibility** is the measure of maturity.

# STUDENT RIGHTS AND RESPONSIBILITIES

## RESPONSIBILITIES

### A. Parent(s)/Guardian Responsibilities

Through dissemination of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* each school will inform the parent of the following expectations:

- To assume legal responsibility for the behavior of the child as determined by law and community practice and to ensure that the child is familiar with the discipline policy and regulations.
- To teach the child self-discipline, respect for authority and for the rights of others.
- To make sure that the child attends school regularly and that the school receives notification of the reason for absences when the child cannot attend school.
- To work to the best of his/her ability to provide the necessary materials and a positive home learning environment for the child to succeed in school.
- To maintain communication with the school and provide the school with a current telephone number through which he/she may be reached during the school day.
- To respond quickly to school to get the child when called upon.
- To be available for conferences when requested.
- To cooperate with the school staff to develop strategies to benefit the child.

### B. Student Responsibilities

- To be aware of and to abide by District-wide policies, regulations and school guidelines regarding acceptable behavior.
- To be responsible for one's own behavior.
- To conduct oneself in a manner which is conducive to learning and does not interfere with the teacher's right to teach or the student's right to learn.
- To respect the personal, civil and property rights of all members of the school community.
- To refrain from the use of physical force, verbal abuse or harassment, blackmail, stealing, vandalism, and other illegal activities.
- To seek clarification from school personnel concerning the appropriateness of any action or behavior.
- To attend school and classes regularly, on-time and be prepared with the necessary learning materials.
- To know and follow the policies and regulations for every event considered part of the school program regardless of the time or place.
- To comply immediately with any staff member's reasonable request to carry out school rules.

# RELEASE OF STUDENT INFORMATION

Notification of Rights under the Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

**(1)** The right to inspect and review the student's education records within 45 days of the day the DeKalb County School District receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

**(2)** The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the District to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

**(3)** The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the DeKalb County Board of Education; a person or company with whom the District has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, educational consultant, volunteer, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

**(4)** The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

## RELEASE OF DIRECTORY INFORMATION

FERPA requires that the District, with certain exceptions, obtain the written consent of a parent, guardian, or eligible student (i.e., a student over 18 years of age) prior to the disclosure of personally identifiable information from a child's education records. However, the District may disclose appropriately designated "directory information" without written consent, unless the parent, guardian, or eligible student has advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include this type of information from a child's education records in certain school publications. Examples include:

- A playbill, showing a student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Information posted on the school's or the District's website;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without the prior written consent of a parent, guardian, or eligible student. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, federal law requires the District to provide military recruiters, upon request, with the following information—names, addresses and telephone listings—unless the parent, guardian, or eligible student has advised the District that they do not want their student's information disclosed without their prior written consent.

A parent, guardian, or eligible student who does not want directory information to be disclosed from the student's education records without prior written consent must notify the District in writing annually within a reasonable time period after receiving this notice. The District has designated the following information as directory information: student's name, address, and telephone listing; date and place of birth; dates of attendance; grade level; major field of study; photograph; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors, and awards received; and the most recent educational institution previously attended. Such notification should be sent to the student's principal.

## PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

Local school officials must notify parents annually at the beginning of the school year of their right to (1) consent to the administration of surveys funded in whole or in part by the U.S. Department of Education, or (2) opt out of the administration of any survey, regardless of funding, if these surveys contain questions from one or more of eight protected areas. These protected areas are: (1) political affiliations and beliefs of students or parents; (2) family mental and psychological problems; (3) sexual behavior or attitudes; (4) illegal, anti-social, self-incriminating, or demeaning behavior; (5) critical appraisals of close family members and friends; (6) legally recognized privileged or analogous relationships (e.g., lawyers, doctors, etc.); (7) student or parent religious affiliations, or beliefs; or (8) income (other than that required by law) to determine eligibility for program participation or financial assistance. Parents wishing to opt out of such surveys should submit their request to the school on an annual basis.

# STUDENT COMPLAINT PROCEDURES

## COMPLAINTS OF DISCRIMINATION OR HARASSMENT

Pursuant to federal and state laws, students are entitled to a Complaint Procedure to address allegations of discrimination and harassment (including bullying). Accordingly, the School District has established both informal and formal procedures for resolving any complaints of discrimination, harassment, or bullying on the basis of race, color, religion, national origin, sex (including sexual harassment), sexual orientation, gender identity, disability, or age. Allegations of discrimination should be reported immediately to any school employee, administrator, or counselor at the school, center or any school event. A student may also make a direct report to the Title IX Officer at 1701 Mountain Industrial Blvd., Stone Mountain, Georgia 30083 or by dialing 678-676-0310. The school administrator or the Title IX Officer shall assist the student with formalizing and processing the complaint, which should include a statement of facts, identification of witnesses and any other information necessary to fully describe the matter.

Formal complaints should be filed within 30 calendar days of the alleged incident. All policies and/or procedures mandated by any agency of the State of Georgia, or the United States, will be followed. As per O.C.G.A. § 20-2-751.5, it is unlawful for a student to falsify, misrepresent, omit, or erroneously report information regarding instances of alleged inappropriate behavior by a teacher, administrator or other school employee, including during off-school hours. Please refer to page 74 for the Bullying/Harassment/Hazing flowchart and page 75 for the Bullying/Harassment/Hazing Report Form in the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook.*

## REPORTING ACTS OF SEXUAL ABUSE OR SEXUAL MISCONDUCT

*O.C.G.A. § 20-2-751.7.(a) provides that: "The Professional Standards Commission shall establish a state-mandated process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student which shall not prohibit the ability of a student to report the incident to law enforcement authorities. Each local school system shall be required to implement and follow such state-mandated process and shall include the mandated process in student handbooks and in employee handbooks or policies." The following is the reporting process:*

**A.** Any student *(or parent or friend of a student)* who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other School District employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.

**B.** Any teacher, counselor, volunteer or administrator receiving a report of sexual abuse or sexual misconduct of student by a teacher, administrator, or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee, and shall submit a written report of the incident to the school principal or principal's designee within 24 hours. *If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the superintendent or the superintendent's designee.*

**C.** Any school principal or principal's designee receiving a report of sexual abuse as defined in O.C.G.A. § 19-7-5 shall make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report in writing, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority or district attorney.

Reports of acts of sexual misconduct against a student by a teacher, administrator, or other employee not covered by O.C.G.A. § 19-7-5 shall be investigated immediately by school or system personnel. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the superintendent and the Professional Standards Commission Ethics Division.

## GENDER EQUITY IN SPORTS GRIEVANCE PROCEDURES

The DeKalb County School District prohibits discrimination in its elementary and secondary athletic programs, in accordance with the Georgia Gender Equity in Sports Act. The following grievance procedures are provided to allow for prompt and equitable resolution of written student complaints, including those brought by a parent or guardian on behalf of a student.

### DEFINITIONS:

- "Days" means calendar days.
- A "grievance" is a complaint that alleges the DeKalb County School District has taken an action that is in violation of O.C.G.A. § 20-2-315 (Gender Equity in Sports Act).
- "Grievant" is the person initiating the complaint.
- "Student" means a person enrolled in a school or instructional program operated by the DeKalb County School District.

### PROCEDURES:

Grievances may be brought only by the affected student or by the affected student's parent or guardian and shall proceed in the following manner:

- Within ten (10) days of the time that the grievant knows, or reasonably should know, about the grievance (or within ten (10) days of the publication of this procedure, whichever is later), the grievant shall present the written grievance form to the Superintendent who shall note the date received.
- The written grievance shall: (1) name the grievant and the affected student; (2) state the situation or conditions giving rise to the grievance; (3) identify the specific provisions of the law or the implementing regulations alleged to have been violated; and (4) indicate the specific relief sought.
- The Superintendent shall cause the grievance to be investigated. Within 30 days after the grievance is presented, the Superintendent shall give a written response to the grievance, setting forth the essential facts and rationale for the decision.
- The grievant may appeal the Superintendent's decision to the DeKalb County Board of Education. The appeal must be in writing and submitted to the DeKalb County Board of Education within 35 days of the date of the response from the Superintendent. The Board may review all materials related to the grievance and render a decision in writing no less than 45 days after receipt of the written grievance form.
- The grievant shall have the right to appeal any decision by the DeKalb County Board of Education to the State Board of Education pursuant to O.C.G.A. § 20-2-1160.

**Any student and/or parent or guardian of a minor child who feels that an action of the DeKalb County School District is in violation of O.C.G.A. § 20-2-315 (Gender Equity in Sports Act) may file a complaint by completing a form and forwarding it to the Office of Legal Affairs, 1701 Mountain Industrial Blvd., Stone Mountain, GA 30083. Forms may be obtained from the Office of the Director of Athletics, 5829 Memorial Drive, Stone Mountain, Georgia 30083.**

# INTERNET AND TECHNOLOGY USAGE

The DeKalb County School District provides technologies, networks, and internet access to support the educational mission of the District and to enhance the curriculum and learning opportunities for students and employees in compliance with the Children's Internet Protection Act (CIPA) of 2000. All guidelines, regulations, policies, and rules are applicable to all telecommunication services and equipment provided by the District including, but not limited to, the following:

- Computer workstations and notebook computers;
- Smart phones, tablets, e-readers, and other mobile devices;
- Internet services;
- Telephone services; and
- Cellular phone services

The DeKalb County School District believes that information and interaction available on the Internet provides valuable educational information. It is not always possible for the District to control access to material that may be considered controversial or inappropriate; therefore, the user may accidentally or purposefully encounter controversial material. It is the user's responsibility to avoid initiating access to such material.

Use of the Internet must be in support of educational research and consistent with the District's educational goals and objectives. Use of any other District's network or educational resources must be in compliance with rules, policies, and guidelines for the network. Users must abide by all rules and procedures specified and deemed necessary at the site from which access to the Internet is made. Transmission of any material in violation of any United States, state law, or state regulation is prohibited which includes, but is not limited to, (1) copyrighted material, (2) threatening, pornographic, or obscene material, or (3) material protected by trade secret. Use of District resources including the network for (1) private financial gain, commercial advertising, or solicitation activities by or for-profit institutions or (2) political lobbying is prohibited. All illegal activities are strictly prohibited.

The use of the Internet is a privilege, not a right. Any student user not complying with the District's Internet Acceptable Use Agreement shall lose Internet privileges for at least one week. Student infractions may result in appropriate disciplinary action in addition to suspension or termination of access privileges.

Any user identified as being a security risk or as having a history of problems with other computer systems may be denied access to the Internet. The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages suffered by any user including loss of data resulting from delays, non-deliveries, incorrect deliveries, or service interruptions caused by its own negligence or user errors or omissions. Use of any information obtained via the Internet is at the risk of the user. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Use of the School District's Internet and technology resources obligates students to observe the following terms:

- Students **will observe** the standard of courtesy and behavior consistent with the practices and policies of the DeKalb County Board of Education when sending or publishing messages or transmitting data or other information on the Intranet.
- Students **will exhibit** appropriate online behavior, including interacting with other individuals on social networking websites and chat rooms.
- Students **will use the internet system** for instructional purposes only as it relates to classroom and co-curricular assignments and activities.
- Students **will make** every effort to safeguard any information from unauthorized users.
- Students **will not initiate** or participate in any form of cyberbullying.
- Students **will not send or receive** inappropriate or offensive messages or pictures from any source. For example, students will not post, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially or religiously offensive, sexist, or illegal material.

- Students **will not post** messages and attribute them to another user.
- Students **will not violate** network security by entering the system under a User ID other than their own, share their user IDs, passwords, or user accounts with others.
- Students **will not disclose**, use, or disseminate personal information of other minors/students.
- Students **will not use the internet system** for any purpose that violates federal or state law.
- Students **will not transmit or download** information or software in violation of copyright laws.
- Students **will not disconnect** network components, alter programs or data, or purposely infect any computer with a virus.
- Students **will not engage in unauthorized use** of the network, intentionally delete or damage files and data belonging to other users, or violate copyright law.

**STUDENTS ARE STRONGLY CAUTIONED THAT SENDING INAPPROPRIATE MESSAGES AND/OR IMAGES VIA ELECTRONIC COMMUNICATION DEVICES OR THE INTERNET/INTRANET AT ANY TIME COULD RESULT IN VERY SERIOUS SCHOOL, PERSONAL AND/OR CRIMINAL CONSEQUENCES.**

# SUPPLEMENTAL SAFETY AND DISCIPLINE INFORMATION

## BULLYING, HARASSMENT AND HAZING

DeKalb County School District has also implemented a **District Alert Line (1-888-475-0482)** to report weapons, violence, bullying, harassment, or drugs.

**Board Policy: Bullying/Harassment/Hazing** **Descriptor Code: JCDAG**

Students cannot be expected to reach their full academic potential in an environment of fear and intimidation. All schools in the DeKalb County School District have an obligation to provide a safe, healthy, and positive learning environment for their students and to promote mutual respect and acceptance among students, staff and volunteers.

The District expressly prohibits the bullying/harassing/hazing of any student, by any means or method, at school, on school property, or at school-related functions; while traveling to or from school on a school bus; off-campus when the behavior results in a disruption to the school environment; or by use of data or software that is accessed through a District computer, computer system, computer network, or other electronic technology of the District.

Pursuant to state law, this policy also applies to acts of cyberbullying which occur through the use of electronic communication, whether or not such electronic act originated on school property or with school equipment, if the electronic communication:

1. is directed specifically at students or school personnel;

2. is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school and;

3. creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose.

For purposes of this policy, electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system.

All staff, students, and parents or guardians will receive a verbatim copy of this policy and accompanying administrative regulation prohibiting bullying/harassment/hazing at the beginning of the school year as part of the Code of Student Conduct.

The District strictly prohibits retaliation against any person who reports bullying/harassment/hazing or participates in an investigation of bullying/harassment/hazing. Schools shall keep reports of bullying/harassment/hazing confidential to the extent consistent with a thorough investigation.

School officials are expected to intervene immediately when they see a bullying/harassment/hazing incident occur or upon receipt of any report of bullying/harassment/hazing.

An employee who fails to comply with the requirements of this policy and accompanying administrative regulation may be subject to disciplinary action, up to and including termination of employment.

At an appropriate time during or after the investigation of a report, the parent or guardian of both the accused and the victim must be notified. If the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately.

Upon being found in violation, a student who has committed the offense of bullying/harassment/hazing should be given an age-appropriate consequence which shall include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances.

Detailed guidelines and procedures for reporting and addressing student bullying/harassment/hazing shall be implemented in accordance with the accompanying administrative regulation.

**Administrative Regulation: Bullying/Harassment/Hazing Descriptor Code JCDAG-R(1)**

The District expressly prohibits the bullying/harassment/hazing of any student, by any means or method, at school, on school property, or at school-related functions; while traveling to or from school on a school bus; off-campus when the behavior results in a disruption to the school environment; or by use of data or software that is accessed through a District computer, computer system, computer network, or other electronic technology of the District.

**A. Definitions**

- Bullying – Unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both students who are bullied and who bully others may have serious, lasting problems.

- Harassment – Unwelcome conduct based on real or perceived race, color, national origin, sex, religion, disability, sexual orientation, gender Identity or gender expression. It may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Unlike bullying, harassment does not always involve a real or perceived power imbalance. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school.

- Hazing – Bullying and intimidation in association with rituals to join an extracurricular group/activity or to raise a student's rank/status within the organization.

**B. Prohibited Behaviors**

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

- Verbal assaults such as unwanted teasing or name-calling;
- Rumors or spreading of falsehoods;
- Threats, taunts and intimidation through words and/or gestures;
- Public humiliation;
- Social isolation;
- Harassment Stalking;
- Direct physical contact such as hitting or shoving;
- Physical violence and/or attacks;
- Theft of money and/or personal possessions for the purpose of bullying, harassing, or intimidating;
- Extortion or manipulation, including incitement and/or coercion;
- Destruction of school or personal property;
- Any form of electronic bullying or cyberbullying using school equipment, school networks, or e-mail systems or committed at school;
- The use of cameras or camera phones to take embarrassing photographs of students or school employees and distributing them to others or posting them online;
- Sending abusive or threatening text messages or instant messages; and
- Using websites to circulate gossip and rumors to other students;
- Cyberbullying or the willful, hostile and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (e.g., Facebook, Twitter, Instagram, Kik, etc.), chat rooms, texts, and instant messaging;
- Cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim;

All staff, students, and parents or guardians will receive a verbatim copy of this policy prohibiting bullying/harassment/hazing at the beginning of the school year as part of the Code of Student Conduct.

**C. Reporting Incidents of Bullying/Harassment/Hazing**

Bullying/Harassment/Hazing may be reported by a student, parent, guardian, or other stakeholder to an administrator, teacher, counselor, or other staff member at the student's school. At the option of the person reporting the incident, the report may be made either by name or anonymously and either verbally or in writing. Reporting forms may be found in the Code of Student Conduct, on the District's website, and at each District school. Reports of bullying/harassment/hazing also may be made by using the District's Alert Line at 1-888-475-0482 or by calling the Georgia Department of Education's School Safety Hotline at 1-877 SAY-STOP (1-877-729-7867).

Any employee to whom bullying/harassment/hazing is reported must promptly document the report and forward it to the principal or designee. Any employee who witnesses an incident of bullying/harassment/hazing or who otherwise learns that a student is being bullied/harassed/hazed must promptly, but no later than one (1) day following the receipt of a concern, submit a written report to the principal or designee. The principal or designee shall ensure that proper documentation is maintained throughout the investigation and resolution of the matter. If the report is made by the alleged target/victim, the principal or designee will contact the parent or guardian immediately upon receipt of the report.

If the reporting student or the parent or guardian of the student feels that the school is not taking appropriate steps to investigate or address the problem even after consulting the school principal, the student or the parent or guardian should contact the appropriate Regional Superintendent or his or her designee.

Students who believe that another student at their school is being bullied/harassed/hazed are urged to inform a teacher, counselor, administrator or other staff member.

The District strictly prohibits retaliation against any person who reports bullying/harassment/hazing or participates in an investigation of bullying/harassment/hazing. Incidents of retaliation should be reported using the same process as used for the original complaint and will be investigated and resolved by school or district personnel.

Where complainants request confidentiality, schools shall share details of reports of bullying/harassment/hazing with only those individuals who need to know consistent with the District's obligation to respond promptly and appropriately to reports of misconduct.

An employee who fails to comply with the requirements of Board Policy JCDAG and this accompanying regulation may be subject to disciplinary action, up to including termination of employment.

**D. Responding to Incidents of Bullying/Harassment/Hazing**

School officials are expected to intervene immediately when they see a bullying/harassment/hazing incident occur or upon receipt of any report of bullying/harassment/hazing. The following actions will be taken when bullying/harassment/hazing is reported.

1. Investigation – Upon receipt of any report of bullying/harassment/hazing, the principal or designee will direct an immediate investigation involving appropriate personnel. The investigation should begin no later than the following school day. The investigation shall include interviewing the alleged perpetrator(s), victim(s), identified witnesses, teacher(s), and staff members and reviewing video surveillance, if available. School counselors, school social workers, and other support staff should be utilized for their expertise as determined by the circumstances of the matter. The school shall keep confidential the results of the investigation, except with respect to the District's notification and reporting obligations.

2. Notification – At an appropriate time during or after the investigation of a report, the parent or guardian of both the accused and the victim must be notified, but no later than three (3) days after completion of the investigation. If the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately.

At the conclusion of the investigation, both the victim and the offending student must be notified of the results of the investigation. Victims may request information about the sanction imposed upon a student who was found to have engaged in harassment when the sanction directly relates to the victim. This includes an order that the harasser stay away from the harassed student, or that the harasser is prohibited from attending school for a period of time, or transferred to other classes. Schools will not disclose of other information in the offending student's "education record," including information about sanctions that do not relate to the harassed student.

3. Interim Measures – The school will take steps to protect the complainant as necessary, including taking interim steps before the final outcome of the investigation.

4. Disciplinary Action – Upon a finding of guilt, a student who has committed the offense of bullying/harassment/hazing will be given an age-appropriate consequence which shall include, at minimum and without limitation, counseling, disciplinary action or other consequence as appropriate under the circumstances. Disciplinary action after the first incident of bullying/harassment/hazing may include but is not limited to the following:

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

5. Follow Up and Aftercare – Follow up is important to the accused, the victim, and in some circumstances, the broader school community. Each school must provide after-care and follow up to individuals and groups affected by the bullying/harassment/hazing. Where necessary, counseling and other interventions should be provided to address the social-emotional, behavioral, and academic needs of students who are victims of bullying/harassment/hazing and students who commit an offense of bullying/harassment/hazing. Schools must also assess school climate to determine whether additional staff training or student instruction is needed. Where appropriate, the school should also reiterate the prohibition on retaliation and how to report such misconduct.

Pursuant to state law, students in grades six through twelve found to have committed the offense of bullying/harassment/hazing for the third time in a school year shall at a minimum be assigned to an alternative school through appropriate due process by disciplinary hearing officers, panels, or tribunals.

## GANG-RELATED ACTIVITY

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

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

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

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

Students who participate in gang-related activities, as defined in this section, will be charged with Offense #12 – School Disturbance. Upon being found in violation of this offense, the student will be referred to a District due process hearing, which may result in suspension, referral to an alternative school or expulsion. In addition, the student will be referred to mandatory gang prevention counseling. Parents, law enforcement and other appropriate persons will be notified any time a student is suspected of being involved in gang-related activity. Students who participate in gang-related activities may be subject to consequences set forth in state law (O.C.G.A. §§ 16-15-3, 16-15-4).

**Students who feel bullied, threatened or unsafe at school because of gang activity should report their concerns to a teacher, counselor, principal, assistant principal, or the Georgia Department of Education's anonymous hotline number to report gang-related activity by calling 1-877-SAY-STOP (1-877-729-7867)** or the **DeKalb County School District Alert Line at 1-888-475-0482.** Students who want to leave a gang should contact a principal or a staff member whom they trust for guidance and support services. The school or School District may provide students and parents with information on community organizations that assist students in leaving gangs.

## MANDATORY REPORTING OF STUDENT CRIMES

School administrators, teachers and other school-based employees will report crimes, as required by law (O.C.G.A. § 20-2-1184).

Victims of the following alleged student misconduct must file a written complaint or report with the school administration and with central administration, describing the alleged incident and the injury or damage sustained: (1) an alleged assault or battery by a student upon any teacher, other school official or employee; (2) an alleged assault or battery by a student upon another student; (3) substantial damage alleged to be intentionally caused by a student on school property to personal property belonging to a teacher, other school official, employee, or student, if, in the discretion of the school principal, the alleged damage could justify the expulsion or long-term suspension of the student.

## ILLEGAL/DANGEROUS/SUSPICIOUS ITEMS

**Students are to notify an administrator or other staff member immediately when illegal, suspicious, or dangerous items, or other items banned from school, are found. Students will not touch or handle such items, or receive or accept such items from other students.**

## HOTLINE TO REPORT BULLYING, VIOLENCE, WEAPONS, AND DRUGS

Sponsored by the Georgia Department of Education, the HOTLINE provides a 24-hour reporting system for students to report weapons, violence (**including bullying**), or drugs anonymously by calling **1-877-SAY-STOP (1-877-729-7867)** or the **DeKalb County School District Alert Line at 1-888-475-0482**. Information is recorded and shared with the local school district and local law enforcement. An investigation is conducted upon receipt of the report.

## CELL PHONE/ELECTRONIC COMMUNICATION DEVICE USE BY STUDENTS

Students may possess and use electronic communication devices in accordance with procedures promulgated by the Superintendent. Such procedures shall provide that electronic communication devices may not be used during instructional time and must not interfere with the educational mission of the schools or pose a safety hazard.

All students are expected to adhere to the following rules relative to electronic communication devices: (1) Phones must be turned completely off (not on silent or vibrate mode) and put away out of view (as directed by the school) during instructional time (official start of school day to the end of the school day), **except for approved instructional purposes**; (2) No text messaging is allowed, **except for approved instructional purposes**; (3) Students with serious medical conditions or other unusual circumstances may be given special permission by the school principal to use this device if it is determined to be essential for the health of the student.

Parents/guardians are asked to refrain from calling, e-mailing, or texting their student during instructional time. In the event of an emergency, the parent/guardian may contact the student via the school's phone system. All violations of these expectations will result in confiscation of the device. Moreover, the confiscated device will be returned only to the parent/guardian.

**NOTE: No one is allowed to take pictures or video of other persons at school without the express permission of the principal**.

**STUDENTS ARE STRONGLY CAUTIONED THAT SENDING THREATENING/INAPPROPRIATE MESSAGES AND/OR IMAGES VIA ELECTRONIC COMMUNICATION DEVICES OR THE INTERNET/INTRANET AT ANY TIME COULD RESULT IN VERY SERIOUS SCHOOL, PERSONAL AND/OR CRIMINAL CONSEQUENCES.**

## SCHOOL RESOURCE OFFICERS

School Resource Officers (SRO) are POST-certified veteran police officers assigned to schools to maintain safety and security at the assigned school, ensure the initiation of prevention and intervention programs, act as positive role models for students, serve as liaisons with other law enforcement personnel and agencies, help develop the Safe School Plan, and work to foster a better understanding of legal issues and the judicial process. However, SROs are not disciplinarians. They are not to be used as a substitute for an administrator in the daily administration of the student discipline program. The administrative staff works with the SRO to use their law enforcement expertise and experience but should refrain from assigning SROs or other law enforcement agency personnel to duties and stations that limit or encumber their effectiveness. As School District employees, SROs follow the professional requirements of all employees.

As mandated by state law in Georgia, students will be charged and arrested for possession of weapons, as defined in O.C.G.A. § 16-11-127.1, for possession of drugs, as defined in O.C.G.A. § 16-13-24 through O.C.G.A. § 16-13-32, for any felony or designated felony, as described in Title 16 of the Criminal Code of Georgia Annotated, and for causing bodily injury to others, damage to public or private property, and/or causing a major school disturbance, including, but not limited to, making terroristic threats.

School administrators are required to immediately report suspected violations of the law to SROs or other law enforcement personnel. When an SRO, other law enforcement or emergency agency is on a school campus for the purpose of responding to a request for intervention, investigation, serving a warrant, or in response to an emergency, the school administrative staff follows the responder's recommendations. In all cases involving an SRO, as in all other serious situations at the school, the parents/guardians are notified in a timely manner.

**Parents and guardians are encouraged to inform their children of the consequences, including potential criminal penalties, of underage sexual conduct and crimes for which a minor can be tried as an adult (O.C.G.A. § 20-2-735). Information on this may be found on the DeKalb District Attorney's website at http://www.dekalbda.org/DocumentView.aspx?DID=274&DL=1.**

## CAMPUS SECURITY PERSONNEL

Campus Security Personnel (CSP) maintain the security of the school by monitoring campus activity and undertaking necessary precautions vital to the protection of the staff and students to preserve an environment suitable for the education process by patrolling school buildings and grounds to ensure security. CSP are assigned to all secondary schools and several elementary schools.

## TEENAGE/ADULT DRIVERS RESPONSIBILITY ACT (TAADRA)

Please note that SB 100, signed into law on April 16, 2015, makes significant changes to the Teenage and Adult Driver Responsibility Act by eliminating the requirement for schools to submit noncompliance data for students with excessive unexcused absences and certain discipline infractions. Effective July 1, 2015, schools will certify that a student is enrolled in and not under expulsion from a public or private school to be eligible for a driver's license or learner's permit. Beginning on July 1, 2015, schools will use the new **Certificate of School Enrollment** form and the **Certificate of Eligibility for Restoration of Driving Privileges** form.

## CHRONICALLY DISRUPTIVE STUDENTS

Students who chronically disrupt class are addressed through a Response to Intervention (RtI) process using a tiered process of interventions and continuous monitoring of progress. Progressive consequences range from Tier 1 of the RtI process for the initial disruptions to Tier 3 for continuously disruptive behavior. The initial focus of the RtI process is developing and implementing intervention strategies to modify the identified behavior problems.

Chronically disruptive students may be placed on probation with a signed contract. The administrative staff, in conjunction with resource personnel and the parents, should collectively devise a discipline correction plan. Chronically disruptive students must be referred to and receive interventions from resource personnel (i.e. counselor, social worker, school psychologist, SST chair or student support specialist) prior to a referral to a District due process hearing.

## STUDENT SUPPORT TEAM

The Student Support Team (SST) is a problem-solving team at the Tier 3 level of interventions and/or student assessment that seeks intervention strategies for students with academic, behavior, or other types of problems. SST levels of interventions are implemented only if they are necessary as part of the progression through the tiers of intervention.

Once the student reaches SST/Tier 3, interventions are implemented for a specified period of time. If the strategies at SST/Tier 3 are not successful, based on data from the interventions implemented by the Assistant Principal for discipline and/or teachers as part of the committee, additional alternative interventions and modifications are developed and implemented for an additional specified time. A follow-up SST meeting is scheduled to review the results. The SST may request parent permission to complete a psychoeducational evaluation to determine the student's cognitive and academic strengths and weaknesses and/or behavioral/social and emotional status.

If the student continues to experience difficulties and based upon the student's responses to the implemented interventions, a referral to Special Education may be warranted. If such a referral is made, special education staff will obtain parental consent to review all SST/RtI records, including all data and all evaluations, and to complete any additional evaluations necessary. A special education eligibility meeting is then held to determine the student's eligibility for special education services.

## PLACEMENT REVIEW PROCEDURES FOR REMOVING STUDENTS FROM CLASS

Based on state law (O.C.G.A. § 20-2-738), a teacher may remove from class a student who **repeatedly or substantially** interferes with the teacher's ability to conduct instructional activities, provided the student has previously been reported or the teacher determines that the behavior of the student **poses an immediate threat** to the safety of the student's classmates or the teacher. In the case of immediate removal from the classroom, the teacher will submit a written referral by the end of the school day or at the beginning of the next school day to the principal or other school administrator. The administrator will, within one school day after the student's removal from class, send the student's parents a written notice that the student was removed from class, a copy of the teacher's referral, and information regarding how the parent may contact a school administrator. When a teacher removes a student from class, as prescribed above, the administrator will discuss the matter with the teacher by the end of the school day or at the beginning of the next school day. The administrator will give the student oral or written notice of the basis for the removal from class. If the teacher withholds his or her consent to the student's return to the same class, or the student's misbehavior precludes returning to school (such as committing a major violation of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*), the administrator determines the consequences for the student by the end of the first day, which may include in-school suspension or out-of-school suspension for up to ten days. Suspensions or expulsions of longer than ten days may be imposed only by the Hearing Officer or Board of Education.

If the teacher withholds his or her consent to the student's return to the same class and the administrator does not impose other disciplinary action, the administrator will convene the Local Placement Review Committee by the second day after the removal from the classroom, and the committee will render a decision whether the student should or should not return to the teacher's classroom. The committee's decision will be made no later than three days after the removal from class. In the interim, the administrator will make a temporary placement for the student (other than in the classroom from which the student was removed, unless the teacher gives permission). Any teacher who removes more than two students from his or her total enrollment in any school year who are subsequently returned to the class by the Local Placement Review Committee because such class is the best available alternative may be required to complete professional development to improve classroom management or other skills, based on classroom observations and documentation.

Each school and center principal shall establish at least one Local Placement Review Committee, composed of three members. The school faculty will select two teachers and one alternate and the principal will select one staff member to serve on the committee (schools may have more than one Local Placement Review Committee, at the discretion of the principal, but each committee must have three members selected as stated above). The selection of the committee should proceed as follows: (1) principal asks for volunteers and nominations; (2) a secret ballot is taken at a faculty meeting; (3) results are tabulated by a teacher; (4) results of the ballot are shared with the faculty. The Local Placement Review Committee (by simple majority vote) determines the placement of a student when a teacher withholds his or her consent to the return of the student to the teacher's class when an administrator has not imposed disciplinary action (provided the teacher has met the reporting requirements enumerated above or if the student poses a threat). The committee is authorized to (1) return the student to the teacher's class upon determining that such placement is the **best** or **only** alternative; or (2) refer the student to the administrator for other appropriate action.

The decision of the committee shall be in writing and will be made within three school days after the teacher withholds consent to the return of the student. If the Local Placement Review Committee decides not to return the student to the class from which he or she was removed, the administrator may place the student into another appropriate classroom, in-school suspension, or out-of-school suspension. In-school suspension or out-of-school suspensions may be for up to ten days. Any and all disciplinary action will be sent to the parents in writing, by either letter or copy of the *Student Discipline Referral* form, with a note to the parent to confirm receipt of the notice.

## PREVENTION/INTERVENTION

Prevention/Intervention has several programs in place for students, including peer mediation, conflict resolution classes, drug education classes, parenting classes, character education, in-school suspension/life skills training, bullying awareness activities, and other programs and activities.

POINTS (Providing Optional Intervention Needed To Succeed) helps students resolve conflict, cope with peer pressure, manage anger, and communicate with others. Students who have been involved in a fight may be referred to POINTS, which is a conflict management class offered on Saturdays to students. Parents are also asked to participate in the classes in order to reinforce the effort to resolve issues peacefully between and among students.

GRIP (Gaining Results Intervention/Prevention) is a drug education program that is provided for first-time violators of the Drug/Substance offenses (possession or use) in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*. Violators of offense #5a (distribution/sale/intent), or students charged with felony possessions or multiple offenses are not eligible, unless otherwise indicated by the Hearing Officer or the Board of Education.

## SAFE SCHOOL AUDITS

The DeKalb County School District is committed to ensuring a safe and orderly learning environment. Research studies have indicated that supervision of students is vitally important in the prevention and reduction of violent and criminal behaviors. Adult supervision is necessary for students to feel safe at school. Therefore, the purpose of Safe School Audits is to monitor adult supervision of students, especially during transitional times; assess students' understanding of the rules for appropriate behavior according the DCSD *Code of Student Conduct Student Rights and Responsibilities and Character Development Handbook*; ensure staff understanding of procedures to follow if a campus crisis occurs; and to conduct randomly selected student surveys regarding whether the student feels safe at school.

The Safe School Audits goal is for students and staff to learn and work in a safe and orderly environment. Objectives for conducting the audits are: (1) provide school-based data to local school administrators regarding supervision of staff during transitional periods of the school day; (2) gather and report information on students' feelings about safety at school; (3) provide information on staff awareness of procedures to be followed during a crisis; and (4) building and environment checks.

Trained audit teams (four-five members per team) will conduct random Safe School Audits throughout the year. Upon entering a school building, the team leader will notify the principal of the team's presence. Audit team members, equipped with a school map, bell schedule, and audit checklist will proceed to designated areas on the school's campus to observe and document information gathered during the audit. The process generally takes about thirty-five (35) minutes to complete. The audit will be scored according to a prescribed procedure for elementary and secondary schools. Results will be shared with the Superintendent, Deputy Superintendent, School Leadership and Operational Support, Chief Legal Officer, Regional Superintendents, Principals, and Assistant Principals.

In order to ensure that Safe School Audits are conducted with fidelity, a Safe School Audit training module will be developed. Campus identified personnel will be trained and tested in the use and understanding of the Safe School Audit process. Additionally, school administrators, school personnel, and students will receive professional learning on the Safe School Audit process. It is expected that the use of the Safe Schools Audit will result in a reduction of discipline referrals and suspensions.

## STUDENT DRESS CODE

The atmosphere of a school must be conducive to learning. A student's appearance can positively or negatively impact the climate of a school. Students must adhere to the School District's dress code requirements. Students who fail to comply with the dress code requirements, as enumerated below, may be charged with Offense #25 –Student Dress Code Violation (see page 32):

- Students are expected to follow ALL school rules governing safety in specialized programs that may require the wearing of protective clothing, safety glasses, or other similar requirements.
- Clothing, jewelry, tattoos, piercings or other body ornaments that disrupt the educational process or endanger the health or safety of other students, staff or visitors are prohibited.
- Clothing, insignia, symbols, tattoos, piercings, jewelry, or adornments worn or carried on or about a student which promote gangs or the use of controlled substances, drugs, alcohol, or tobacco are prohibited.
- The wearing of clothing, tattoos or other adornments which show offensive and/or vulgar words, pictures, diagrams, drawings, or includes words or phrases of a violent nature, a disruptive nature, a sexual nature, politically/socially controversial words or graphics or words or phrases that are derogatory regarding a person's ethnic background, color, race, national origin, religious belief, sexual orientation, or disability is prohibited.

The wearing of pants below the waistline, bare midriffs, halter tops/tank tops, tops/blouses revealing cleavage, short shorts, net/see through garments, flip-flops, between-the-toe shoes without heels, bedroom shoes, or other footwear that interferes with freedom of movement and dresses, pants, or skirts with high splits is prohibited.

**NOTE: Students/Parents are urged to review individual local school handbooks for any additional requirements related to student dress.**

## CODE OF SPORTSMANSHIP

Sportsmanship can be defined in one word: RESPECT. Respect for ourselves, our schools, and guests to our schools helps build a positive image not only with the community, but also with all those who participate in competitive activities in our schools.

### Responsibilities of Participants:

- Use appropriate language;
- Treat opponents with the respect due them as guests or hosts;
- Exercise self-control at all times;
- Respect the officials' judgment and interpretation of the rules;
- Accept the responsibility of representing your school in a positive manner;
- Act in a manner that will create a positive attitude in the audience;
- All players who are involved in a fight and any substitutes who leave the bench area during a fight and are ejected from the current contest will be subject to the sit-out rule;
- Players are expected to exhibit good sportsmanship before and after a contest, even if the game officials do not have jurisdiction. Behaviors such as taunting, fighting, etc. are forbidden.

## SECLUSION AND RESTRAINT

On July 8, 2010, the Georgia Board of Education approved Rule 160-5-1.35 regarding the use of restraint in Georgia schools. As required, the DeKalb Board of Education approved a board policy, Descriptor Code JGF (2), on October 7, 2010 which met the requirements of the state rule. The DeKalb policy is provided below.

# BOARD POLICY SECLUSION AND RESTRAINT
# DESCRIPTOR CODE: JGF (2)

The DeKalb County Board of Education establishes the following standards for the safe administration of physical restraint with regard to enrolled students.

1. The use of chemical restraint, mechanical restraint, or prone restraint, as defined by Georgia Department of Education Rule 160-5-1-.35, is prohibited within the DeKalb County School District.

2. The use of seclusion, as defined by Georgia Department of Education Rule 160-5-1-.35, is prohibited within the DeKalb County School District.
    a. Seclusion does not include situations in which a staff member trained in the use of de-escalation techniques or restraint is physically present in the same unlocked room as the student.
    b. Seclusion does not include "time-out," defined as a behavioral intervention in which the student is temporarily removed from the learning activity but in which the student is not confined.
    c. Seclusion does not include in-school suspension, detention, or a student-requested break in a different location in the classroom or in a separate unlocked room.

3. Physical restraint may be utilized only when the student is an immediate danger to himself or others and the student is not responsive to less intensive behavioral interventions including verbal directives or other de-escalation techniques.
    a. Physical restraint does not include: providing limited physical contact and/or redirection to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing guidance to a location, or providing comfort.
    b. Physical restraint shall not be used:
        i. as a form of discipline or punishment, or
        ii. when the student cannot be safely restrained, or
        iii. when the use of the intervention would be contraindicated due to the student's psychiatric, medical, or physical conditions as described in the student's educational records.
    c. All physical restraint must be immediately terminated when the student is no longer an immediate danger to himself or others or if the student is observed to be in severe distress.

4. Before any staff member may implement physical restraint, he or she should have completed an approved training program.
    a. Approved training programs will address a full continuum of positive behavioral intervention strategies as well as prevention and de-escalation techniques and restraint.
    b. Schools and programs shall maintain written or electronic documentation on training provided and the list of participants in each training. Copies of such documentation will be made available to the Georgia Department of Education or any member of the public upon request.
    c. If a staff member who has not completed an approved training program has to physically restrain a student to prevent injury to a student or others in an emergency situation when staff members trained in physical restraint are not available, he or she should ask other students, if present, to request assistance immediately.

5. Whenever possible, the use of physical restraint on a student shall be monitored by another staff member or administrator. The use of physical restraint shall be documented by staff or faculty participating in or supervising the restraint for each student in each instance in which the student is restrained.

6. Whenever physical restraint is used on a student, the school or program where the restraint is administered shall notify the student's parent or legal guardian within one school day after the use of restraint.

7. This policy does not prohibit a staff member from utilizing time-out, as defined in paragraph (2) above, or any other classroom management technique or approach, including a student's removal from the classroom that is not specifically addressed in this rule.

8. This policy does not prohibit a staff member from taking appropriate action to diffuse a student fight or altercation.

9. Deciding whether the use of physical restraint is necessary to protect students or others from imminent harm or bodily injury, and taking the actions deemed necessary to protect students or others from imminent harm or bodily injury, are actions that involve the performance of discretionary, not ministerial, duties.

10. In some instances in which a student is an immediate danger to himself or herself or others, the school or program must determine when it becomes necessary to seek assistance from law enforcement and/or emergency medical personnel. Nothing in this policy shall be construed to interfere with the duties of law enforcement or emergency medical personnel.

11. School officials must notify a student's parent or guardian immediately when emergency medical or law enforcement personnel remove a student from a school or program setting.

## NOTICE OF RIGHTS OF STUDENTS AND PARENTS UNDER SECTION 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a non-discrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

For more information regarding Section 504, or if you have questions or need additional assistance, please contact the District's Section 504 Coordinator at the following address:

504 Coordinator
5829 Memorial Drive
Stone Mountain, Georgia 30083
Phone: 678-676-1980

The implementing regulations for Section 504 as set out in 34 CFR Part 104 provide parents and/or students with the following rights:

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33.

2. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.

3. Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to his or her needs. 34 CFR 104.34.

4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.

5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.

6. You have the right to not consent to the District's request to evaluate your child. 34CFR 104.35.

7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35

8. You have the right to ensure that the District will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social or cultural background, medical records, and parental recommendations. 34 CFR 104.35.

9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.

10. If your child is eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35.

11. You have the right to notice prior to any actions by the District regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.

12. You have the right to examine your child's educational records. 34 CFR 104.36.

13. You have the right to an impartial hearing with respect to the District's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36.

14. You have the right to receive a copy of this notice and a copy of the District's impartial hearing procedure upon request. 34 CFR 104.36.

15. If you disagree with the decision of the impartial Hearing Officer (school board members and other District employees are not considered impartial Hearing Officers), you have a right to a review of that decision according to the District's impartial hearing procedure. 34 CFR 104.36.

16. You have the right to, at any time, file a complaint with the United States Department of Education's Office for Civil Rights.

# SECTION 504 PROCEDURAL SAFEGUARDS

## OVERVIEW:

Any student or parent or guardian ("grievant") may request an impartial hearing due to the District's actions or inactions regarding a child's identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the District's Section 504 Coordinator; however, a grievant's failure to request a hearing in writing does not alleviate the District's obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the Section 504 Coordinator. The Section 504 Coordinator will assist the grievant in completing the written Request for Hearing.

## HEARING REQUEST:

The Request for the Hearing must include the following:

**A.** The name of the student;

**B.** The address of the residence of the student;

**C.** The name of the school the student is attending;

**D.** The decision that is the subject of the hearing;

**E.** The requested reasons for review;

**F.** The proposed remedy sought by the grievant; and

**G.** The name and contact information of the grievant.

Within 10 business days from receiving the grievant's Request for Hearing, the Section 504 Coordinator will acknowledge the Request for Hearing in writing and schedule a time and place for a hearing. If the written Request for Hearing does not contain the necessary information noted above, the Section 504 Coordinator will inform the grievant of the specific information needed to complete the request. All timelines and processes will be stayed until the Request for Hearing contains the necessary information noted above.

## MEDIATION:

The District may offer mediation to resolve the issues detailed by the grievant in this or her Request for Hearing. Mediation is voluntary and both the grievant and District must agree to participate. A waiver form must be signed to toll time limits for the scheduling for a formal hearing, if necessary. The grievant may terminate the mediation at any time. If the mediation is terminated without an agreement, the District will follow the procedures for conducting an impartial hearing without an additional Request for Hearing.

## HEARING PROCEDURES:

**A.** The Section 504 Coordinator will obtain an impartial review official who will conduct a hearing within 45 calendar days from the receipt of the grievant's Request for Hearing unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official.

**B.** Upon a showing of good cause by the grievant or the District, the impartial review official, at his or her discretion, may grant a continuance and set a new hearing date. The request for a continuance must be in writing and copied to the other party.

**C.** The grievant will have an opportunity to examine the child's educational records prior to the hearing.

**D.** The grievant will have the opportunity to be represented by legal counsel at his or her own expense at the hearing and participate, speak, examine witnesses, and present information at the hearing. If the grievant is to be represented by legal counsel at the hearing, he or she must inform the Section 504 Coordinator of that fact in writing at least 10 calendar days prior to the hearing. Failure to notify the Section 504 Coordinator in writing of representation by legal counsel shall constitute good cause for continuance of the hearing.

**E.** The grievant will have the burden of proving any claims he or she may assert. When warranted by circumstances or law, the impartial Hearing Officer may require the District to defend its position/decision regarding the claims (i.e., a recipient shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. 34 C.F.R. §104.34). One or more representatives of the District, who may be an attorney, will attend the hearing to present the evidence and witnesses, respond to the grievant testimony and answer questions posed by the review official.

**F.** The impartial review official shall not have the power to subpoena witnesses, and the strict rules of evidence shall not apply to hearings. The impartial review official shall have the authority to issue pre-hearing instructions, which may include requiring the parties to exchange documents and names of witnesses to be present.

**G.** The impartial review official shall determine the weight to be given any evidence based on its reliability and probative value.

**H.** The hearing shall be closed to the public.

**I.** The issues of the hearing will be limited to those raised in the written or oral request for the hearing.

**J.** Witnesses will be questioned directly by the party who calls them. Cross-examination of witnesses will be allowed. The impartial review official, at his or her discretion, may allow further examination of witnesses or ask questions of the witnesses.

**K.** Testimony shall be recorded by court reporting or audio recording at the expense of the District. All documentation related to the hearing shall be retained by the District.

**L.** Unless otherwise required by law, the impartial review official shall uphold the action of the District unless the grievant can prove that a preponderance of the evidence supports his or her claim.

**M.** Failure of the grievant to appear at a scheduled hearing unless prior notification of absence was provided and approved by the impartial review official or just cause is shown shall constitute a waiver of the right to a personal appearance before the impartial review official.

## DECISION:

The impartial review official shall issue a written determination within 20 calendar days of the date the hearing concluded. The determination of the impartial review official shall not include any monetary damages or the award of any attorney's fees.

## REVIEW:

If not satisfied with the decision of the impartial review official, any party may pursue any right of review, appeal, cause of action or claim available to them under the law or existing state or federal rules or regulations.

# APPENDIX

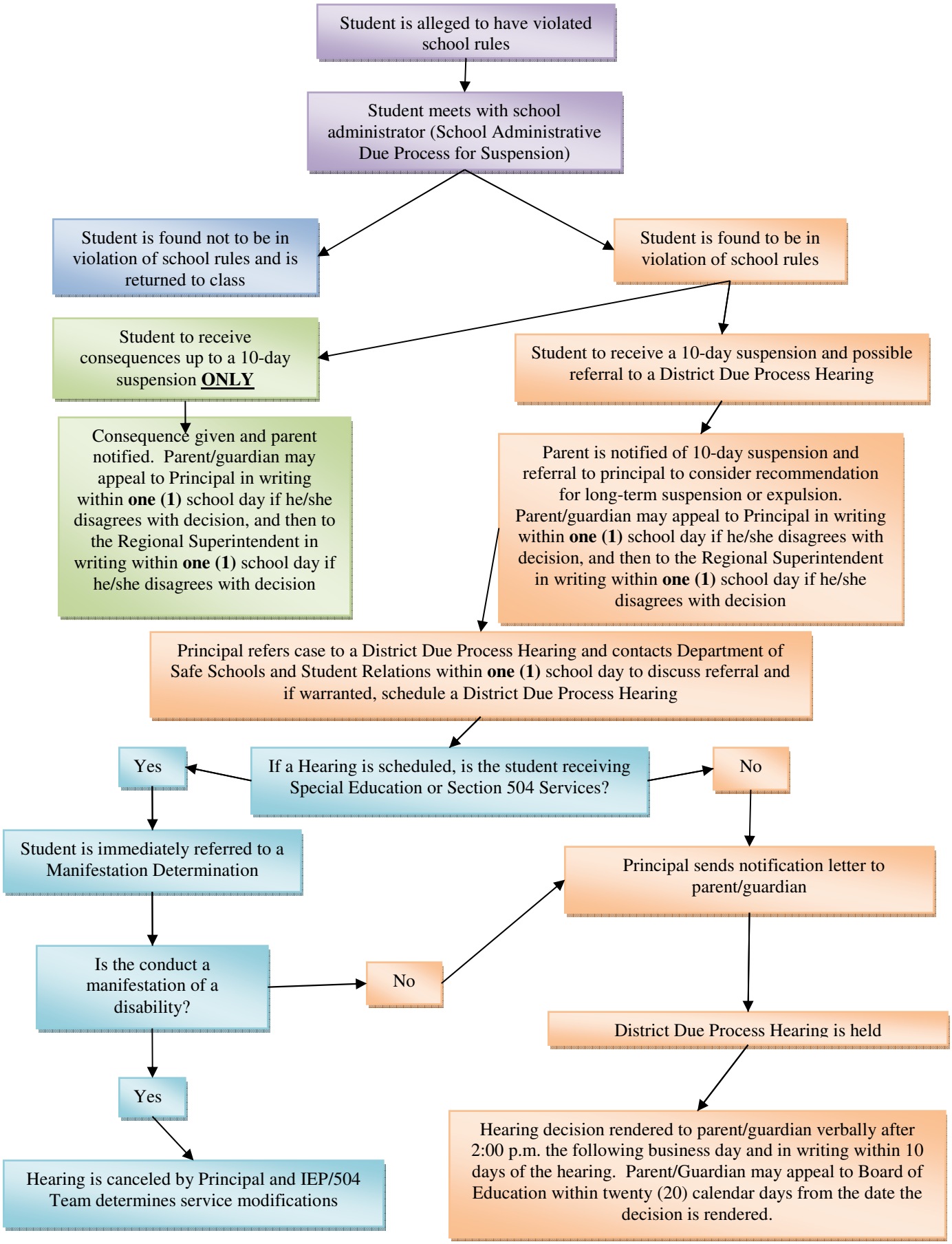
# RIGHT TO KNOW
# PROFESSIONAL QUALIFICATIONS OF TEACHERS (ESEA)

In compliance with the requirements of the Elementary and Secondary Education Act (ESEA)/No Child Left Behind (NCLB), parents may request information about the professional qualifications of their child's teacher(s). The following information may be requested:

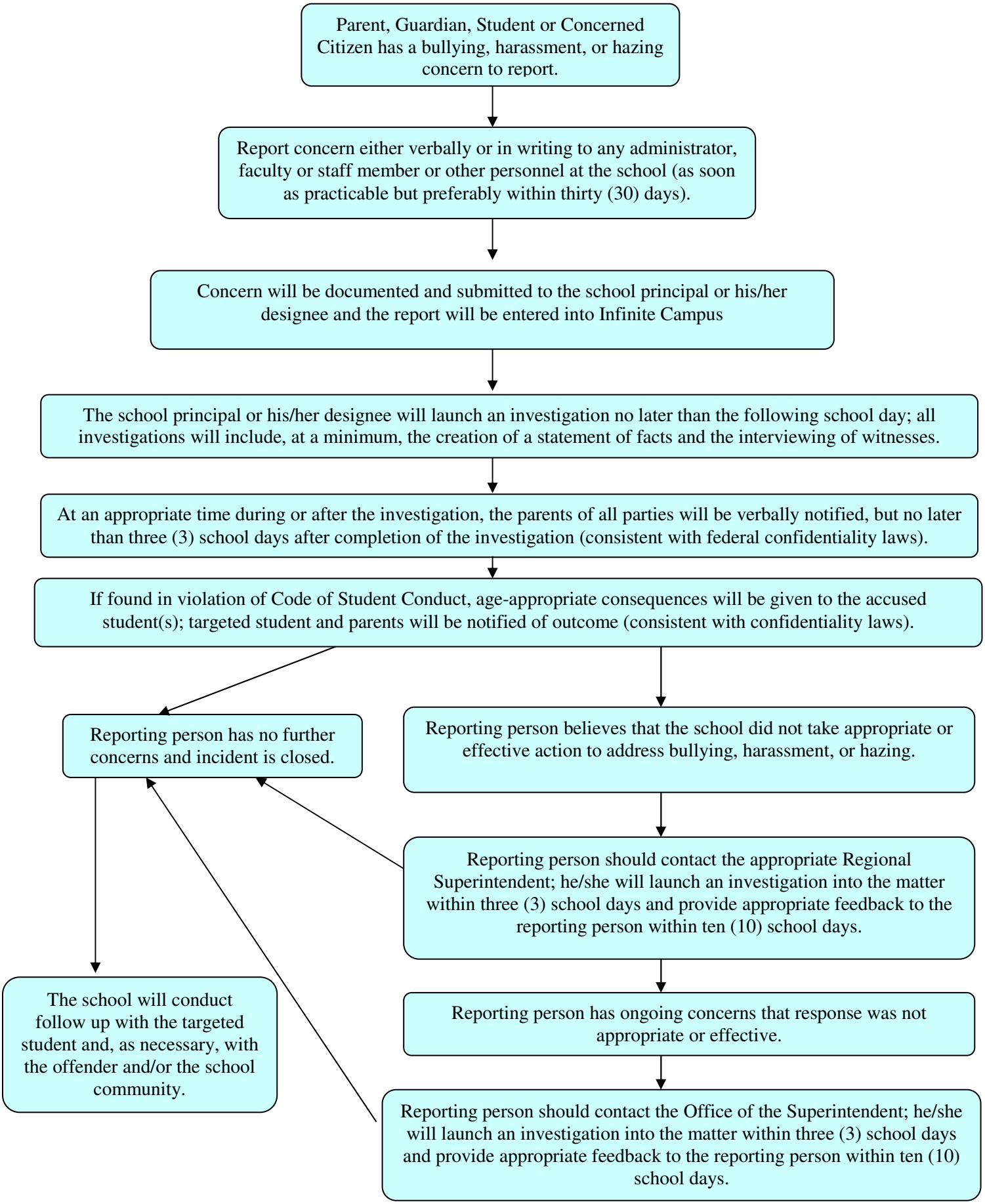
1) Whether the teacher has met the Georgia Professional Standards Commission requirements for certification for the grade level and the subject areas in which the teacher provides instruction;
2) Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification requirements have been waived;
3) The college major and any graduate certification or degree held by the teacher;
4) Whether the student is provided services by paraprofessionals, and if so, their qualifications.

If you wish to request information concerning your child's teacher's and/or paraprofessional's qualifications, please contact the school principal.

# DISCIPLINE DUE PROCESS FLOWCHART



**2015-2016**
**BULLYING/HARASSMENT/HAZING REPORTING FLOWCHART**



**2015-2016**

***Bullying /Harassment/Hazing Report Form***

***This form is available at [www.dekalb.k12.ga.us/student-relations](www.dekalb.k12.ga.us/student-relations).***

***Today's Date*** _____ /_____ / _____ ***School*** _____

***Person Reporting Incident: Name***

_____

***Circle one:*** Victim/Target Concerned Student Parent/Guardian Relative Concerned Person Faculty/Staff
***Wants to remain anonymous?*** € Yes € No (If yes, do not write in name)

***Telephone*** _____-_____- _____ ***E-mail*** _____

***1. Name of student victim (Please print)*** ***School*** ***Age*** ***Race*** ***Gender***
_____ _____ _____ _____ _____

***2. Name(s) of alleged offender(s)*** ***Status (Student, Faculty/Staff, Other) School*** ***Age*** ***Race*** ***Gender***
_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

***3. Has this student been bullied, harassed or hazed on previous occasions?*** ***Yes*** ***No***

***4. On what date(s) did the incident(s) happen?***

____/ ___/ _____ Time: _____ AM/PM ____ / ____/ _____ Time: _____ AM/PM
Mo. Day Year Mo. Day Year

***5. Where did the incident(s) happen? (Choose all that apply)***

□ On school property (Please circle): Classroom Hallway Cafeteria Gym/Locker Room Other
□ At a school-sponsored activity or event off school property
□ On a school bus (Please circle): AM/PM
□ On the way to/from school (Please circle: AM/PM)
□ On-line

***6. Place an X next to the statement(s) that best describes what happened (choose all that apply):***

□ Harassment (race/ethnicity, color, religion, national origin, gender, disability, sexual orientation, gender identity, etc.)
□ Physical Violence (hitting, kicking, shoving, spitting, hair pulling, or throwing something)
□ Persuading another person to hit or harm the student
□ Verbal (teasing, name-calling, making critical remarks, or threatening, in person or by other means)
□ Hazing
□ Extortion
□ Intimidating or making rude and/or threatening gestures
□ Exclusion (excluding or rejecting the student)
□ Spreading harmful rumors or gossip or Public Humiliation
□ Cyberbullying/Cyberstalking (Circle one: During School/After School)

***7. Motivation of the bullying/harassment/hazing (Check one):***
__Race/Color __Religion __Gender __Gender Identity/Sexual Orientation __Physical/Mental Disability
__National Origin/Ethnicity __Other

***Briefly describe the incident as reported to you or attach a written statement and any materials provided:***

_____
_____
_____

***This report has been submitted to (Circle):*** Principal Principal's Designee (Name) _____

___/___/_____ _____ _____
Date Submitted Print Name Signature
Distribution: Original to Principal/Principal's Designee; Copy for student records, copy for submitter Revised 03-30-15

## 2015-2016 Parent/Guardian Signature Page

### Parent/Guardian
### Acknowledgement of Receipt

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

### Student Summer School/Program Responsibilities

I affirm that I understand I am responsible for adhering to all rules, regulations, procedures, policies, state, local and federal laws found in the *2015-2016 Code of Student Conduct ~ Student Rights and Responsibilities and Character Development Handbook* during all summer programs following the 2015-2016 school year. I further understand that I am immediately subject to the Levels of Consequences listed in the *2015-2016 Code of Student Conduct ~ Student Rights and Responsibilities and Character Development Handbook* if I am found in violation of any infraction committed during the 2015 DeKalb County School District summer school/program.

### Consent for Student to Participate in Surveys

Each year the Georgia Department of Education conducts surveys of 6th through 12th grade students. The topics surveyed include drugs, violence, mental health issues, driving habits, exercise and diet. The surveys are anonymous and no personal identification is required. The surveys allow the School District to support and evaluate needs-driven programming for students. Participation in the surveys is optional. Please sign below if your child has permission to participate. Refer to the Protection of Pupil Rights Amendment section on page 50 for more information. This survey is separate and distinct from the District Safety Audit, which ALL students will be asked to complete.

### DeKalb County School District
### Safe School Pledge

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

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

### Compulsory Education

I affirm and understand the consequences and penalties for failing to comply with laws of the state of Georgia regarding Compulsory Education, Student Attendance Protocol and Attendance/Discipline (see pages 24, 25, and 27 for more information).

Student Name (Please Print) _____

Student Signature_____ Date _____

Parent/Guardian Signature_____ Date _____

Comment:

***Please sign, date and return to your child's Homeroom Teacher during the first week of school.***

*"As the significant adult in the child's life while in school, teachers certainly have some degree of responsibility in maintaining discipline. Effective teaching cannot take place without discipline. However, the foundation for discipline begins at home. When teachers report a discipline problem, parents or guardians should talk to their children and to the teachers to work out a solution together.*

*The purpose of discipline should be to guide children toward acceptable behavior and to teach them to make wise and responsible decisions. Discipline helps children learn to think in an orderly fashion and to understand the logical consequences of their actions."*

-National PTA

---

**WRITTEN COMMENTS, SUGGESTIONS, OR RECOMMENDATIONS ABOUT THE CONTENTS OF THE CODE OF STUDENT CONDUCT ARE WELCOME.**
**THEY MAY BE SENT TO:**

**DEPARTMENT OF SAFE SCHOOLS AND STUDENT RELATIONS,**
**5823 MEMORIAL DRIVE, STONE MOUNTAIN, GA. 30083**
**(678) 676-1811**

**DR. MELVIN JOHNSON, CHAIR**

**DR. R. STEPHEN GREEN, SUPERINTENDENT**

It is the policy of the DeKalb County Board of Education not to discriminate on the basis of race, color, religion, national origin, disability, age, gender, sexual orientation, or gender identity, in any of the District's educational programs, activities, or practices.

**The Museum School of Avondale Estates**
**2015-2016 Accountability Plan**
**5th – 8th Grade**

**Mission:** The mission of The Museum School of Avondale Estates is to inspire students, teachers and the community to collaborate to develop strong critical thinking, interpersonal and academic skills in our students, which will prepare them for real-world success.

**Core Values:** Responsibility Respect Cooperation Sustainability Creativity Kindness

Repeated level one behaviors lead to level two behaviors, and repeated level two behaviors move to level three. The staff member in charge is responsible for contacting parents and/or giving a consequence(s), after consulting with the homeroom teacher or advisor.

| **DISHONESTY** | | |
|---|---|---|
| Core Values Addressed: Responsibility, Respect, Cooperation, Kindness | | |
| | **EXAMPLES** | **POSSIBLE CONSEQUENCE(S)** |
| **LEVEL 1** | • Omission<br>• Lying<br>• Perjury<br>• Copying Work (i.e. homework, classroom assignments) | • Reflection Template<br>• Dialogue/Verbal Warning<br>• Alternate assignment<br>• Apology<br>• Receive no credit for assignment<br>• Parent Contact |
| **LEVEL 2** | • Cheating (i.e. assessments, projects)<br>• Plagiarism<br>• Forgery<br>• Repeated level 1 behaviors | • Redoing assignment<br>• Alternate assignment<br>• Receive no credit for assignment<br>• Parent contact<br>• Apology<br>• Teacher conference<br>• Counselor referral |
| **LEVEL 3** | • Stealing<br>• Repeated level 1 or 2 behaviors | • Parent contact<br>• Administrative conference<br>• Referral to counselor<br>• Possible suspension<br>• Replace item<br>• School Chores<br>• Apology |

| **VERBAL HARM** | | |
|---|---|---|
| Core Values Addressed: Respect, Cooperation, Kindness | | |
| | **EXAMPLES** | **POSSIBLE CONSEQUENCE(S)** |
| **LEVEL 1** | • Name calling/Teasing<br>• Profanity/Offensive Language | • Reflection Template<br>• Dialogue/Verbal Warning<br>• Cool down in another room<br>• Apology<br>• Parent Contact |
| **LEVEL 2** | • Frequent Level 1<br>• Provoking/Instigating<br>• Gossiping | • Parent Contact<br>• Administrator meeting<br>• Meeting with a counselor<br>• Apology |
| **LEVEL 3** | • Terroristic Threats<br>• Obscene Name Calling (Sexual | • Parent Contact<br>• Apology |

| | | |
|---|---|---|
| | orientation, racial, religious, etc.)<br>• Harassment/Intimidation<br>• Bullying/Cyberbullying | • Meeting with a counselor<br>• Possible suspension<br>• Parent/Administrator meeting<br>• Administrative discretion |

| **DISRUPTION THAT IMPACTS SCHOOL COMMUNITY** | | |
|---|---|---|
| Core Values Addressed: Responsibility, Respect, Cooperation, Kindness | | |
| | **EXAMPLES** | **POSSIBLE CONSEQUENCE(S)** |
| **LEVEL 1** | • Lack of self-control<br>• Off task behavior<br>• Calling out<br>• Horse-playing<br>• Distracting Others<br>• Talking Back<br>• Noncompliance of dress code<br>• Non-compliance with Electronic Device Policy | • Reflection template with parent signature<br>• Dialogue/Verbal Warning<br>• Cool down (away from peers, another room)<br>• Apology<br>• Student/teacher conference<br>• Parent required to pick up electronic device<br>• Parent contact |
| **LEVEL 2** | • Repeated Level 1<br>• Argumentative<br>• Disrespect | • Parent Contact<br>• Apology<br>• Parent/Teacher Meeting<br>• Loss of Privilege/Playing Time/Sport Game<br>• Administrator Meeting<br>• Referral to counselor |
| **LEVEL 3** | • Extreme defiance/disrespect (i.e. walking away from teacher, aggressive behavior, verbal harm involving an adult, etc.) | • Parent/Administrator Meeting<br>• Apology<br>• Loss of Expedition/Sport/Playing Time<br>• Possible suspension<br>• Administrative discretion |

| **PHYSICAL CONTACT** | | |
|---|---|---|
| Core Values Addressed: Respect, Cooperation, Kindness | | |
| | **EXAMPLES** | **POSSIBLE CONSEQUENCE(S)** |
| **LEVEL 1** | • Throwing objects<br>• Horseplay<br>• Violation of personal space | • Reflection template<br>• Dialogue/Verbal Warning<br>• Cool down (away from peers, another room)<br>• Apology<br>• Parent contact |
| **LEVEL 2** | • Inappropriate contact (ex. public display of affection)<br>• Repeated Level 1 | • Parent contact<br>• Parent/teacher conference<br>• Apology<br>• Administrator meeting<br>• Meeting with counselor |
| **LEVEL 3** | • Fighting<br>• Spitting/Exchange of Bodily Fluid<br>• Sexual contact<br>• Level 1 that results in injury | • Meeting with parent/administration<br>• Apology<br>• Parent pick-up<br>• Administrative discretion<br>• Possible suspension |

| | | |
|---|---|---|
| | | • Loss of privilege |

| DISRESPECT FOR PROPERTY | | |
|---|---|---|
| Core Values Addressed: Responsibility, Respect, Sustainability | | |
| | **Examples** | **Possible Consequence(s)** |
| **LEVEL 1** | • Misuse of supplies and materials<br>• Lack of responsibility with classroom supplies (i.e. not cleaning up after yourself)<br>• Using materials without permission | • Reflection Template<br>• Dialogue/Verbal Warning<br>• Apology<br>• Loss of activity participation<br>• Parent contact |
| **LEVEL 2** | • Repeated level 1<br>• Damaging/defacing school and/or peer's property | • Parent contact<br>• Apology<br>• Administrator Meeting<br>• Repair/replace damages, if possible<br>• School chores |
| **LEVEL 3** | • Defacing/destroying school and/or peer's property | • Parent/student/administrator meeting<br>• Apology<br>• Possible suspension<br>• Repair/replace damages, as appropriate<br>• Community service/School chore |

| Lunchroom Accountability | | |
|---|---|---|
| Core Values Addressed: Responsibility, Respect, Cooperation, Sustainability, Kindness | | |
| **Behavior** | | **Possible Consequence(s)** |
| **LEVEL 1** | • Talking too loud<br>• Talking while lights are off<br>• Getting out of seat without permission<br>• Sharing food<br>• Leaving a messy area | • warning before silent lunch<br>• change proximity as needed |
| **LEVEL 2** | • Refusing to follow staff directions<br>• Rough housing<br>• Repeat of level one behavior<br>• Horseplay<br>• Running | • silent lunch table<br>• given assigned seating by staff/ teacher<br>• Administrator meeting<br>• written reflection<br>• clean up table<br>• teacher/ assistant conference |
| **LEVEL 3** | • Lack of self control<br>• Throwing food<br>• Repeated level two behaviors | • parent/teacher/child conference<br>• community service within lunch room<br>• loss of privileges<br>• written reflection<br>• possible suspension |

DV240

# 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:1043884526 Project: MUSEUM SCHL OF AVONDALE-C/ALT

Work Type: ALTERATIONS TO EXISTING STRUCT Construction Type: N/A

Occupancy Type: SCHOOLS, PUBLIC OR PRIVATE

Maximum Occupancy Load :

**Property**

Address: 923 FORREST BLVD DECATUR,GA 30030- Parcel ID: 15 233 01 022 Lot #:

Zoning: R-75 Rezoning: N/A Land Use: SUB Census: 229 District: 03 06

**Applicant**

Owner: DEKALB BOARD OF EDUCATION Address: 3770 N DECATUR RD DECATUR, GA 30032

Tenant: N/A Address: N/A

The structure has been inspected for compliance with the requirements of all codes for the occupancy and division of occupancy and the use for which the proposed occupancy is classified and the structure has been erected, to the best of the county's knowledge and belief, in compliance with all applicable county codes at the time of issuance of this certificate of occupancy. Occupancy shall be limited to the area defined by the building permit indicated above for which this certificate is issued.

In accordance with chapter 7, article ii, division 3, section 7-33(f) of the DeKalb county code, this certificate may be revoked by the director of development or his/her duly authorized representative for either one or more of the following:

(1) changes or alterations in the type of permitted use or occupancy without approval.

(2) changes or violations of the conditions of the certificate without approval.

(3) alterations, additions, or improvements to the building, structure, or systems without approval.

**Special Stipulations and/or Condititons (If Applicable)**

Date: 07/31/2015

Issued By: _____

**Permits, Zoning & Plans Review Supervisor**

# Report of the External Review Team for The Museum School of Avondale Estates

923 Forrest Blvd
Decatur
GA 30030-4730
US

**Katherine Kelbaugh**
**Principal**

**Date: January 13, 2015 - January 14, 2015**

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# Introduction

The External Review is an integral component of AdvancED Performance Accreditation and provides the institution with a comprehensive evaluation guided by the results of diagnostic instruments, in-depth review of data and documentation, and the professional judgment of a team of qualified and highly trained evaluators. A series of diagnostic instruments examines the impact of teaching and learning on student performance, the capacity of leadership to effect continuous improvement, and the degree to which the institution optimizes its use of available resources to facilitate and support student success. The results of this evaluation are represented in the Index of Education Quality (IEQ™) and through critical observations, namely, Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools and designed primarily to distinguish schools adhering to a set of educational standards. Today the accreditation process is used at all levels of education and is recognized for its ability to effectively drive student performance and continuous improvement in education.

Institutions seeking to gain or retain accreditation must meet AdvancED Standards specific to their institution type, demonstrate acceptable levels of student performance and the continuous improvement of student performance, and provide evidence of stakeholder engagement and satisfaction. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the conditions, processes, and practices within a system that impact student performance and organizational effectiveness.

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee comprised of talented educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement. Prior to implementation, an internationally recognized panel of experts in testing and measurement, teacher quality, and education research reviewed the standards and provided feedback, guidance and endorsement.

The AdvancED External Review Team uses AdvancED Standards, associated indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Team examines adherence to standards as well as how the institution functions as a whole and embodies the practices and characteristics expected of an accredited institution. The Standards, indicators and related criteria are evaluated using indicator-specific performance levels. The Team rates each indicator and criterion on a scale of 1 to 4. The final scores assigned to the indicators and criteria represent the average of the External Review Team members' individual ratings.

The External Review is the hallmark of AdvancED Performance Accreditation. It energizes and equips the institution's leadership and stakeholders to achieve higher levels of performance and address those areas that


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may be hindering efforts to reach desired performance levels. External Review is a rigorous process that includes the in-depth examination of evidence and relevant data, interviews with all stakeholder groups, and extensive observations of learning, instruction, and operations.

# Use of Diagnostic Tools

A key to examining the institution is the design and use of diagnostic tools that reveal the effectiveness with which an institution creates conditions and implements processes and practices that impact student performance and success. In preparation for the External Review the institution conducted a Self Assessment that applied the standards and criteria for accreditation. The institution provided evidence to support its conclusions vis a vis organizational effectiveness in ensuring acceptable and improving levels of student performance.

- an indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- a student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;
- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;
- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

The External Review Team's findings and critical observations are shared in this report through the IEQ™ results as well as through the identification of Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

# Index of Education Quality

In the past, accreditation reviews resulted in an accreditation recommendation on status. Labels such as advised, warned, probation, or all clear were used to describe the status of a school relative to the AdvancED Standards and other evaluative criteria. Beginning in the 2013-14 school year, AdvancED introduced a new framework to describe the results of an accreditation review. Consistent with the modern focus of accreditation on continuous improvement with an emphasis on student success, AdvancED introduced an innovative and state-of-the-art framework for diagnosing and revealing institutional performance called the Index of Education Quality (IEQ™). The IEQ™ comprises three domains of performance: 1) the impact of teaching and learning on student performance; 2) the capacity of leadership to guide the institution toward the achievement of its


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vision and strategic priorities; and 3) use of resources to support and optimize learning. Therefore, your institution will no longer receive an accreditation status. Instead, your institution will be accredited with an IEQ™ score. In the case where an institution is failing to meet established criteria, the accreditation will be under review thereby requiring frequent monitoring and demonstrated improvement.

The three domains of performance are derived from the AdvancED Standards and associated indicators, the analysis of student performance, and the engagement and feedback of stakeholders. Within each domain institutions can connect to the individual performance levels that are applied in support of the AdvancED Standards and evaluative criteria. Within the performance levels are detailed descriptors that serve as a valuable source of guidance for continuous improvement. Upon review of the findings in this report and building on their Powerful Practices, institutional leaders should work with their staff to review and understand the evidence and rationale for each Opportunity for Improvement and Improvement Priority as well as the corresponding pathway to improvement described in the performance levels of the selected indicator(s).

The IEQ™ provides a new framework that recognizes and supports the journey of continuous improvement. An institution's IEQ™ is the starting point for continuous improvement. Subsequent actions for improvement and evidence that these have had a positive impact will raise the institution's IEQ™ score.

# Benchmark Data

Throughout this report, AdvancED provides benchmark data for each indicator and for each component of the evaluative criteria. These benchmark data represent the overall averages across the entire AdvancED Network for your institution type. Thus, the AdvancED Network average provides an extraordinary opportunity for institutions to understand their context on a global scale rather than simply compared to a state, region, or country.

It is important to understand that the AdvancED Network averages are provided primarily to serve as a tool for continuous improvement and not as a measure of quality in and of itself. Benchmark data, when wisely employed, have a unique capacity to help institutions identify and leverage their strengths and areas of improvement to significantly impact student learning.

# Powerful Practices

A key to continuous improvement is the institution's ability to learn from and build upon its most effective and impactful practices. Such practices serve as critical leverage points necessary to guide, support and ensure continuous improvement. A hallmark of the accreditation process is its commitment to identifying with evidence, the conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. Throughout this report, the External Review Team has captured and defined Powerful Practices. These noteworthy practices are essential to the institution's effort to continue its journey of improvement.


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# Opportunities for Improvement

Every institution can and must improve no matter what levels of performance it has achieved in its past. During the process of the review, the External Review Team identified areas of improvement where the institution is meeting the expectations for accreditation but in the professional judgment of the Team these are Opportunities for Improvement that should be considered by the institution. Using the criteria described in the corresponding rubric(s) to the Opportunity for Improvement, the institution can identify what elements of practice must be addressed to guide the improvement.

# Improvement Priorities

The expectations for accreditation are clearly defined in a series of the rubric-based AdvancED Standards, indicators and evaluative criteria focused on the impact of teaching and learning on student performance, the capacity of the institution to be guided by effective leadership, and the allocation and use of resources to support student learning. As such, the External Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the Team during the process. In the professional judgment of the Team as well as the results of the diagnostic process, the Team defined, with rationale, Improvement Priorities. The priorities must be addressed in a timely manner by the institution to retain and improve their accreditation performance as represented by the IEQ™. Improvement Priorities serve as the basis for the follow-up and monitoring process that will begin upon conclusion of the External Review. The institution must complete and submit an Accreditation Progress Report within two years of the External Review. The report must include actions taken by the institution to address the Improvement Priorities along with the corresponding evidence and results. The IEQ™ will be recalculated by AdvancED upon review of the evidence and results associated with the Improvement Priorities.

# The Review

The Museum School of Avondale Estates was the site of an AdvancED External Review from January 13 - 14, 2015. The Museum School is located in Dekalb County in Decatur, Georgia. The Museum School is a public charter elementary and middle school serving grades K-7. Eighth grade will be added in the 2015-2016 school year. The school includes four main communities which are diverse and represent a variety of ethnicities and income levels. The student community hosts 446 students with 13% of its students on Free and Reduced Lunch, approximately 60% white, 23% black, 9% multiracial, 5% Hispanic, and 3% Asian or Pacific Islander.

The External Review Team members and Lead Evaluator met prior to the on-site external review via a conference call and through email conversations preparing for the review. Each team member prepared for the review by reading the school's accreditation report, visiting the system's website, and reviewing documents through the AdvancED ASSIST website. The school's Principal worked closely with the Lead Evaluator preparing for the external review organizing artifacts, schedules for the external review, and accommodations for the team. On Monday, January 12, 2015, the team met with the Principal, Assistant Principal, two board members, and a few teachers at a welcome dinner prior to engaging in its first face-to-face discussion and deliberation regarding the work of the external review. Also on Monday night, the team reviewed the daily schedules, discussed and offered the first round of initial indicator scores, and identified potential questions


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needed to be asked during interviews. The school prepared a support classroom as the headquarters for the External Review Team. After an overview of the district by the Principal and Leadership Team Tuesday morning, the team started its rigorous day of interviews with the Principal, school board members, school leadership team, teachers, classified personnel, community members, and parents, as well as reviewing hard-copy artifacts, and having discussions of new findings. The second External Review Team work session was held at the hotel later that evening reviewing the day's work, the logistics of the Effective Learning Environments Observation Tool (eleot™), identifying the strengths and areas of growth, and reviewing of the indicators. The team was divided into their areas of expertise to observe classrooms. The team observed 22 classrooms, met with the school Principal and participated in informal discussions with students and staff. That evening, the results from the eleot™ observations were tallied and discussed. Information was triangulated from artifacts, interviews, and classroom observations. Strengths and areas of growth were discussed with a focus on what might become a Powerful Practice, Improvement Priority, or an Opportunity for Improvement. Another discussion of standards indicators took place, highlighting where the team still had questions. On the final day of the external review, the team studied their findings, completed their indicator ratings, made conclusions, and prepared for the exit report. Calculations for the Index of Educational Quality (IEQ) were made averaging the five standards indicators, Student Performance Evaluative Criteria, and Stakeholder Feedback Evaluative Criteria with the district scoring an overall 301.54 out of 400. Analyzing each separately, Teaching and Learning Impact scored 293.33, with Leadership and Governance at 336.36, and Resource Allocation at 271.43. The Lead Evaluator met with the Principal to discuss the team's findings. The Lead Evaluator then presented the school with an exit report that included themes that would lead to Improvement Priorities, Opportunities for Improvement, and Powerful Practices.

The team whole-heartedly thanks the school community for the kindness shown throughout the External Review. The school leadership provided a culture that was welcoming and student centered and greeted the External Review Team as an outside set of eyes that might offer them a focus for growth. The school opened their doors to the team providing valuable information and offering open and honest views focusing on appropriate praise and valid concerns during interviews.

Stakeholders were interviewed by members of the External Review Team to gain their perspectives on topics relevant to the institution's effectiveness and student performance. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the External Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.


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| Stakeholder Interviewed | Number |
|---|---|
| Board Members | 4 |
| Administrators | 2 |
| Instructional Staff | 10 |
| Support Staff | 3 |
| Students | 9 |
| Parents/Community/Business Leaders | 9 |
| **Total** | **37** |


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# Results

## Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results, instructional quality, learner and family engagement, support services for student learning, curriculum quality and efficacy, and college and career readiness data. These are all key indicators of an institution's impact on teaching and learning.

A high-quality and effective educational system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Institutions with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six


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key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

## Standard 3 - Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

| Indicator | Description | Review Team Score | AdvancED Network Average |
|---|---|---|---|
| 3.1 | The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. | 3.40 | 2.88 |
| 3.2 | Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. | 3.00 | 2.53 |
| 3.3 | Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. | 3.00 | 2.67 |
| 3.4 | School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. | 3.00 | 2.78 |
| 3.5 | Teachers participate in collaborative learning communities to improve instruction and student learning. | 2.00 | 2.63 |
| 3.6 | Teachers implement the school's instructional process in support of student learning. | 3.00 | 2.66 |
| 3.7 | Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. | 2.00 | 2.58 |
| 3.8 | The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. | 4.00 | 3.12 |


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| Indicator | Description | Review Team Score | AdvancED Network Average |
|---|---|---|---|
| 3.9 | The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. | 2.20 | 3.07 |
| 3.10 | Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. | 3.00 | 2.77 |
| 3.11 | All staff members participate in a continuous program of professional learning. | 2.00 | 2.57 |
| 3.12 | The school provides and coordinates learning support services to meet the unique learning needs of students. | 3.00 | 2.71 |

## Standard 5 - Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

| Indicator | Description | Review Team Score | AdvancED Network Average |
|---|---|---|---|
| 5.1 | The school establishes and maintains a clearly defined and comprehensive student assessment system. | 2.80 | 2.72 |
| 5.2 | Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. | 2.00 | 2.44 |
| 5.3 | Professional and support staff are trained in the evaluation, interpretation, and use of data. | 2.20 | 2.09 |
| 5.4 | The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. | 3.00 | 2.53 |
| 5.5 | Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. | 2.40 | 2.78 |

## Student Performance Diagnostic

The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.


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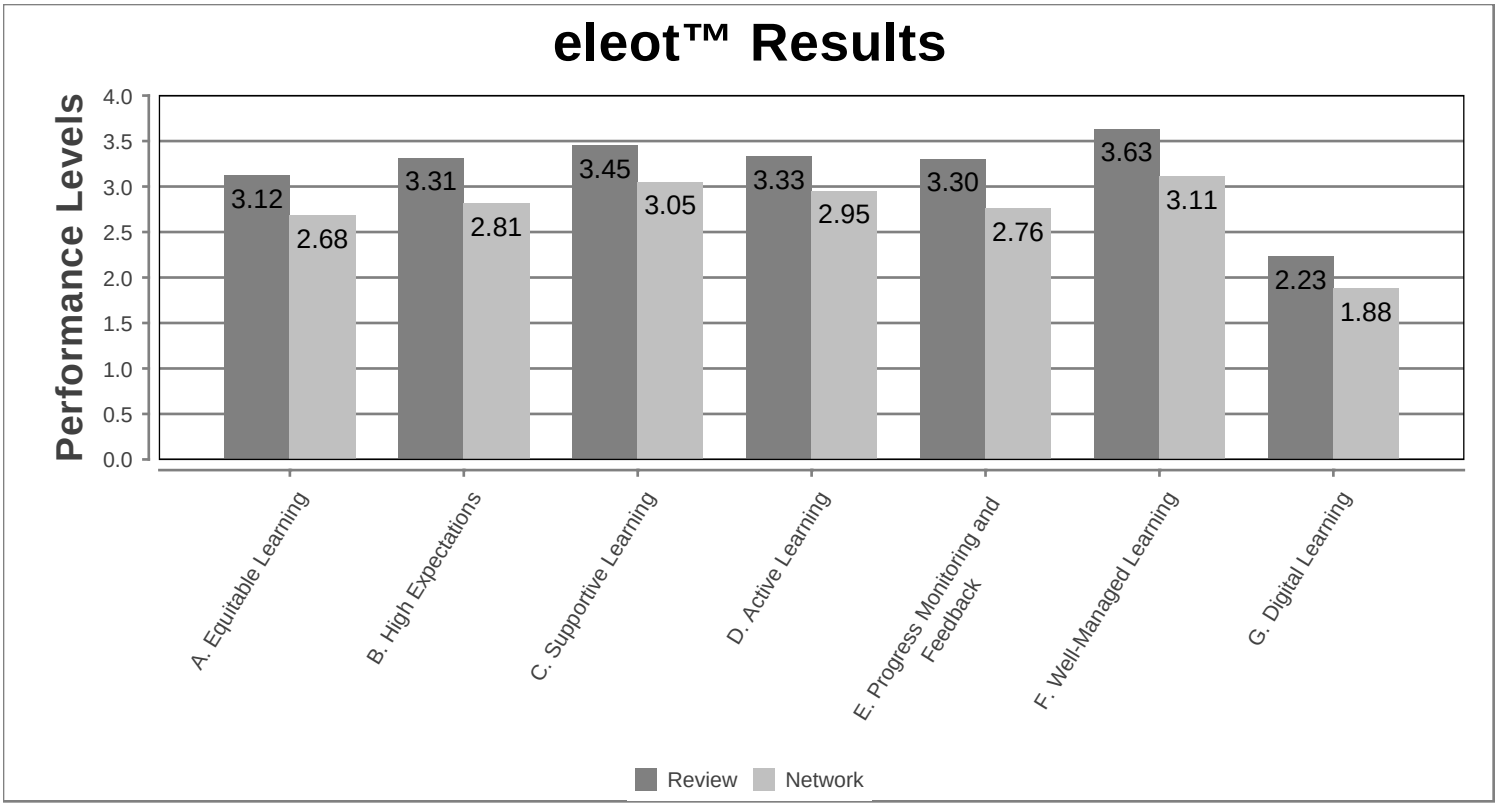
| Evaluative Criteria | Review Team Score | AdvancED Network Average |
|---|---|---|
| Assessment Quality | 4.00 | 3.10 |
| Test Administration | 4.00 | 3.47 |
| Equity of Learning | 4.00 | 2.74 |
| Quality of Learning | 4.00 | 2.98 |


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# Effective Learning Environments Observation Tool (eleot™)

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (eleot™) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale (4=very evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™ as well as benchmark results across the AdvancED Network.




The team observed students in classrooms from grades K - 7, totaling approximately 440 minutes or 7.25 hours. A total of 22 classrooms were observed using the Effective Learning Environments Observation Tool (eleot™). All learning environments were rated in the 2.0 - 3.6 point range on a 4-point scale with Well-Managed Learning Environments the highest at 3.63. Following closely was Support Learning Environment (3.45) and Active Learning Environment (3.33). Next, the Team saw High Expectations Environment (3.31),


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Progress Monitoring and Feedback Environment (3.30) and Equitable Learning Environment (3.12) with Digital Learning Environment at a 2.23. Comparing the eleot™ averages of the Museum School to the AdvancED network averages yielded higher results from the Museum School across all Environments.

When analyzing the eleot™ data, the indicators speaking and interacting respectfully with teachers and peers (3.77), following classroom rules and working well with others (3.68), and knowing classroom routines, behavioral expectations and consequences (3.73) were visibly apparent. "It feels like a community, a real friendly environment," said one student about the classroom environment. The core values that were expressed during student interviews also were seen throughout classroom observations. One student commented that the core values are "moral values all people should live by." The principal also expressed that the core values were "expectations that all classrooms use to shape student learning." The Team observed students in differentiated learning opportunities and activities that met his/her needs (3.45), teachers actively supporting and assisting students as they accomplished their assigned task (3.45), and students engaging in activities and learning that were challenging but attainable. (3.55). A student recounted that, "the favorite part for me is that I am being challenged" and teachers "don't try to separate students in different classes, but they separate us by our needs." The school leadership team also echoed this sentiment by saying "children are challenged at an early age to explain their thinking." The participation in exhibit nights was also evident through stakeholder interviews as a way for students to "show what they are learning", as described by a parent. Four times a year the school becomes a museum. Students, serving as docents, teach stakeholders about what they have learned over the course of nine weeks. The robust/commanding observation of the above indicators clearly supports the powerful practice of school leadership and staff developing a school culture that promotes challenging, equitable, educational programs, and learning experiences for all students. Students are wrapped with tremendous support with the overall attitude coming from a community member when he stated that, "It is all about a meaning and a purpose for why they are really learning what they are learning."

The Digital Learning Environments, rated 2.23 (though higher than the AdvancED Network) still is an area in need of improvement. The school has increased its overall technology infrastructure and resources during the past two years, but still is in the process of updating. In 2012, the school embarked on a capital campaign to raise funds for building maintenance and improvements, including technology. Every classroom has been enhanced with interactive White Boards and at least two laptops and iPads for student use. During an interview, a parent expressed his concern by saying "a lot of our funding has had to go to building facilities and we would like to see more funds go toward technology." Students also expressed the need for more technology improvement saying "the internet is slow; we need better technology infrastructure." School leaders also expressed the need to have a staff member dedicated to "train teachers personally with technology." Staff survey data showed one of the lowest responses of a 3.98 rating, citing teachers use a variety of technologies as instructional resources. Upon reviewing evidence and interviews with stakeholders, limited evidence was found that showed a documented comprehensive technology plan. Staff survey data further affirmed the limitation of a technology plan through a low rating of 3.79, citing a basic plan exists for the acquisition and support of technology to support the school's operational needs. Students were also rarely seen using digital tools/technology to gather, evaluate, and/or use information for learning (2.18) and using digital tools to communicate and work collaboratively for learning (2.23). The results in the eleot™ verified the improvement priority addressing the need for a technology plan based on measurable data that clearly supports student


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learning and is reflective of the mission and purpose of the school.

Overall, eleot™ results supported the overall findings that align with the Student Performance Data, stakeholder surveys, and the school's Self Assessment.  The school is strongly encouraged to review the Indicator rubrics, Powerful Practices, Improvement Priorities, and the Opportunities for Improvement offered by the External Review Team.


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## eleot™ Data Summary

| A. Equitable Learning | | | % | | | |
|---|---|---|---|---|---|---|
| **Item** | **Average** | **Description** | **Very Evident** | **Evident** | **Somewhat Evident** | **Not Observed** |
| 1. | 3.45 | Has differentiated learning opportunities and activities that meet her/his needs | 54.55% | 40.91% | 0.00% | 4.55% |
| 2. | 3.36 | Has equal access to classroom discussions, activities, resources, technology, and support | 54.55% | 31.82% | 9.09% | 4.55% |
| 3. | 3.23 | Knows that rules and consequences are fair, clear, and consistently applied | 45.45% | 40.91% | 4.55% | 9.09% |
| 4. | 2.45 | Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences | 36.36% | 13.64% | 9.09% | 40.91% |
| **Overall rating on a 4 point scale: 3.12** | | | | | | |

| B. High Expectations | | | % | | | |
|---|---|---|---|---|---|---|
| **Item** | **Average** | **Description** | **Very Evident** | **Evident** | **Somewhat Evident** | **Not Observed** |
| 1. | 3.41 | Knows and strives to meet the high expectations established by the teacher | 45.45% | 50.00% | 4.55% | 0.00% |
| 2. | 3.55 | Is tasked with activities and learning that are challenging but attainable | 54.55% | 45.45% | 0.00% | 0.00% |
| 3. | 3.00 | Is provided exemplars of high quality work | 31.82% | 45.45% | 13.64% | 9.09% |
| 4. | 3.36 | Is engaged in rigorous coursework, discussions, and/or tasks | 54.55% | 27.27% | 18.18% | 0.00% |
| 5. | 3.23 | Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing) | 50.00% | 27.27% | 18.18% | 4.55% |
| **Overall rating on a 4 point scale: 3.31** | | | | | | |


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| C. Supportive Learning | | | % | | | |
|---|---|---|---|---|---|---|
| **Item** | **Average** | **Description** | **Very Evident** | **Evident** | **Somewhat Evident** | **Not Observed** |
| 1. | 3.59 | Demonstrates or expresses that learning experiences are positive | 68.18% | 22.73% | 9.09% | 0.00% |
| 2. | 3.64 | Demonstrates positive attitude about the classroom and learning | 72.73% | 18.18% | 9.09% | 0.00% |
| 3. | 3.50 | Takes risks in learning (without fear of negative feedback) | 54.55% | 40.91% | 4.55% | 0.00% |
| 4. | 3.45 | Is provided support and assistance to understand content and accomplish tasks | 54.55% | 36.36% | 9.09% | 0.00% |
| 5. | 3.09 | Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs | 31.82% | 45.45% | 22.73% | 0.00% |
| **Overall rating on a 4 point scale: 3.45** | | | | | | |

| D. Active Learning | | | % | | | |
|---|---|---|---|---|---|---|
| **Item** | **Average** | **Description** | **Very Evident** | **Evident** | **Somewhat Evident** | **Not Observed** |
| 1. | 3.36 | Has several opportunities to engage in discussions with teacher and other students | 59.09% | 27.27% | 4.55% | 9.09% |
| 2. | 3.32 | Makes connections from content to real-life experiences | 59.09% | 27.27% | 0.00% | 13.64% |
| 3. | 3.32 | Is actively engaged in the learning activities | 59.09% | 22.73% | 9.09% | 9.09% |
| **Overall rating on a 4 point scale: 3.33** | | | | | | |


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| E. Progress Monitoring and Feedback | | | % | | | |
|---|---|---|---|---|---|---|
| **Item** | **Average** | **Description** | **Very Evident** | **Evident** | **Somewhat Evident** | **Not Observed** |
| 1. | 3.27 | Is asked and/or quizzed about individual progress/learning | 40.91% | 45.45% | 13.64% | 0.00% |
| 2. | 3.45 | Responds to teacher feedback to improve understanding | 50.00% | 45.45% | 4.55% | 0.00% |
| 3. | 3.64 | Demonstrates or verbalizes understanding of the lesson/content | 63.64% | 36.36% | 0.00% | 0.00% |
| 4. | 2.95 | Understands how her/his work is assessed | 27.27% | 50.00% | 13.64% | 9.09% |
| 5. | 3.18 | Has opportunities to revise/improve work based on feedback | 27.27% | 63.64% | 9.09% | 0.00% |
| **Overall rating on a 4 point scale: 3.30** | | | | | | |

| F. Well-Managed Learning | | | % | | | |
|---|---|---|---|---|---|---|
| **Item** | **Average** | **Description** | **Very Evident** | **Evident** | **Somewhat Evident** | **Not Observed** |
| 1. | 3.77 | Speaks and interacts respectfully with teacher(s) and peers | 77.27% | 22.73% | 0.00% | 0.00% |
| 2. | 3.68 | Follows classroom rules and works well with others | 72.73% | 22.73% | 4.55% | 0.00% |
| 3. | 3.45 | Transitions smoothly and efficiently to activities | 63.64% | 22.73% | 9.09% | 4.55% |
| 4. | 3.50 | Collaborates with other students during student-centered activities | 72.73% | 9.09% | 13.64% | 4.55% |
| 5. | 3.73 | Knows classroom routines, behavioral expectations and consequences | 72.73% | 27.27% | 0.00% | 0.00% |
| **Overall rating on a 4 point scale: 3.63** | | | | | | |


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| G. Digital Learning | | | % | | | |
|---|---|---|---|---|---|---|
| Item | Average | Description | Very Evident | Evident | Somewhat Evident | Not Observed |
| 1. | 2.18 | Uses digital tools/technology to gather, evaluate, and/or use information for learning | 27.27% | 13.64% | 9.09% | 50.00% |
| 2. | 2.27 | Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning | 27.27% | 18.18% | 9.09% | 45.45% |
| 3. | 2.23 | Uses digital tools/technology to communicate and work collaboratively for learning | 31.82% | 9.09% | 9.09% | 50.00% |
| **Overall rating on a 4 point scale: 2.23** | | | | | | |

# Findings

### Improvement Priority

Create and implement a continuous professional learning program for all staff members that is aligned to the school's purpose and direction.
(Indicators 3.11)

*Evidence and Rationale*

The Team noted little evidence that all staff members participate in a continuous program of professional learning. Best practice initiatives throughout the school year for all staff members were not evident. Additionally, instructional strategies have not been specifically practiced by all staff members. Further, the Team noted that when professional development was made available, it did not address the needs of the entire school nor did it build measurable capacity among all professional staff members.

A systematic and comprehensive professional learning plan would have a great impact on the enhancement of student learning. In alignment with the school's purpose and direction, it would allow all staff members to address the academic needs for student success. Areas must be addressed to involve all staff to pursue appropriate training and implement what they have learned to promote the school's vision and effectively achieve school-wide goals and objectives.

### Improvement Priority

Develop and implement a structured program that would build long-term relationships over time with all students and school personnel.
(Indicators 3.9)


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*Evidence and Rationale*

Through interviews, reviews of artifacts, and the Accreditation Report, the Team noted there was little evidence indicating that school personnel support a structure that builds long-term relationships over a period of time between students and adult staff members. Further, the Team noted that there were few opportunities for most students to gain significant insight regarding learning skills, thinking skills, and life skills. During interviews, sixth and 7th grade teachers verified that middle school students have an advisor, but no program or schedule was available for students in grades K-5. A formal structure giving all students a long-term interaction should be embraced and supported for a student's educational encounter.

A program promoting this structure would ensure student insight and provide a school employee as an advocate for academic, social, and emotional needs.

## Opportunity for Improvement

Create and implement an induction, mentoring, and coaching program that is inclusive of all staff personnel. (Indicators 3.7)

*Evidence and Rationale*

A review of the Accreditation Report and interviews revealed that a sustainable program that included induction, mentoring, and coaching support for staff was implemented in the 2013-2014 school year. The school saw a need to train new teachers in policy, procedure, and other important professional learning guides. The Team observed little evidence indicating that all personnel were engaged in the mentoring, coaching and induction program process that was consistent with the school's values and beliefs coinciding with teaching and learning. All instructional staff participated in the mentoring program, although support staff interviews yielded a lack of participation. Most encounters and follow up meetings from the mentoring program were held informally and sporadically between staff members. Additionally, veteran teachers expressed the desire to continue in a mentoring type program to sustain school level support for initiatives being rolled out. Evaluating the overall program with measurable data will ensure its effectiveness and provide the leadership staff with information needed to sustain its development. Additionally, evaluating programs in a formal and systematic will ensure a comprehensive outlook of measurable performance goals created to ensure its effectiveness.

Schools that implement a comprehensive mentoring, coaching, and induction programs emphasized by all staff members provide the skills and strategies needed to effectively achieve school-wide teaching and learning growth.

## Opportunity for Improvement

Formalize procedures used to collect and analyze data to evaluate programs and organizational effectiveness.

(Indicators 5.2)

*Evidence and Rationale*

Teacher interviews and documentation verified the use of evaluating programs within the instructional framework of the school, but there is a lack of formal evaluative structures for counseling, mentoring, and


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support services. The Team found little evidence of a formal structure of program evaluation for many non-instructional programs. Interviews with support staff corroborated the informal process of meetings, lack of documentation, and procedures used to measure effectiveness of programs. The Accreditation Report also verified the need for a formal process. As the school works towards formalizing these processes, a clear picture of organizational effectiveness will become apparent.

Evaluating programs in a formal and systematic will ensure that a comprehensive outlook of measurable performance goals created to ensure its effectiveness.

### Powerful Practice

Families are engaged in multiple and meaningful ways to support their children's education. (Indicators 3.8)

*Evidence and Rationale*

Interviews revealed that parents are a part of the school's supporting students and staff in a variety of volunteer and service activities. Parents serve on school-based committees, Board of Directors, and as academic/sport/activity parents who provide a variety of support for student activities. During the External Review visit, the Team observed a minimum of 12 parents volunteering and supporting students. The school provides a thorough website, enabling communication with parents, students, and the community. Newsletters are distributed regularly. Academically, parents are able to access the student information system to get information regarding their children's grades and classwork. Formal conferences occur twice a year and student progress reports are available at the mid-term and through weekly agenda highlights. Parents interviews reinforced that teachers respond to questions by phone or email within a 24-hour period and often sooner. The Team verified through documentation that parents have various opportunities to interact with one another at events throughout the year, including board meetings, museum nights, Parent Teacher Association meetings, and field trips. Parents are also given additional opportunities to participate with the school by volunteering. One parent said, "if feels like you have to give back, because the school gives so much to you."

When families are involved in meaningful ways with the school staff, trust and respect are built and a culture of teamwork supports students in the educational process.


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# Leadership Capacity

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to enact strategies to improve results of student learning.

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its evaluation of best practices in more than 32,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institutions' vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience, gained through evaluation of best practices, has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.


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## Standard 1 - Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

| Indicator | Description | Review Team Score | AdvancED Network Average |
|---|---|---|---|
| 1.1 | The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. | 3.00 | 2.75 |
| 1.2 | The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. | 3.80 | 3.04 |
| 1.3 | The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. | 3.00 | 2.61 |

## Standard 2 - Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

| Indicator | Description | Review Team Score | AdvancED Network Average |
|---|---|---|---|
| 2.1 | The governing body establishes policies and supports practices that ensure effective administration of the school. | 3.40 | 2.98 |
| 2.2 | The governing body operates responsibly and functions effectively. | 4.00 | 2.96 |
| 2.3 | The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. | 4.00 | 3.18 |
| 2.4 | Leadership and staff foster a culture consistent with the school's purpose and direction. | 3.00 | 3.13 |
| 2.5 | Leadership engages stakeholders effectively in support of the school's purpose and direction. | 3.20 | 2.82 |
| 2.6 | Leadership and staff supervision and evaluation processes result in improved professional practice and student success. | 2.60 | 2.82 |

## Stakeholder Feedback Diagnostic


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Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED's Performance Accreditation model. The AdvancED surveys (student, parent, and teacher) are directly correlated to the AdvancED Standards and indicators. They provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the External Review Team as it evaluates indicators.

Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the administration of the surveys by institution, survey results, and the degree to which the institution analyzed and acted on the results.

| Evaluative Criteria | Review Team Score | AdvancED Network Average |
|---|---|---|
| Questionnaire Administration | 3.00 | 3.38 |
| Stakeholder Feedback Results and Analysis | 4.00 | 3.08 |

# Findings

### Opportunity for Improvement

Formalize procedures used to collect and analyze data to evaluate programs and organizational effectiveness.

(Indicators 5.2)

*Evidence and Rationale*

Teacher interviews and documentation verified the use of evaluating programs within the instructional framework of the school, but there is a lack of formal evaluative structures for counseling, mentoring, and support services. The Team found little evidence of a formal structure of program evaluation for many non-instructional programs. Interviews with support staff corroborated the informal process of meetings, lack of documentation, and procedures used to measure effectiveness of programs. The Accreditation Report also verified the need for a formal process. As the school works towards formalizing these processes, a clear picture of organizational effectiveness will become apparent.

Evaluating programs in a formal and systematic will ensure that a comprehensive outlook of measurable performance goals created to ensure its effectiveness.

### Powerful Practice

The governing body fulfills its role and supports the effective operation of the school.
(Indicators 2.2)

*Evidence and Rationale*

Through documentation, the Team verified that clear policies and procedures have been established to guide the Board in their support of the school’s purpose and direction. Interviews of Board members reflected


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evidence that each board member comes from a variety of backgrounds that are specifically targeted for meeting the needs of the school and stakeholders. Interviews revealed that the Board understands its role as a governing body and those of the district and school leadership. The Team verified evidence of a comprehensive board structure that includes seven committees providing support for the work of the school and board. These include: Governance, Finance, Development, Facilities, Academic Excellence, Risk-Management, and Stewardship. Community interviews further substantiated open communication between the Board of Directors, the school, and stakeholders. Stakeholders are consistently informed on a variety of issues during informal meet and greets and during board meetings. The Board, administrators, and teachers have created a community of trust.

Organizations that operate responsibly and effectively gain a reputation of trust within the educational community.

### Powerful Practice

The school culture established by the school leadership and staff promotes challenging, equitable, educational programs, and learning experiences for all students.
(Indicators 1.2)

*Evidence and Rationale*

Evidence observed through exhibit night artifacts, community partnership agreements, and classroom observations revealed a school culture that is committed to promoting a challenging, equitable, educational programs, and learning experiences for all students. Many students commented on their love for the exhibit nights and its impact on their learning. Students served as docents and communicated their learning about the various artifacts that were on display. “We like showing what we learn,” one student replied in student interviews. The collaboration between the community and the school had a positive effect on stakeholder support, as participation in exhibit nights has exceeded to more than 90%. Community members verified the effectiveness their partnerships had on the school culture, as the variety of partnerships provided all students the opportunity to have hands-on learning opportunities outside the classroom. The principal expressed the importance of community partnerships as integral part of the Museum Model. The Team observed many instructional practices through the eleot that reflected support for all students and a culture that is built upon stakeholder created norms through the school’s core values. A student expressed his love for the school by saying, “it feels like a community, a very friendly environment."

Schools that succeed in creating this level of commitment generate successful student performance.


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# Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources, the equity of resource distribution to need, the ability of the institution to ensure appropriate levels of funding and sustainability of resources, as well as evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the more than 32,000 institutions in the AdvancED Network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness and ensures compliance with applicable governmental regulations.

## Standard 4 - Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

| Indicator | Description | Review Team Score | AdvancED Network Average |
|---|---|---|---|
| 4.1 | Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. | 3.00 | 2.95 |
| 4.2 | Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. | 3.00 | 3.00 |
| 4.3 | The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. | 3.00 | 3.11 |
| 4.4 | Students and school personnel use a range of media and information resources to support the school's educational programs. | 2.80 | 2.83 |
| 4.5 | The technology infrastructure supports the school's teaching, learning, and operational needs. | 2.00 | 2.56 |


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| Indicator | Description | Review Team Score | AdvancED Network Average |
|---|---|---|---|
| 4.6 | The school provides support services to meet the physical, social, and emotional needs of the student population being served. | 2.40 | 2.89 |
| 4.7 | The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. | 2.60 | 2.80 |

# Findings

### Improvement Priority

Develop and implement a comprehensive technology plan that is based upon a needs assessment and that is reflective of the school's purpose and direction.
(Indicators 4.5)

*Evidence and Rationale*

As noted in the Accreditation Report, the school is in its fifth year of operation and is in the beginning stages of acquiring technology resources. During interviews, the leadership team further verified an increase in technology materials and resources during the last three years. All classrooms are outfitted with White Boards, four student desktop computers, and all have internet access. The school employs a part-time technology supervisor who is on call whenever a technology issue arises. Further interviews with support staff verified the need for additional resources to help support student learning at all grade levels. Additionally, media services and resources are adequate for K-5 grades, but there is a lack of sufficient resources for the middle grades. The Team observed classrooms that had readily accessible technology, although no formal process or plan was in place to monitor its usage nor impact on student learning. Although an concerted effort has been made by school leadership to provide instruction opportunities in classrooms through the use of laptops, desktop student computer stations, interactive boards, and tablets; putting a more concise technology plan in action would help serve the school's technology needs.

Comprehensive technology plans that address both the instructional use of technology and technology infrastructure are the most beneficial to the organization in addressing 21st century technology applications.


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# Conclusion

The general themes related to student success and organizational effectiveness were a sense of community, high student achievement, and effective leadership. The school community is characterized by its effective communication of the vision, which provided stakeholders with meaningful ways of collaborating with each other. The school communicates its vision of preparing students for the real-world by providing information about school events through weekly written and electronic correspondence. This sense of community is also provided to stakeholders when the school hosts exhibit nights, where the entire institution is transformed into a museum. Students serve as docents and communicate their learning about the various artifacts that are on display. "We like showing what we learn," one student replied in student interviews. The collaboration between the community and the school has a positive effect on stakeholder support, as participation in exhibit nights has exceeded to More than 90%. After learning about specific standards-based content in the classroom, students attend field trip expeditions to educational museums and institutions. These excursions give students hands-on learning, which is provided to them through community business and partnerships. The partnerships include the Atlanta History Center, Fox Theatre, Georgia Aquarium, High Museum, and Emory University Science Lab. The principal expressed the importance of community partnerships as integral part of the Museum model. The partnering businesses and organizations gain valuable opportunities to expand and promote learning in school beyond theoretical application by allowing the school to serve as test pilots for new educational programs and support services. The school, in turn, provides critical information needed to build quality programming based upon action-research from the field.

During interviews, a Board members said, "We have a "Mayberry " concept here where everyone knows one another." Community members, staff, students, and parents all have various opportunities to interact with one another at events throughout the year, including board meetings, Museum nights, PTA, and field trips. Parents are also given additional opportunities to participate with the school by volunteering. Parents are required to volunteer 15 hours per year. The Team observed many parents in the building during classroom observations and parent interviews conveyed a strong belief in volunteering. One parent said, "if feels like you have to give back, because the school gives so much to you."

The high student achievement theme was a result of the various instructional practices that the school provides to students. The hands-on learning approach allows students to experience academic success on their state assessments. Assessment data for 2013 - 2014 in grades 3 - 6 revealed that more than 89% of students met and exceeded standards in all state tested content areas. Additionally, all 5th grade students met and exceeded standards for all tested content areas. The Team observed a data process used to track student achievement from the individual, class, and school levels. "All classroom teachers collect data for individual students 3 times a year and then meet with administrators to devise a plan for individual student,s" a leadership team member said. Teachers use this data to drive student achievement growth plans. Growth plans are created at the beginning of the year for all grades and provide teachers and administration with clear targets for students to meet and exceed. The focus on student achievement was reflected in the daily routines the Team observed throughout the review. Student efficacy and self-reflection were observed through documents, interviews, and interactions with students. Teachers "teach us in a creative way" was a theme that was observed consistently throughout classroom observations. Textbooks were generally absent in the school;


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instead, students created journals that included reflections, concepts, and evidence of their learning throughout each nine week unit. Interviews corroborated student sentiment that learning was real-world, hands-on, and challenging by providing meaning to learning. A parent echoed, "It is all about a meaning and a purpose for why they are really learning what they are learning." Evidence of student learning is focused on content mastery, rather than teaching to the test.

Leadership is another theme that is clearly a strong-point within the school and board. Governed by a fourteen person elected Board of Directors, the team found a stable board that understands its role as a leadership group and the chain of command. Clear policies and procedures have been established to guide the board in their decision-making that is clearly aligned to the school's purpose and direction. Board members come from a variety of backgrounds that are specifically targeting for meeting the needs of the school and stakeholders. When a position is vacant, the Board utilizes a comprehensive skills matrix to determine eligibility of candidates to meet that particular role. Attending pertinent state-wide and internal trainings annually is a goal school board makes every year. These trainings allow them to arm themselves with the depth of training each member needs to be an effective board member. Interviews revealed that the Board understands its role as a governing body and those of the school leadership. Stakeholders are consistently informed on a variety of issues during informal meet and greets and during Board meetings. One parent commented that, "I appreciate having open access to the Board meetings." All stakeholders are encouraged to attend Board meetings and the community camaraderie provides them support in feeling welcome. A community member reflected that, "It's very personal here, not like putting everything on a portal and telling people to go to it." The board, administrators, and teachers have created a community of trust.

The need for a sustainable program that included induction, mentoring, and coaching support for staff was implemented during the 2013-2014 school year. The school saw a need to train new teachers in policy, procedure, and other important professional learning guides. The Team observed little evidence indicating that all personnel were engaged in the mentoring, coaching and induction program process that was consistent with the school's values and beliefs coinciding with teaching and learning. All instructional staff participated in the mentoring program, although support staff interviews yielded a lack of participation. Most encounters and follow up meetings from the mentoring program were held informally and sporadically between staff members. Additionally, veteran teachers expressed the desire to continue in a mentoring program to sustain school level support for initiatives to be implemented. Evaluating the overall program with measurable data will ensure its effectiveness and provide the leadership staff with information needed to sustain its development. Additionally, evaluating programs in a formal and systematic will ensure a comprehensive outlook of measurable performance goals created to ensure its effectiveness. Teacher interviews and documentation verified the use of evaluating programs within the instructional framework of the school, but there was a lack of formal evaluative structures for the counseling, mentoring, and support services. As the school works towards formalizing these processes, a clear picture of organizational effectiveness will become apparent.

The focus on developing and implementing a comprehensive technology plan is an Improvement Priorities for the school. As noted in the Accreditation Report, the school is in its fifth year of operation and is in the beginning stages of building technology resources. The Leadership Team further verified an increase in technology materials and resources during the last three years. All classrooms are outfitted with White Boards,


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four student desktop computers, and all have internet access. The school employs a part-time technology supervisor who is on call whenever a technology issue arises. Further interviews with support staff verified the need for additional resources to help support student learning at all grade levels. Additionally, media services and resources are adequate for K-5 grades, but there is a lack of sufficient resources for the middle grades. The Team observed classrooms that were readily accessible technology, although no formal process or plan was in place to monitor its usage nor impact on student learning. Although an exerted effort has been made by school leadership to provide instruction opportunities in classrooms through the use of laptops, desktop student computer stations, interactive boards, and tablets; putting a more concise technology plan in action would help serve the school's technology needs. Comprehensive technology plans that address both the instructional use of technology and technology infrastructure are the most beneficial to the organization in addressing 21st century technology applications.

Developing and implementing a structured student teacher advocacy program will build long-term relationships overtime with students and school personnel. The Team noted that there were few opportunities for most students to gain significant insight regarding learning skills, thinking skills, and life skills. A formal structure giving students a long-term interaction with an adult advocate should be embraced and supported for a student's educational growth.

A systematic and comprehensive professional learning plan would have a great impact on the enhancement of student learning. Areas must be addressed to involve all staff to pursue appropriate training and implement what they have learned to promote the school's vision and effectively achieve school-wide goals and objectives. There was little evidence that all staff members participate in a continuous program of professional learning. Best practice initiatives throughout the school year with all staff members were not evident and Instructional strategies have not been specifically practiced by all staff members. The Team further noted that when professional development was available, it did not address the needs of the entire school nor build measurable capacity among all professional staff members. Building a comprehensive professional learning plan in alignment with the school's purpose and direction will allow all staff members to address the specific needs for student success and professional growth.

## Improvement Priorities

The institution should use the findings from this review to guide the continuous improvement process. The institution must address the Improvement Priorities listed below:

- Create and implement a continuous professional learning program for all staff members that is aligned to the school’s purpose and direction.
- Develop and implement a comprehensive technology plan that is based upon a needs assessment and that is reflective of the school’s purpose and direction.
- Develop and implement a structured program that would build long-term relationships over time with all students and school personnel.


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# Accreditation Recommendation

## Index of Education Quality

The Index of Education Quality (IEQ™) provides a holistic measure of overall performance based on a comprehensive set of indicators and evaluative criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus.

The IEQ™ comprises three domains: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern; and 3) the use of resources and data to support and optimize learning.

The overall and domain scores can range from 100-400. The domain scores are derived from: the AdvancED Standards and indicators ratings; results of the Analysis of Student Performance; and data from Stakeholder Feedback Surveys (students, parents, and staff).

| | External Review IEQ Score | AdvancED Network Average |
|---|---|---|
| Overall Score | 302.05 | 282.79 |
| Teaching and Learning Impact | 295.24 | 274.14 |
| Leadership Capacity | 336.36 | 296.08 |
| Resource Utilization | 268.57 | 286.32 |

The IEQ™ results include information about how the institution is performing compared to expected criteria as well as to other institutions in the AdvancED Network. The institution should use the information in this report, including the corresponding performance rubrics, to identify specific areas of improvement.

Consequently, the External Review Team recommends to the AdvancED Accreditation Commission that the institution earn the distinction of accreditation for a five-year term. AdvancED will review the results of the External Review to make a final determination including the appropriate next steps for the institution in response to these findings.


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# Addenda

## Team Roster

| Member | Brief Biography |
|---|---|
| Mr. Anthony M Chiles | Anthony Chiles is an Assistant Principal at Burke County High School in Waynesboro, GA. Degrees include a BA in Music Education and a Masters and Specialist Degree in Educational Leadership. Mr. Chiles has taught music education at the middle and high school levels for six years before moving into administration. Currently in his fourth year of administration Mr. Chiles has been on several External Review Teams, including serving as Associate Lead Evaluator. Mr. Chiles' leadership experience has enabled him to:<br>1. Assist in developing School Improvement Plans to enhance student learning and instruction.<br>2. Lead teams to identify and improve school culture and organizational effectiveness.<br>3. Lead Professional Learning Communities geared towards effective collaboration, consensus building, and results-oriented efficiency.<br>4. Work extensively with community members to build stakeholder involvement. |
| Dr. Edwina Patrice Boggs | I am a retired educator from the Dekalb County School District of metro Atlanta. I worked 36 years in the school districts in Georgia (two in Greene County and thirty four in Dekalb County). I have worked on the Elementary and Middle School levels teaching, as Assistant Principal and Principal. My experience in education was a rewarding one giving me the opportunity to continue as a retiree working now as a Performance Coach to teachers assisting them to retain their interest in the profession. |
| Mrs. Cresta Gilbert Davis | Cresta Davis, Program Director received her Bachelor of Science degree in Early Childhood Education from Columbus State University, her Master's and Specialist in Elementary Education from Troy State University. She then went on to get an add-on certification in Educational Leadership at Troy State University. Her career began with five years in the Muscogee County School District where she taught kindergarten. Following the birth of her son, Cresta's career path took a slight turn where she was owner and manager of Serendipity a family owned boutique. She planned to only stay out of education for two years, but after her son was diagnosed with autism she ended up staying five years. The call to work with special needs children and the focus on her true passion led her to join the staff at Stepping Stones as Program Director. Cresta trains, assists, and manages our wonderful group of certified teachers and teacher assistants. |
| Mrs. Robin Dent | Mrs. Robin Dent is a veteran teacher with an expertise in the field of art education. Mrs. Dent earned a BSED in art education from the University of Georgia and a Master’s degree in Art Education from Georgia State University. During her master’s degree program she worked as a student with the Georgia Department of Education to align the national and state art Standards. Mrs. Dent has taught art for twenty years primarily in Georgia public elementary school settings in Houston and Clayton Counties. She has been voted teacher-of-the year by her peers and has worked in many educational leadership roles. For the past seven years she has instructed elementary art at Strong Rock Christian School in Locust Grove, Georgia. Robin and her husband Kelly have been married for twenty-three years and have two middle-school aged children. Mrs. Dent has served on two other AdvancED external review teams, and looks forward for serving again. |


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| Member | Brief Biography |
| --- | --- |
| Ms. Kari Schrock | Following graduation from Florida State University with a master's degree, Kari Schrock's career in education began as a classroom teacher in Florida before relocating to Georgia. She served middle school students with learning disabilities and behavior disorders for ten years before stepping into the world of school administration. She has had the fortunate opportunity to serve administratively in a variety of settings. Currently, Ms. Schrock is the principal of the International Academy of Smyrna, a locally authorized charter school in Cobb County. In her 21st year as a professional educator, she finds a tremendous level of personal and professional satisfaction in supporting teachers, both veteran and new to the classroom, through professional learning and sharing in the light-bulb moments of students. She couldn't be more proud to serve the students, families, and staff of the IAS learning community.. |


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# Next Steps

1. Review and discuss the findings from this report with stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the Powerful Practices section to maximize their impact on the institution.
3. Consider the Opportunities for Improvement identified throughout the report that are provided by the team in the spirit of continuous improvement and the institution’s commitment to improving its capacity to improve student learning.
4. Develop action plans to address the Improvement Priorities identified by the team. Include methods for monitoring progress toward addressing the Improvement Priorities.
5. Use the report to guide and strengthen the institution's efforts to improve student performance and system effectiveness.
6. Following the External Review, submit the Accreditation Progress Report detailing progress made toward addressing the Improvement Priorities. Institutions are required to respond to all Improvement Priorities. The report will be reviewed at the appropriate state, national, and/or international levels to monitor and ensure that the system has implemented the necessary actions to address the Improvement Priorities. The accreditation status will be reviewed and acted upon based on the responses to the Improvement Priorities and the resulting improvement.
7. Continue to meet the AdvancED Standards, submit required reports, engage in continuous improvement, and document results.


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# About AdvancED

AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.


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The Museum School of Avondale Estates seeks **qualified, dynamic, and passionate K-5 classroom teachers for the 2016-2017 school year.** The teacher will develop and implement lessons that are hands-on, interactive, and aligned with the Common Core Georgia Performance Standards. Additionally, the teacher will differentiate curriculum for students based on ability levels and learning styles.

The mission of The Museum School of Avondale Estates is to inspire students, teachers, and the community to collaborate to develop strong critical thinking, interpersonal, and academic skills in our students, which will prepare them for real-world success. The Museum School offers the accessibility of a public school with the organizational and curricular innovation of a museum school model. Beginning at the neighborhood level, students develop a strong sense of community, independence, responsibility, and respect for the impact of their decisions and actions on others. These skills will inspire them with the confidence to identify and manage problems at the local and global level.

## Qualifications

- Minimum Bachelors Degree; Degree in field of education preferred
- Georgia certification in appropriate field of education; Certification/Endorsement in more than 1 field preferred; Gifted certification preferred
- Knowledge of and experience implementing various instructional and teaching methodologies
- Experience working with a diverse student population preferred
- Experience integrating curriculum, Common Core Georgia Performance Standards, and effective instructional practices
- Experience with Readers, Writers and Math Workshop preferred
- Experience in creating standards-based lessons, units, and assessments
- Experience with data analysis and tailoring instruction based on data
- Excellent organizational, planning, and implementation skills
- Effective written and oral communication skills

## Responsibilities

- Providing instruction based on the museum school model, guidelines for differentiating curriculum, and best practices
- Increasing student growth and achievement by developing and implementing lessons and activities based on individual needs and learning styles
- Planning collaboratively with school staff and museum staff to develop thematic units, schedule Learning Expeditions, and prepare for Exhibit Nights
- Analyzing data to determine individual students' areas of strength and areas in need of improvement and using this data to influence instructional decisions
- Monitoring student progress through formal and informal assessments
- Monitoring personal progress through reflection and creation of Professional Growth Plan
- Implementing a pro-active, consistent, and effective classroom management system
- Participating in Professional Development workshops and opportunities

## How to Apply

The position is for the 2016-2017 school year. Qualified candidates should send a detailed cover letter, resume and contact information for 3 references to:

The Museum School of Avondale Estates
Attn: Katherine Kelbaugh
923 Forrest Blvd
Decatur, GA 30030

Visit: http://www.themuseumschool.org/

The Museum School of Avondale Estates seeks qualified, dynamic, and passionate **Reading/Language Arts and Social Studies Middle Grades** teachers for the 2016-2017 school year. The teachers will develop and implement lessons that are hands-on, interactive, and aligned with the Georgia Standards of Excellence. Additionally, the teachers will differentiate curriculum for students based on readiness levels and learning styles.

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## Qualifications

- Minimum Bachelors Degree; Degree in field of education preferred
- Georgia certification in appropriate field of education; Certification/Endorsement in more than 1 field preferred; Gifted certification preferred
- Knowledge of and experience implementing various instructional and teaching methodologies
- Experience working with a diverse student population preferred
- Experience integrating curriculum, Common Core Georgia Performance Standards, and effective instructional practices
- Experience in creating standards-based lessons, units, and assessments
- Experience with data analysis and tailoring instruction based on data
- Excellent organizational, planning, and implementation skills
- Effective written and oral communication skills
- Extensive knowledge and experience with use of technology in a classroom
- Ability to collaborate with colleagues to create an interdisciplinary curriculum

## Responsibilities

- Providing instruction based on the museum school model, guidelines for differentiating curriculum, and best practices
- Developing and implementing lessons and activities based on individual needs and learning styles
- Planning collaboratively with school staff and museum staff to develop thematic units, schedule Learning Expeditions, and prepare for Exhibit Nights
- Analyzing data to determine individual students' areas of strength and areas in need of improvement and using this data to influence instructional decisions
- Monitoring student progress through formal and informal assessments
- Monitoring personal progress through reflection and creation of Professional Growth Plan
- Implementing a pro-active, consistent, and effective classroom management system
- Participating in Professional Development workshops and opportunities

## How to Apply

The position is for the 2016-2017 school year. Qualified candidates should send a detailed cover letter, resume and contact information for 3 references to:
The Museum School of Avondale Estates
Attn: Katherine Kelbaugh
923 Forrest Blvd
Decatur, GA 30030

Visit: http://www.themuseumschool.org/

The Museum School of Avondale Estates seeks a qualified, motivated, and passionate educator to become an Instructional Assistant (paraprofessional) at the school. The Instructional Assistant will work closely with classroom teachers and staff to provide assistance with classroom organization, management, and instructional strategies.

The mission of The Museum School of Avondale Estates is to inspire students, teachers, and the community to collaborate to develop strong critical thinking, interpersonal, and academic skills in our students, which will prepare them for real-world success. The Museum School offers the accessibility of a public school with the organizational and curricular innovation of a museum school model. Beginning at the neighborhood level, students develop a strong sense of community, independence, responsibility, and respect for the impact of their decisions and actions on others. These skills will inspire them with the confidence to identify and manage problems at the local and global level.

## Qualifications

- Certified or certifiable Georgia Paraprofessional
- Bachelor's Degree Preferred
- Two (2) years of experience with children preferred

## Responsibilities

- Assisting teachers and students by working with students individually or in small groups, reinforcing instruction while attending to student's learning styles and academic level
- Assisting with classroom management and classroom organization
- Proctoring during assessments, including but not limited to CRCT and MAP administration
- Acting as substitute in the teacher's absence
- Assisting administrators and other staff members in the supervision of students during arrival, dismissal and lunch
- Assisting teachers and other staff members with supervision of students during learning expeditions
- Other duties as required

## How to Apply

The position will be for the 2016-2017 school year. Qualified candidates should send a detailed cover letter, resume and contact information for 3 references to:

The Museum School of Avondale Estates
Attn: Katherine Kelbaugh
923 Forrest Blvd
Decatur, GA 30030

Visit: http://www.themuseumschool.org/

The Museum School of Avondale Estates seeks a qualified, dynamic, and passionate educator to become the **Foreign Language teacher.** The teacher will develop and implement lessons that incorporate the museum school model and are hands-on, interactive, and aligned with the Georgia Performance Standards. The teacher will work closely with other staff members to aid in integrating languages into the general curriculum.

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## Qualifications

- Minimum Bachelors Degree; Degree in field of education preferred
- In-field Georgia P-12 teaching certification; Certification/Endorsement in more than 1 field preferred
- Experience with elementary aged students and middle grades students preferred
- Knowledge of and experience implementing various instructional and teaching methodologies
- Experience working with a diverse student population preferred
- Experience integrating curriculum, Georgia Performance Standards, and effective instructional practices
- Experience in creating standards-based lessons, units, and assessments
- Excellent organizational, planning, and implementation skills
- Effective written and oral communication skills

## Responsibilities

- Develop lessons and activities, aligned with the school's curriculum map, focused on exposure to world language and cultures
- Providing instruction based on the museum school model, guidelines for differentiating curriculum, and best practices
- Developing and implementing language lessons and activities based on individual needs and learning styles
- Planning collaboratively with school staff to enrich thematic units, support Learning Expeditions, and prepare for Exhibit Nights
- Monitoring personal progress through reflection and creation of Professional Growth Plan
- Implementing a pro-active, consistent classroom management system
- Participating in Professional Development workshops and opportunities

## How to Apply

The position will be for the 2016-2017 school year. Qualified candidates should send a cover letter, resume, and contact information for 3 references to:

The Museum School of Avondale Estates
Attn: Katherine Kelbaugh
923 Forrest Blvd
Decatur, GA 30030
Visit: http://www.themuseumschool.org/

The Museum School of Avondale Estates seeks a qualified, dynamic, and passionate educator to become the school's **guidance counselor.** The guidance counselor will work closely with school staff to identify student needs and will support students through varied delivery models including small group, whole group and individual sessions. Additionally, the guidance counselor will work closely with classroom teachers to develop and implement lessons targeting the needs of large groups of students. The counselor will be responsible for college and career lessons, portfolios, and all related requirements identified by the GA DOE.

The mission of The Museum School of Avondale Estates is to inspire students, teachers, and the community to collaborate to develop strong critical thinking, interpersonal, and academic skills in our students, which will prepare them for real-world success. The Museum School offers the accessibility of a public school with the organizational and curricular innovation of a museum school model. Beginning at the neighborhood level, students develop a strong sense of community, independence, responsibility, and respect for the impact of their decisions and actions on others. These skills will inspire them with the confidence to identify and manage problems at the local and global level.

## Qualifications

- Minimum Bachelor's Degree in School Counseling; Master's degree is preferred
- Georgia counseling certification; Certification/Endorsement in more than 1 field preferred
- Minimum of three years of successful experience in teaching and/or counseling.
- Knowledge of and experience implementing various delivery models for school guidance
- Experience working with a diverse student population preferred
- Experience integrating Guidance Standards within lessons and activities
- Ability to advocate, nurture, and sustain an environment conducive to supporting student learning
- Excellent organizational, planning, and implementation skills
- Effective written and oral communication skills

## Responsibilities

- Providing support to students in a variety of settings, including innovative group counseling practices
- Developing and implementing lessons and activities based on individual needs and learning styles
- Working with the Principal to implement school-wide programs (i.e. Red Ribbon Week, Career Day)
- Assisting Principal in updating and implementing school-wide policies including but not limited to attendance, child abuse protocol, etc.
- Designing and implementing college and career readiness programming and activities as required by the GA DOE
- Planning collaboratively with school staff to enrich general curriculum and thematic units, support Learning Expeditions, and prepare for Exhibit Nights
- Participating in Professional Development workshops and opportunities

## How to Apply

The position will be for school year 2016-2017 beginning the week prior to the planned opening of the school. Qualified candidates should send resumes and 3 references to:
The Museum School of Avondale Estates
Attn: Katherine Kelbaugh
923 Forrest Blvd
Decatur, GA 30030

Visit: http://www.themuseumschool.org/

The Museum School of Avondale Estates seeks a qualified and dynamic educator and leader to become the school's **Assistant Principal**. This instructional leader will play an essential role in the implementation and development of curriculum and assessments as well as professional development of teachers. Additionally, the Assistant Principal will develop and manage relationships with the school's curricular and resource partners and their respective museum education departments.

The mission of The Museum School of Avondale Estates is to inspire students, teachers, and the community to collaborate to develop strong critical thinking, interpersonal, and academic skills in our students, which will prepare them for real-world success. The Museum School will offer the accessibility of a public school with the organizational and curricular innovation of a museum school model. Beginning at the neighborhood level, students will develop a strong sense of community, independence, responsibility, and respect for the impact of their decisions and actions on others. These skills will inspire them with the confidence to identify and manage problems at the local and global level.

## Qualifications

- Minimum Master's Degree
- Minimum 5 years teaching experience
- Georgia Professional Certification in Educational Leadership at level 5 or higher.
- Elementary Education or Middle Grades certification; Additional endorsements preferred
- Prior experience as a school leader, Administrative experience preferred
- Ability to work effectively with teachers and other education colleagues
- Knowledge of and experience with most effective instructional and teaching methodologies
- Experience in developing and analyzing standards-based lessons, units, and assessments
- Excellent organizational, planning, and implementation skills
- Effective written and oral communication skills
- Demonstrated skill in interpersonal relations
- Experience implementing GSE and GPS in elementary and/or middle grades classrooms

## Responsibilities

Primary Responsibilities: Assist the Principal in leading and implementing the school's mission

- Student Achievement
    - Support and sustain a focus on the school's charter goals, the school improvement plan, and student achievement school-wide
    - Guide students and teachers towards increased student achievement for all students by developing teacher's use of research-based practices and effective strategies and interventions
    - Use varied data sources to guide school success including student assessments and stakeholder surveys
    - Conference with students, teachers, and parents in regards to discipline concerns
- Instructional Leadership
    - Monitor curriculum, instruction, and assessment school-wide, including lesson plans and grade level minutes
    - Analyze data to inform decisions regarding the implementation of curriculum and teaching strategies
    - Assist in facilitating shared leadership activities throughout the school community
    - Serve as the School Testing Coordinator, meeting or exceeding all legal requirements and guidelines in regards to test security
    - Support teachers and staff with Student Information System data collection
- School Climate
    - Assist in fostering and sustaining the school climate
    - Support a learning environment based on high expectations and respect for all
    - Manage conflict and crisis in a timely and expert manner
    - Work with staff, parents, and community members to analyze, assess, and improve educational programs
- Human Resource Administration
    - Assist in selecting quality teachers and other employees
    - Induct and support new teachers and mentor novice teachers

    - Assist in retaining quality staff
    - Support Principal in coordinating school's staff development, facilitating on-site and off-site professional development sessions based on school and staff needs, leading to academic success of all students
- Teacher Evaluation
    - Conduct observations of teachers and staff using TKES, following all related protocols, procedures, and timelines, including all legal guidelines
    - Provide feedback and support, i.e. modeling or co-teaching demonstrations, to ensure quality instruction and increased student achievement
    - Provide a positive climate for teacher evaluation
    - Document teacher performance in multiple ways
- Organizational Management
    - Assist in coordinating safety procedures, daily operations, and maintenance of the facility
    - Assist in seeking and allocating fiscal resources
    - Coordinate and assist with daily coverage schedules
    - Assist Principal with State and District required reports
- Communication and Community Relations
    - Demonstrate effective communication
    - Communicate with teachers, students, parents, and families
    - Communicate with the larger community
- Professionalism
    - Demonstrate professional standards
    - Exhibit ethical behavior
    - Serve as a role model
    - Participate in professional development for continuous improvement
    - Represent the school at district-level Assistant Principal meetings
- Perform other duties as assigned.

## How to Apply

This 11-month position will be for the 2016-2017 school year. Qualified candidates should send a cover letter, resume, and contact information for 3 references to:

The Museum School of Avondale Estates
Attn: Katherine Kelbaugh
923 Forrest Blvd
Decatur, GA  30030
Visit: http://www.themuseumschool.org/

The Museum School of Avondale Estates seeks a qualified, dynamic, and passionate educator to become a **Special Education teacher**. This teacher will develop and implement lessons that are hands-on, interactive, and aligned with the Georgia Performance Standards. Additionally, the teacher will differentiate curriculum for students based on readiness levels and learning styles. This teacher will comply with all federal and state guidelines regarding special education policies and requirements.

The mission of The Museum School of Avondale Estates is to inspire students, teachers, and the community to collaborate to develop strong critical thinking, interpersonal, and academic skills in our students, which will prepare them for real-world success. The Museum School will offer the accessibility of a public school with the organizational and curricular innovation of a museum school model. Beginning at the neighborhood level, students will develop a strong sense of community, independence, responsibility, and respect for the impact of their decisions and actions on others. These skills will inspire them with the confidence to identify and manage problems at the local and global level.

## Qualifications

- Minimum Bachelors Degree; Degree in field of special education required
- Georgia certification in appropriate field of special education; Certification/Endorsement in more than 1 field preferred
- Experience working with elementary-aged, special needs students required
- Experience working with a diverse student population preferred
- Experience integrating curriculum, Georgia Performance Standards, and effective instructional practices
- Experience in creating standards-based lessons, units, and assessments
- Experience with data analysis and tailoring instruction based on data
- Excellent organizational, planning, and implementation skills
- Effective written and oral communication skills

## Responsibilities

- Providing instruction based on the museum school model, guidelines for differentiating curriculum, and best practices
- Developing and implementing lessons and activities based on individual needs and learning styles
- Following students' IEPs closely, ensuring complete implementation regarding setting, goals, and accommodations
- Providing general education staff special education strategies to be used in the regular classroom
- Planning collaboratively with school staff and museum staff to develop thematic units, schedule Learning Expeditions, and prepare for Exhibit Nights
- Analyzing data to determine individual students areas of strength and areas in need of improvement
- Monitoring student progress through formal and informal assessments
- Monitoring personal progress through reflection and creation of Professional Growth Plan
- Implementing a pro-active, consistent classroom management system
- Participating in Professional Development workshops and opportunities

## How to Apply

The position will be for the 2016-2017 school year. Qualified candidates should send detailed cover letter, resumes and 3 references via e-mail to:

Katherine Kelbaugh
923 Forrest Blvd
Decatur, GA 30030
Visit: http://www.themuseumschool.org/

Curricular Partnership Agreement

This Agreement is entered into this day, October 1, 2015, by and between The Museum School of Avondale Estates (TMS) and the Georgia Aquarium (GA).

Monetary compensation/services to be rendered by each party:

I. The Museum School of Avondale Estates will provide the following:

1. A fee for services agreed to by both parties as detailed below:

   **2015-2016 Learning Expeditions ***

   **$10 per student for admission**

   **$25 bus parking**

   **See attached appendix for specific grade levels, tours, and approximate dates.*

   * Chaperones: Instructor led programs – 1:5 ratio (K-2) 1:10 ratio (3-12) including teachers and staff members. No additional adults can accompany students on trip.
   Self- guided: Additional adults may attend but will have to pay admission.

2. The services of its museum liaison to coordinate the collaborative programs of the school and museum.
3. Opportunities to collect and analyze longitudinal data, specific to the impact of the programs and activities of the Georgia Aquarium on TMS students
4. Access to student data as relevant to Georgia Aquarium programs and activities
5. Opportunities for collaboration between the school and center for purposes of grant-writing, fund-raising, and other related activities
6. Opportunities for collaboration between TMS instructional staff and GA educational staff for purposes of curriculum development
7. A representative to serve on the Education Advisory Committee of the Georgia Aquarium.

II. Georgia Aquarium will provide the following:

1. GA and TMS teacher-guided student learning expeditions and student field studies to be coordinated by the museum liaisons and scheduled through Georgia Aquarium staff. Learning expeditions should be tailored to TMS curriculum map and thematic units.
2. Collaborative planning with the school's faculty, specifically the Partner Meet and Greet on October 9, and quarterly meetings prior to each thematic unit's kick-off, as needed.
3. Attendance at 2015-2016 Exhibit Nights, when possible, on the evenings of October 8, December 17, March 10, May 19
4. Access to the Georgia Aquarium for all TMS classroom teachers for the purposes of curriculum and learning expedition development. All visits must be prearranged with the Education Dept of the Georgia Aquarium.
5. Professional development opportunities for TMS staff at a discounted rate, when available.

The length of Agreement shall be from October 1, 2015 to May 29, 2016, with the option to renew annually by the written agreement of both parties.

Georgia Aquarium agrees to utilize its current liability insurance policy to cover injuries sustained by TMS students or staff due to negligence of the Georgia Aquarium.

In witness whereof, the parties have executed this Agreement as of the date written below.

The Museum School of Avondale Estates

| | |
|---|---|
| _____ | _____ |
| Andy Huff Date | Katherine Kelbaugh Date |
| Chair of the Board | Principal |

Georgia Aquarium

_____

Dr. Brian Davis, Director of Education and Guest Programs Date
Georgia Aquarium

Curricular Partnership Agreement

This Agreement is entered into this day, October 1, 2015, by and between The Museum School of Avondale Estates (TMS) and the High Museum (HM).

Monetary compensation/services to be rendered by each party:

I. The Museum School of Avondale Estates will provide the following:

1. A fee for services agreed to by both parties as detailed below:

   **A. 2015-2016 Learning Expeditions**

   **$7 per student for admission and programs**

   **B. Three Family Memberships - $95 per membership – $285 Total**

   **See attached appendix for specific grade levels, tours, and approximate dates.*

2. The services of its museum liaison to coordinate the collaborative programs of the school and museum.
3. Opportunities to collect and analyze longitudinal data, specific to the impact of the programs and activities of the High Museum on TMS students
4. Access to student data as relevant to High Museum programs and activities
5. Opportunities for collaboration between the school and museum for purposes of grant-writing, fund-raising, and other related activities
6. Opportunities for collaboration between TMS instructional staff and HM educational staff for purposes of curriculum development

II. High Museum will provide the following:

1. HM and TMS teacher-guided student learning expeditions and student field studies to be coordinated by the museum liaisons and scheduled through High Museum staff. Learning expeditions should be tailored to TMS curriculum map and thematic units. Whenever possible, visits will be scheduled during off peak hours.
2. Audio guided special exhibition tours to be scheduled through Group Sales Dept (fee-based)
3. Collaborative planning with the school's faculty, specifically the Partner Meet and Greet on October 9, and quarterly meetings prior to each thematic unit's kick-off, as needed
4. Attendance at 2015-2016 Exhibit Nights, when possible, on the evenings of October 8, December 17, March 10, May 19
5. Free access to the High for all TMS classroom teachers for the purposes of curriculum and learning expedition development (scheduled through the Group Sales Dept.)
6. Free use of the Education Center classroom, lecture, and conference room spaces scheduled through Coordinator of School Programs
7. High Educator visit to Kinder classrooms to explore museum behaviors scheduled through Head of School programs
8. Professional development opportunities for TMS staff at a discounted rate, when available.

The length of Agreement shall be from October 1, 2015 to May 29, 2016, with the option to renew annually by the written agreement of both parties.

High Museum agrees to utilize its current liability insurance policy to cover injuries sustained by TMS students or staff due to negligence of the High Museum.

In witness whereof, the parties have executed this Agreement as of the date written below.

The Museum School of Avondale Estates

| | |
|---|---|
| _____ | _____ |
| Andy Huff Date | Katherine Kelbaugh Date |
| Chair of the Board | Principal |

High Museum

_____

Date

High Museum

Curricular Partnership Agreement

This Agreement is entered into this day, October 1, 2015 by and between The Museum School of Avondale Estates (TMS) and Zoo Atlanta (ZA).

Monetary compensation/services to be rendered by each party:

I. The Museum School of Avondale Estates will provide the following:

1. A fee for services agreed to by both parties as detailed below:

   **2015-2016 Learning Expeditions:**

   $11 per student for programs

   $7 per student for self guided tours

   **See attached appendix for specific grade levels, tours, and approximate dates.*

   ** Costs cover 1 adult/10 students admitted free, including TMS teachers and assistants. Any chaperones over the ratio will be admitted at the Zoo program cost ($9 for Self-Guided Field Trips or $12/person for Field Trip Programs). Reservation policies apply, see zooatlanta.org for details.*

2. The services of its museum liaison to coordinate the collaborative programs of the school and museum. This liaison is responsible for scheduling all Learning Expeditions. Any teachers or chaperones over the ratio should be entered at the time of the reservation, but there will be a balance due for them. Any chaperones over the ratio can be admitted and should pre-pay through the school or at the admission gates (**available for Self-Guided Field Trips only**).
3. Opportunities to collect and analyze longitudinal data, specific to the impact of the programs and activities of Zoo Atlanta on TMS students.
4. Access to student data as relevant to Zoo Atlanta programs and activities.
5. Access to learning expedition descriptions as created by teachers.
6. Access to pre/post unit assessments, when available.
7. Opportunities for collaboration between the school and museum for purposes of grant-writing, fund-raising, and other related activities.
8. Opportunities for collaboration between TMS instructional staff and ZA educational staff for purposes of curriculum development.
9. A teacher representative to serve on the Zoo's Teacher Advisory Committee.

II. **Zoo Atlanta will provide the following:**

**1.** ZA and TMS teacher-guided student learning expeditions and student field studies to be coordinated by the museum liaisons and scheduled through Zoo Atlanta staff. Whenever possible, visits will be scheduled during off peak hours. Field Trip Program and ZooMobile outreach reservations are required at least 28 days in advance of the program or at least one day in advance of the Self-Guided Field Trip.

**2.** The services of its Education Reservations team to coordinate rescheduling and cancellation of field trips and programs. Direct all scheduling questions to Education Reservations at 404.624.WILD or education@zooatlanta.org.

**3.** Collaborative planning with the school's faculty, specifically the Partner Meet and Greet on October 9, and quarterly meetings prior to each thematic unit's kick-off, as needed.

**4.** Participation of Zoo Mobile animals and volunteers in Unit 2 Exhibit Night on December 17 from 5:30 pm – 7:30 pm.

5. Attendance at 2015-2016 Exhibit Nights, when possible, on the evenings of October 8, December 17, March 10, May 19
6. Free access to Zoo Atlanta for all TMS classroom teachers for the purposes of curriculum and learning expedition development.
7. Donation of 4 tickets to school's annual "Night at the Museum" Silent Auction event.
8. A $10 discount on any level of Zoo Membership for TMS classroom teachers. Call 404.624.WILD to redeem this discount.
9. Opportunity for TMS teachers to pilot programs, offering specific feedback and recommendations
10. Professional development opportunities for new TMS staff members in one existing Teacher Workshop through January 31, 2016.

Zoo Atlanta agrees to utilize its current liability insurance policy to cover injuries sustained by TMS students or staff due to negligence of the Zoo Atlanta. TMS shall be responsible for the supervision of its students, personnel, employees and staff on Zoo Atlanta's premises or while attending any Education Program Package event. To the extent permitted by law, TMS shall be responsible for, and shall indemnify and hold harmless Zoo Atlanta against, any liability or claim arising out of or resulting from any act on the part of the TMS or its students, personnel, employees and staff, including without limitation, liabilities from personal injury and property damage.

The length of Agreement shall be from October 1, 2015 to May 29, 2016, with the option to renew annually by the written agreement of both parties.

In witness whereof, the parties have executed this Agreement as of the date written below.

The Museum School of Avondale Estates

_____ _____

Andy Huff Date
Chair of the Board

Katherine Kelbaugh Date
Principal

Zoo Atlanta

_____

Stacy Graison, Vice President of Education Date
Zoo Atlanta

# CHARTER SCHOOL GOVERNING BOARD

# MODEL CODE OF ETHICS

The [Charter School Name] Governing Board (the board) desires to operate in the most ethical and conscientious manner possible and to that end the board adopts this Code of Ethics and each member of the board agrees that he or she will:

## Domain I: Governance Structure

1. Recognize that the authority of the board rests only with the board as a whole and not with individual members and act accordingly.
2. Support the delegation of authority for the day-to-day administration of the charter school to the school leader and act accordingly.
3. Honor the chain of command and refer problems or complaints consistent with the chain of command.
4. Recognize that the school leader should be present at all meetings of the board except when his or her contract, salary or performance is under consideration.
5. Not undermine the authority of the school leader or school administration.
6. Use reasonable efforts to keep the school leader informed of concerns or specific recommendations that any member of the board may bring to the board.

## Domain II: Strategic Planning

1. Reflect through actions that his or her first and foremost concern is for educational welfare of children attending the charter school.
2. Participate in all planning activities to develop the vision and goals of the board.
3. Work with the board and the school leader to ensure prudent and accountable uses of the resources of the charter school.
4. Render all decisions based on available facts and his or her independent judgment and refuse to surrender his or her judgment to individuals or special interest groups.
5. Uphold and enforce all applicable laws, all rules and guideliens of the State Board of Education and the board.

## Domain III: Board and Community Relations

1. Seek regular and systemic communications among the board and students, staff, and the community.
2. Communicate to the board and the school leader expressions of public reaction to board policies and charter school programs.

**Domain IV: Policy Development**

1. Work with other board members to establish effective policies for the charter school.
2. Make decisions on policy matters only after full discussion at publicly held board meetings.
3. Periodically review and evaluate the effectiveness of policies on charter school programs and performance.

**Domain V: Board Meetings**

1. Attend and participate in regularly scheduled and called board meetings.
2. Be informed and prepared to discuss issues to be considered on the board agenda.
3. Work with other board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during the discussion and resolution of issues at board meetings.
4. Vote for a closed executive session of the board only when applicable law or board policy requires consideration of a matter in executive session.
5. Maintain the confidentiality of all discussions and other matters pertaining to the board and the charter school, during executive session of the board.
6. Make decisions in accordance with the interests of the charter school as a whole and not any particular agreement thereof.
7. Express opinions before votes are cast, but after the board vote, abide by and support all majority decisions of the board.

**Domain VI: Personnel**

1. Consider the employment of personnel only after receiving and considering the recommendation of the school leader.
2. Support the employment of persons best qualified to serve as employees of the charter school and insist on regular and impartial evaluations of charter school staff.
3. Comply with all applicable laws, rules, regulation, and all board policies regarding employment of family members.

**Domain VII: Financial Governance**

1. Refrain from using the position of board member for personal or partisan gain or to benefit any person or entity over the interest of the charter school.

**Conduct as a Board Member**

1. Devote sufficient time, thought and study to the performance of the duties and responsibilities of a member of the board.
2. Become informed about current educational issues by individual study and through participation in programs providing needed education and training.

3. Communicate in a respectful professional manner with and about fellow board members.
4. Take no private action that will compromise the board or charter school administration.
5. Participate in all required training programs developed for board members by the board or the State Board of Education.
6. In the annual report, submitted to the Department, disclose the status of board member compliance with the Code of Ethics.

**Conflicts of Interest**

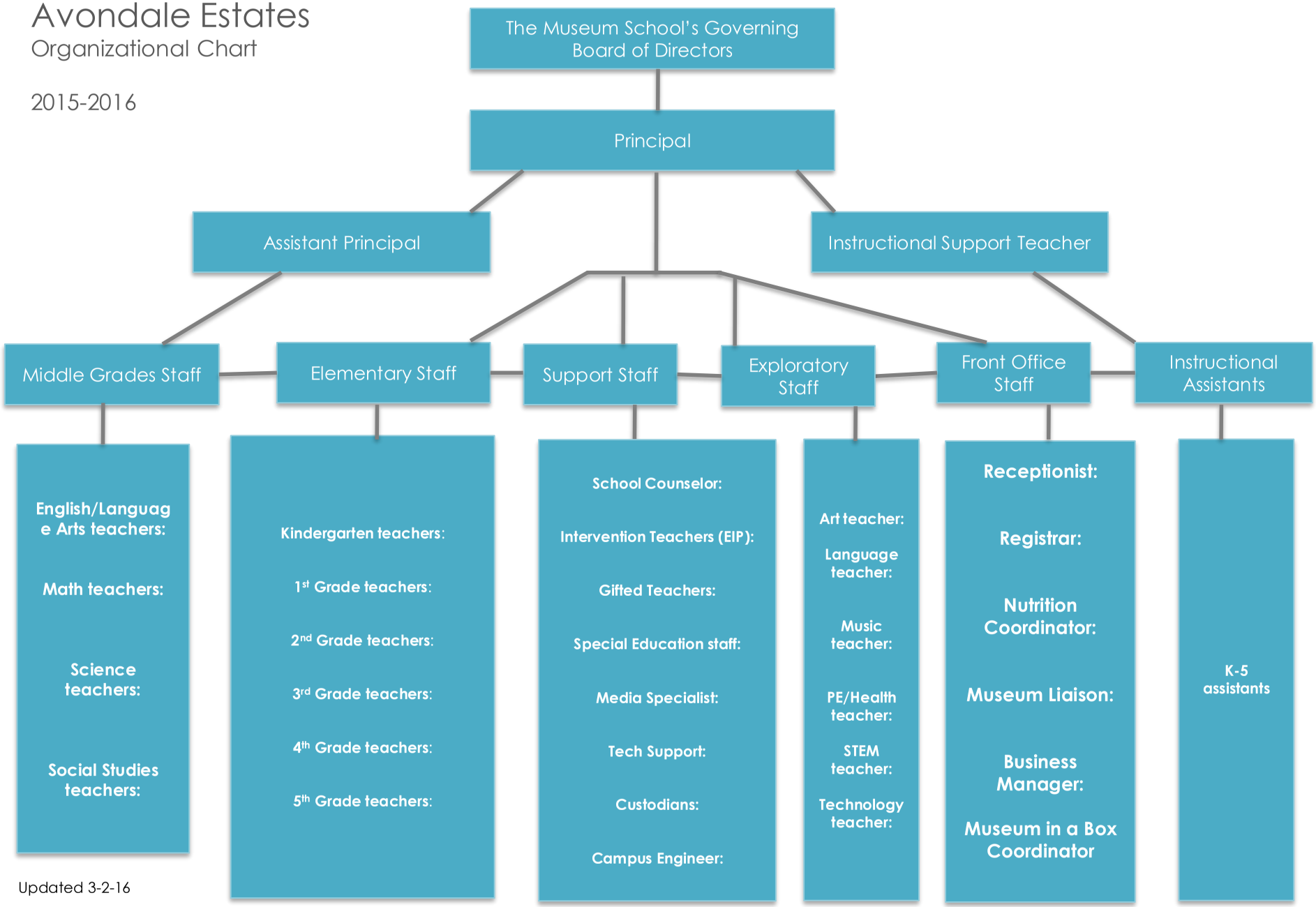
1. Announce potential conflicts of interest before board action is taken.
2. Comply with the conflicts of interest policy of the board, all applicable laws and State Board of Education Standard, rules and guidelines.

Upon a motion supported by a two-thirds (2/3) vote, the board may choose to conduct a hearing concerning a possible violation of this Code of Ethics by a member of the board. The board member accused of violating this Code of Ethics will have thirty (30) days' notice prior to a hearing on the matter. The accused board member may bring witnesses on his or her behalf to the hearing, and the board may elect to call witnesses to inquire into the matter. If found by a vote of two-thirds of all the members of the board that the accused board member has violated this Code of Ethics, the board shall determine an appropriate sanction. A board member subject to sanction may, within thirty (30) days of such sanction vote, appeal such decision to the State Board of Education in accordance with the rules and regulations of the State Board of Education. A record of the decision of the board to sanction a board member for a violation of this Code of Ethics shall be placed in the permanent minutes of the board.

# The Museum School of Avondale Estates

Organizational Chart

2015-2016




Updated 3-2-16

All charter schools shall "beat the odds" as determined by a formula measuring expected student growth.

–A school "beats the odds" when it does as good as or better than all the schools in Georgia that are similar to that school

| Beating the Odds Data: The Museum School | |
|---|---|
| **School Year** | **Beat the Odds?** |
| 2011-2012 | Yes |
| 2012-2013 | Yes |
| 2013-2014 | Yes |
| 2014-2015 | Not yet available |
| | |

# CCRPI Score 2015

| DeKalb County (644) Museum School Avondale Estates (0215) | | | | | |
|---|---|---|---|---|---|
| | **Score** | **Enrollment by Grade Bands** | **School Enrollment** | **Enrollment by Bands** | **Proportional Points** |
| ES | 89.9 | 365 | 466 | .783 | 70.392 |
| MS | 93.2 | 101 | 466 | .217 | 20.224 |
| School Score | | | | | 90.6 |

the museum school
OF AVONDALE ESTATES

# College and Career Readiness Performance Index Scores:
## The Museum School of Avondale Estates

| 2013 CCRPI Score | | | | | | |
|---|---|---|---|---|---|---|
| 89.2 (top 11% of schools statewide) | | | | | | |
| Sum of Achievement, Progress, Achievement Gap, and Challenge Points | | | | | | |
| Achievement Points | Progress Points | Achievement Gap Points | Challenge Points: ED/EL/ SWD Performance Points | Challenge: Exceeding the Bar Points | Financial Efficiency Rating | School Climate Rating |
| 57.8 | 17.4 | 13 | N/A | 1 | N/A | N/A |

| 2014 CCRPI Score (Overall) * | | | | | |
|---|---|---|---|---|---|
| 92.4 (top 7% of schools statewide) | | | | | |
| | Score | Enrollment by Grade Bands | School Enrollment | Enrollment by Bands | Proportional Points |
| Elementary | 92.1 | 312 | 360 | .86667 | 79.82031 |
| Middle | 94.7 | 48 | 360 | .13333 | 12.62635 |
| School Score | | | | | 92.4 |

* Elementary and middle school breakdowns on next page.

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# College and Career Readiness Performance Index Scores:
## The Museum School of Avondale Estates

| 2014 CCRPI Score (Elementary) | | | | | | |
|---|---|---|---|---|---|---|
| 92.1 | | | | | | |
| Sum of Achievement, Progress, Achievement Gap, and Challenge Points | | | | | | |
| Achievement Points | Progress Points | Achievement Gap Points | Challenge Points: ED/EL/ SWD Performance Points | Challenge: Exceeding the Bar Points | Financial Efficiency Rating | School Climate Rating |
| 57.9 | 17.7 | 13 | 2 | 1.5 | N/A | ★★★★★ |

| 2014 CCRPI Score (Middle) | | | | | | |
|---|---|---|---|---|---|---|
| 94.7 | | | | | | |
| Sum of Achievement, Progress, Achievement Gap, and Challenge Points | | | | | | |
| Achievement Points | Progress Points | Achievement Gap Points | Challenge Points: ED/EL/ SWD Performance Points | Challenge: Exceeding the Bar Points | Financial Efficiency Rating | School Climate Rating |
| 59.9 | 18.8 | 15 | N/A | 1 | N/A | ★★★★★ |

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# College and Career Readiness Performance Index Scores:
## The Museum School of Avondale Estates

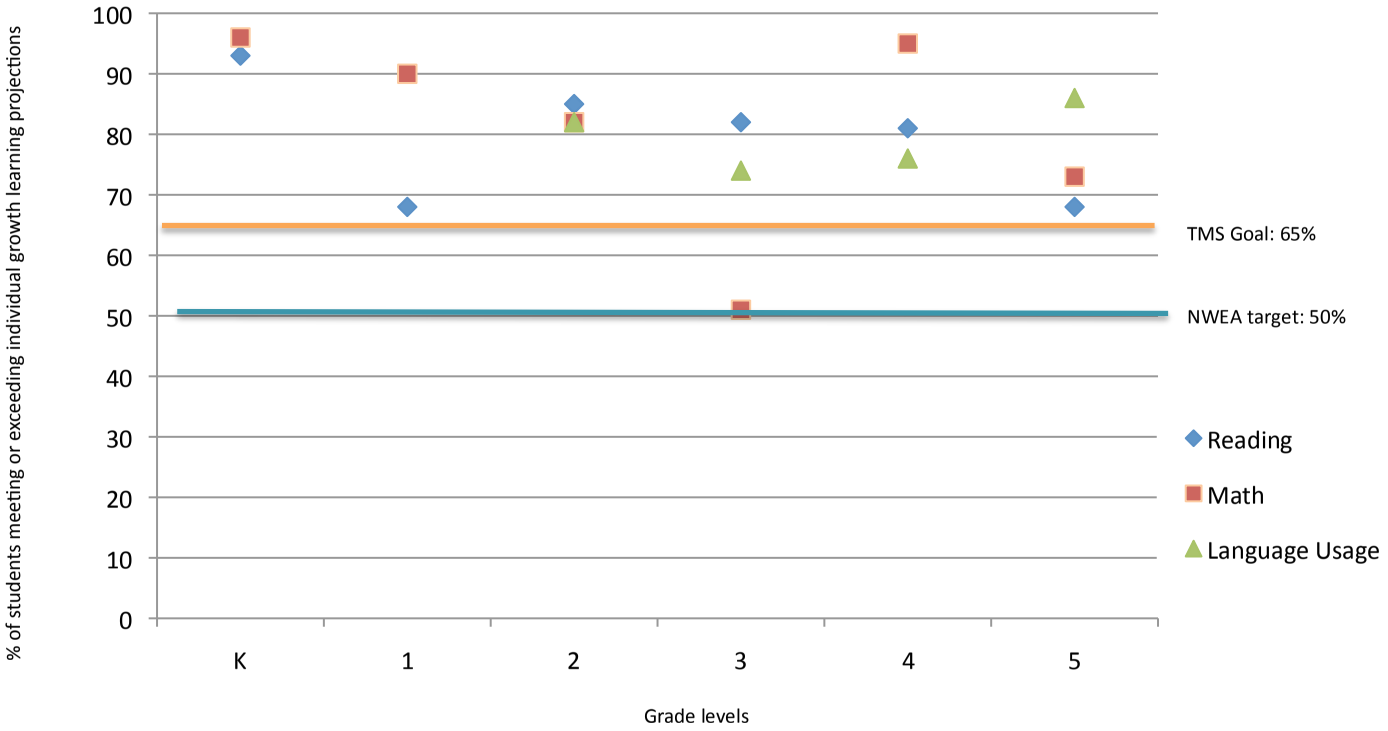
| 2014 CCRPI Scores | | | |
|---|---|---|---|
| | DeKalb County | Georgia | The Museum School (K-6) |
| Elementary | 61.5 | 72.6 | 91.6 |
| Middle | 64.3 | 73.2 | 94.2 |
| Overall | 61.9 | 72 | 91.9* |

* Score is in the top 7% of schools statewide.

| 2013 CCRPI Scores | | | |
|---|---|---|---|
| | DeKalb County | Georgia | The Museum School (K-5) |
| Elementary | 62.4 | 75.8 | 89.2* |

*Score is in the top 11% of schools statewide.

**2012-2013 TMS Students Meeting or Exceeding Individual Growth Projections**
as defined by MAP publisher NWEA




Notes:

NWEA reports that, ideally, 50% of students will meet their individual growth projections.

The Museum School has set and is accountable for an aggressive annual charter goal: 65% of students, including all subgroups of students with disabilities and English learners, will meet individual growth projections.

*** Museum School students outperform these rigorous goals and expectations.**

# 2014 MAP Scores
# The Museum School of Avondale Estates

The Measures of Academic Progress (MAP) test assesses students based on their current skill level and provides an accurate indication of each student's instructional level. It gives teachers a guide to each student's existing skills and growth needs. MAP is a norm-referenced test, meaning it measures students' overall achievement and skill growth relative to the achievement and skill growth of students nationally (the norm), who are tested at the same point during the school year.

Students were tested in August, December, and May. Students in Kindergarten through 1st grade were tested in reading and mathematics. 2nd - 6th grade students were tested in reading, mathematics, and language arts.

The Museum School met its ambitious goal: 65% of students will meet or exceed their growth learning target.

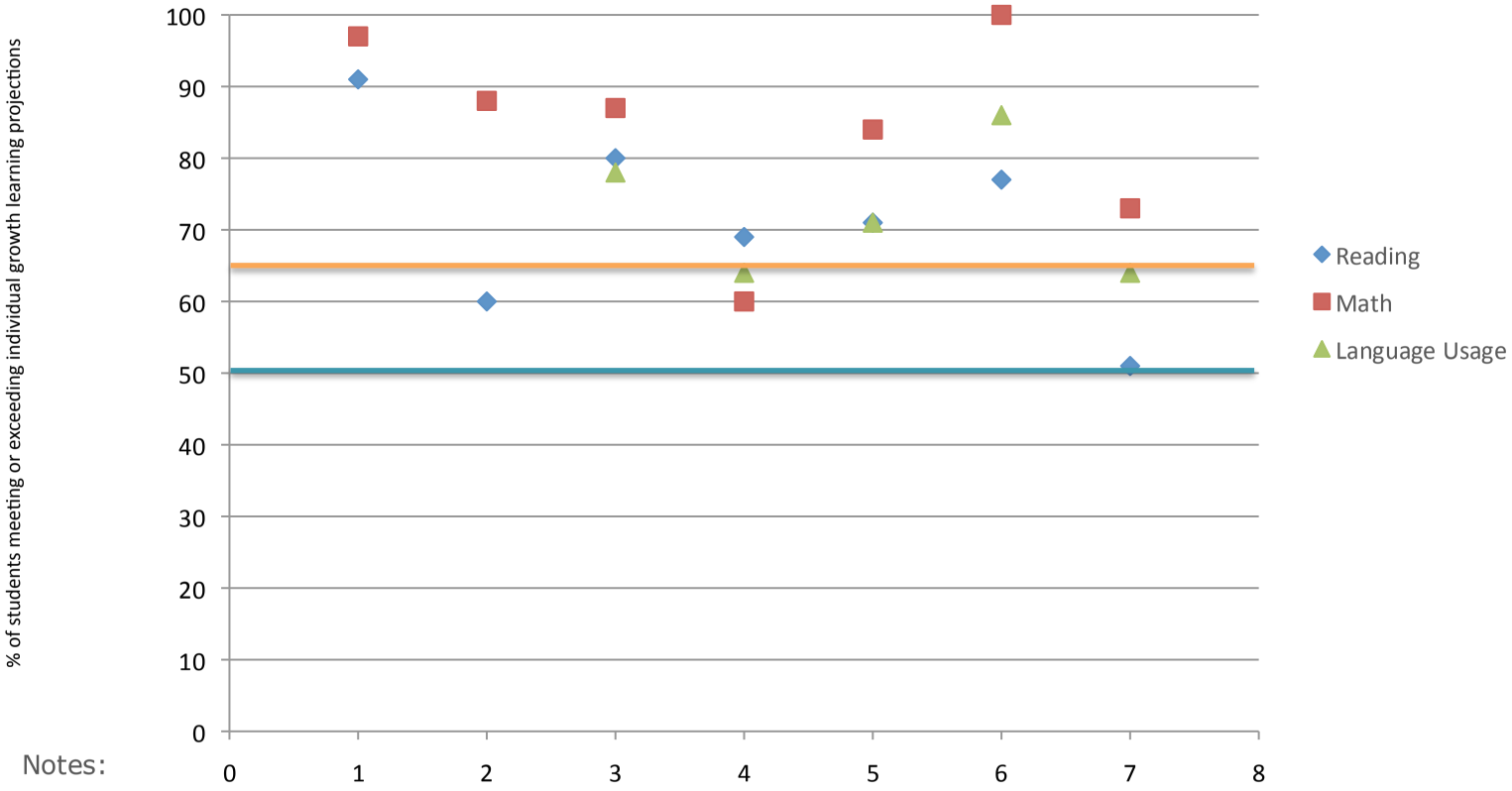
- Based on grade-level averages, 72% of Kindergarten through sixth grade students exceeded typical growth in the area of Reading, as compared to a national norm of same-aged peers.

- Based on grade-level averages, 83% of Kindergarten through sixth grade students exceeded typical growth in the area of Math, as compared to a national norm of same-aged peers.

- Based on grade-level averages, 71% of Kindergarten through sixth grade students exceeded typical growth in the area of Language Usage, as compared to a national norm of same-aged peers.

the museum school
OF AVONDALE ESTATES

## 2013- 2014 TMS Students Meeting or Exceeding Individual Growth Projections*
as defined by MAP publisher NWEA




Notes:

NWEA reports that, ideally, 50% of students will meet their individual growth projections.

The Museum School has set and is accountable for an aggressive annual charter goal: 65% of students, including all subgroups of students with disabilities and English learners, will meet individual growth projections.

* Projections calculated by NWEA based on August 2013 scores. Growth performance was measured in May 2014.

# 2015 MAP Scores
# The Museum School of Avondale Estates

The Measures of Academic Progress (MAP) test assesses students based on their current skill level and provides an accurate indication of each student's instructional level. It gives teachers a guide to each student's existing skills and growth needs. MAP is a norm-referenced test, meaning it measures students' overall achievement and skill growth relative to the achievement and skill growth of students nationally (the norm), who are tested at the same point during the school year.

Students were tested in August, December, and May. Students in Kindergarten and 1st grade were tested in reading and mathematics. 2nd - 7th grade students were tested in reading, mathematics, and language arts.

The Museum School met its ambitious goal: 65% of students will meet or exceed their growth learning target.

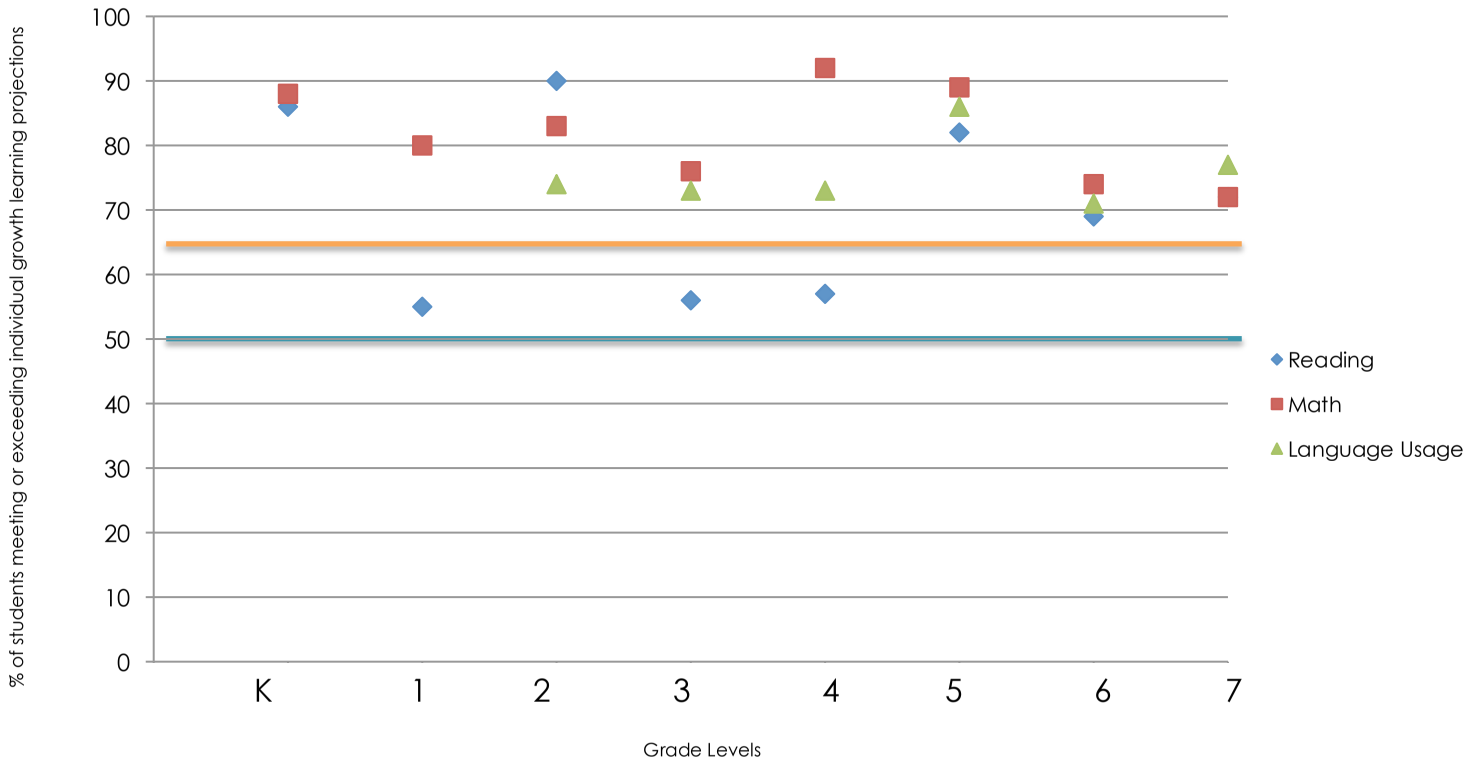
- **Based on grade-level averages, 70% of Kindergarten through sixth grade students exceeded typical growth in the area of Reading, as compared to a national norm of same-aged peers.**

- **Based on grade-level averages, 83% of Kindergarten through sixth grade students exceeded typical growth in the area of Math, as compared to a national norm of same-aged peers.**

- **Based on grade-level averages, 77% of Kindergarten through sixth grade students exceeded typical growth in the area of Language Usage, as compared to a national norm of same-aged peers.**

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OF AVONDALE ESTATES

## 2014-2015 TMS Students Meeting or Exceeding Individual Growth Projections*
as defined by MAP publisher NWEA




Notes:

NWEA reports that, ideally, 50% of students will meet their individual growth projections.

The Museum School has set and is accountable for an aggressive annual charter goal: 65% of students, including all subgroups of students with disabilities and English learners, will meet individual growth projections.

* Projections calculated by NWEA based on August 2014 scores. Growth performance was measured in May 2015.

# 2016 MAP Scores
# The Museum School of Avondale Estates

The Measures of Academic Progress (MAP) test assesses students based on their current skill level and provides an accurate indication of each student's instructional level. It gives teachers a guide to each student's existing skills and growth needs. MAP is a norm-referenced test, meaning it measures students' overall achievement and skill growth relative to the achievement and skill growth of students nationally (the norm), who are tested at the same point during the school year.

Students were tested in August, December, and May. Students in Kindergarten and 1st grade were tested in reading and mathematics. 2nd - 7th grade students were tested in reading, mathematics, and language arts.

The Museum School met its ambitious goal: 65% of students will meet or exceed their growth learning target.

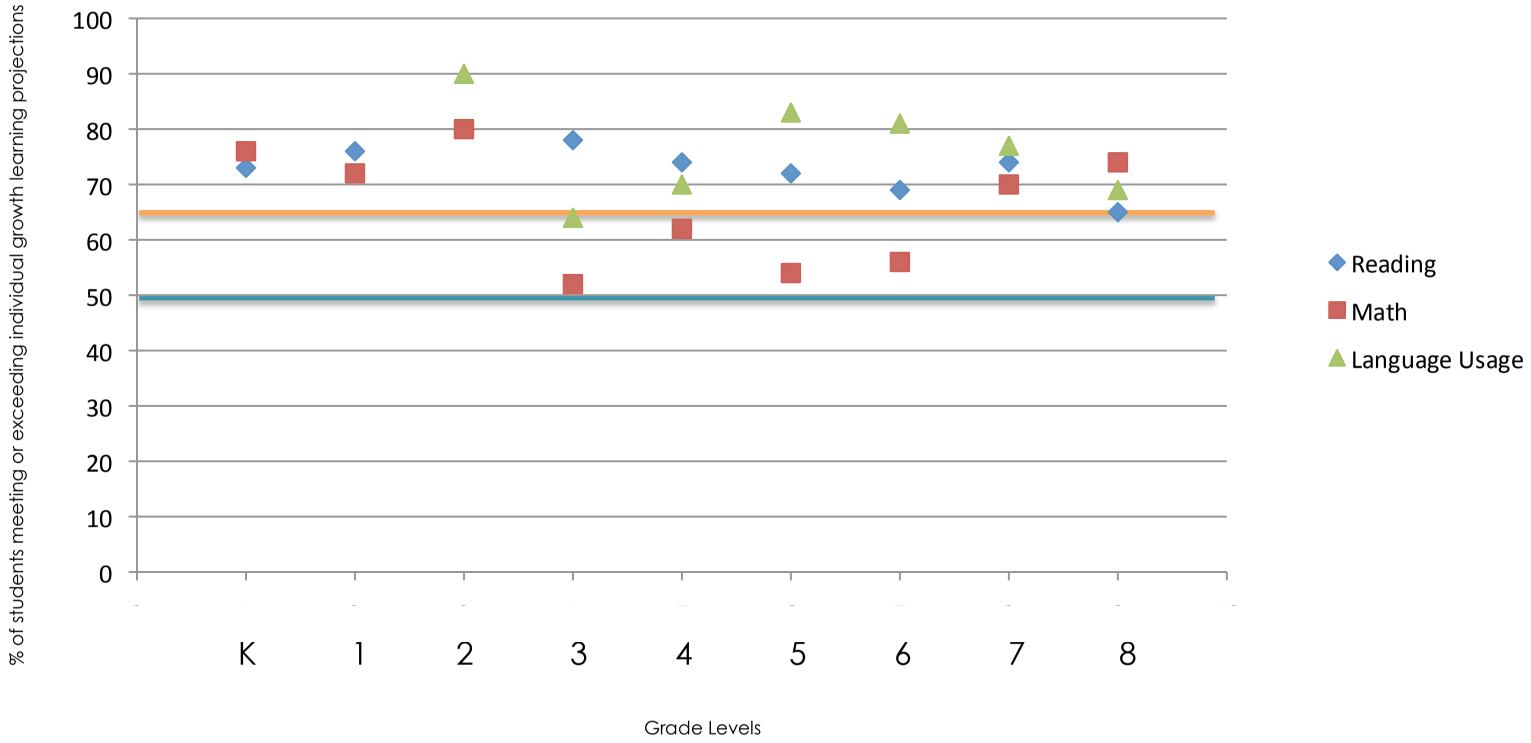
- **Based on grade-level averages, 75% of Kindergarten through sixth grade students exceeded typical growth in the area of Reading, as compared to a national norm of same-aged peers.**

- **Based on grade-level averages, 68% of Kindergarten through sixth grade students exceeded typical growth in the area of Math, as compared to a national norm of same-aged peers.**

- **Based on grade-level averages, 76% of Kindergarten through sixth grade students exceeded typical growth in the area of Language Usage, as compared to a national norm of same-aged peers.**

the museum school
OF AVONDALE ESTATES

## 2015-2016 TMS Students Meeting or Exceeding Individual Growth Projections*
as defined by MAP publisher NWEA




Notes:

NWEA reports that, ideally, 50% of students will meet their individual growth projections.

The Museum School has set and is accountable for an aggressive annual charter goal: 65% of students, including all subgroups of students with disabilities and English learners, will meet individual growth projections.

* Projections calculated by NWEA based on August 2015 scores. Growth performance was measured in May 2016.

# General Information:
# 2015 Milestones Assessment

Georgia Milestones assesses student learning along four levels of performance, compared to three, as was the case for the CRCT. These designations aim to shift the focus away from just test scores, instead capturing the progression of students' learning:

**Beginning Learners** do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students **need substantial academic support** to be prepared for the next grade level or course and to be on track for college and career readiness.

**Developing Learners** demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified by Georgia's content standards. The students **need additional academic support to ensure success** in the next grade level or course and to be on track for college and career readiness.

**Proficient Learners** demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are **prepared for the next grade level** or course and are on track for college and career readiness.

**Distinguished Learners** demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are **well prepared for the next grade level** or course and are well prepared for college and career readiness.

| | |
|---|---|
| Level 1 | Beginning Learner |
| Level 2 | Developing Learner |
| Level 3 | Proficient Learner |
| Level 4 | Distinguished Learner |

The new testing system is one consistent program across grades 3-12, rather than a series of individual tests. It includes open-ended questions to better gauge students' content mastery and, with some exceptions for special education students with specific testing accommodations, will be administered entirely online by the fifth year of implementation.

From the GA DOE

# 2015 Milestones Data

Percentage of Museum School students Scoring Levels 2, 3, and 4

| English Language Arts | |
|---|---|
| 3rd Grade | 87% |
| 4th Grade | 89% |
| 5th Grade | 93% |
| 6th Grade | 94% |
| 7th Grade | 94% |

| Math | |
|---|---|
| 3rd Grade | 93% |
| 4th Grade | 96% |
| 5th Grade | 96% |
| 6th Grade | 94% |
| 7th Grade | 96% |

| Science | |
|---|---|
| 3rd Grade | 93% |
| 4th Grade | 88% |
| 5th Grade | 89% |
| 6th Grade | 90% |
| 7th Grade | 94% |

| Social Studies | |
|---|---|
| 3rd Grade | 95% |
| 4th Grade | 88% |
| 5th Grade | 100% |
| 6th Grade | 94% |
| 7th Grade | 98% |

Percentage of Museum School students scoring levels 3 &4

| ELA[A] | TMS | State | DeKalb Co. |
|---|---|---|---|
| 3rd Gr | 75% | 36% | 29% |
| 4th Gr | 67% | 37% | 32% |
| 5th Gr | 71% | 39% | 34% |
| 6th Gr | 75% | 39% | 30% |
| 7th Gr | 73% | 36% | 29% |

| MATH[A] | TMS | State | DeKalb Co. |
|---|---|---|---|
| 3rd Gr | 58% | 38% | 27% |
| 4th Gr | 67% | 39% | 28% |
| 5th Gr | 62% | 39% | 28% |
| 6th Gr | 61% | 35% | 23% |
| 7th Gr | 71% | 37% | 25% |

| SCIENCE[A] | TMS | State | DeKalb Co. |
|---|---|---|---|
| 3rd Gr | 66% | 34% | 25% |
| 4th Gr | 58% | 34% | 24% |
| 5th Gr | 66% | 36% | 24% |
| 6th Gr | 80% | 38% | 22% |
| 7th Gr | 69% | 35% | 24% |

| SOCIAL STUDIES[A] | TMS | State | DeKalb Co. |
|---|---|---|---|
| 3rd Gr | 51% | 30% | 21% |
| 4th Gr | 67% | 35% | 23% |
| 5th Gr | 68% | 29% | 19% |
| 6th Gr | 75% | 32% | 22% |
| 7th Gr | 75% | 36% | 24% |

| TOTALS | TMS | State | DeKalb |
|---|---|---|---|
| ELA | 72% | 37% | 31% |
| MATH | 64% | 38% | 26% |
| SCIENCE | 68% | 35% | 24% |
| SS | 67% | 32% | 22% |

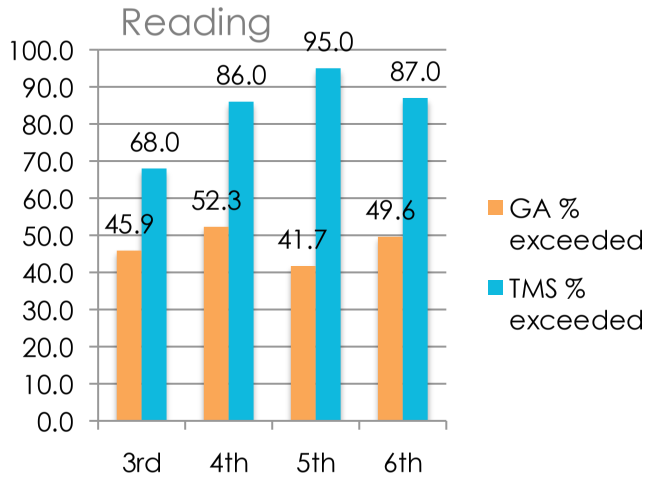
# 2014 CRCT Scores
# The Museum School of Avondale Estates

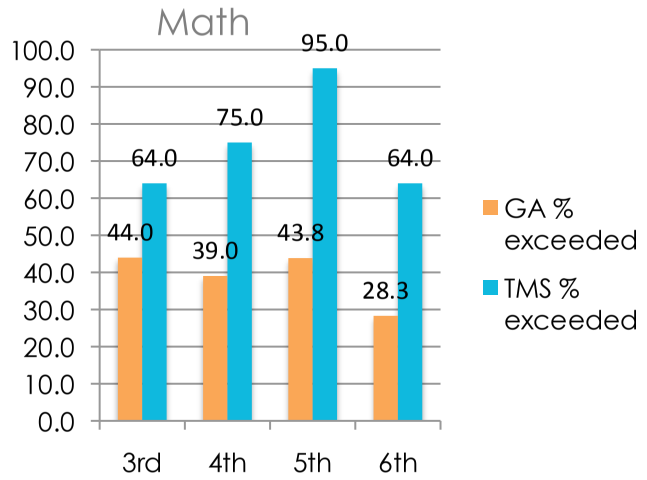
Museum School 3rd – 6th grade students took the state's Criterion Referenced Competency test (CRCT) in April 2014.
Highlights of the 2014 scores include:

- 100% of all 3rd - 6th grade students met or exceeded standards in Reading.
- 100% of all 5th grade students met or exceeded standards in all five subject areas.
- 98% of 6th grade students exceeded standards in the area of Social Studies.

The chart below details the performance of Museum School students. The graphs compare Museum School students' exceeds scores to the exceeds scores of same-grade peers statewide.

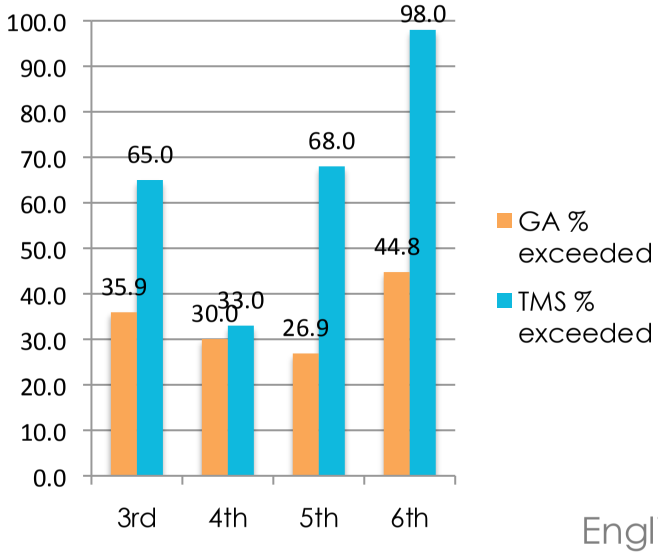
| 2014 CRCT | Reading | | | | English/ Language Arts | | | | Math | | | | Science | | | | Social Studies | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 3rd | 4th | 5th | 6th | 3rd | 4th | 5th | 6th | 3rd | 4th | 5th | 6th | 3rd | 4th | 5th | 6th | 3rd | 4th | 5th | 6th |
| **Percentage of students scoring at Level 1:** Does not meet standard | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 11 | 11 | 0 | 0 | 3 | 9 | 0 | 2 | 2 | 7 | 0 | 0 |
| **Percentage of students scoring at Level 2:** Meets standard | 32 | 14 | 5 | 13 | 43 | 32 | 23 | 38 | 25 | 14 | 5 | 36 | 28 | 26 | 14 | 52 | 33 | 60 | 32 | 2 |
| **Percentage of students scoring at Level 3:** Exceeds standard | 68 | 86 | 95 | 87 | 55 | 68 | 77 | 62 | 64 | 75 | 95 | 64 | 69 | 65 | 86 | 46 | 65 | 33 | 68 | 98 |
| **Total Percentage of students meeting or exceeding** | **100** | **100** | **100** | **100** | **98** | **100** | **100** | **100** | **89** | **89** | **100** | **100** | **97** | **91** | **100** | **98** | **98** | **93** | **100** | **100** |



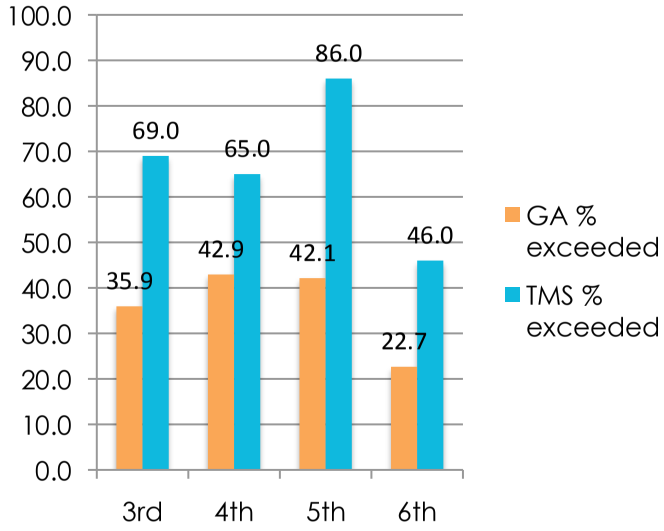



# 2014 CRCT Scores
# The Museum School of Avondale Estates

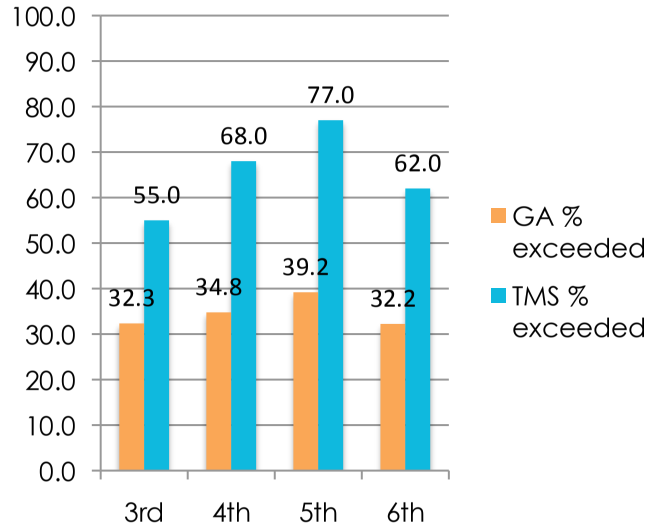
## Social Studies




## Science




## English Language Arts



**The Museum School of Avondale Estates**
**CRCT Spring 2013**
**3rd, 4th, 5th, grade**

| | Reading | | | English/ Language Arts | | | Math | | | Science | | | Social Studies | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 3rd | 4th | 5th | 3rd | 4th | 5th | 3rd | 4th | 5th | 3rd | 4th | 5th | 3rd | 4th | 5th |
| **Percentage of students scoring at Level 1**: Does not meet standard | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 |
| **Percentage of students scoring at Level 2**: Meets standard | 17 | 18 | 41 | 54 | 27 | 32 | 34 | 14 | 27 | 22 | 9 | 32 | 46 | 32 | 23 |
| **Percentage of students scoring at Level 3**: Exceeds standard | 83 | 82 | 59 | 46 | 73 | 68 | 56 | 86 | 73 | 71 | 91 | 68 | 54 | 68 | 77 |
| **Total Percentage of students meeting or exceeding** | **100** | **100** | **100** | **100** | **100** | **100** | **90** | **100** | **100** | **93** | **100** | **100** | **100** | **100** | **100** |

100% of all 4th and 5th grade students met or exceeded standards in all 5 subject areas.

Over 90% of all 3rd grade students met or exceeded standards in all 5 subject areas, including 100% in Reading, Language Arts and Social Studies.

# museums + schools



NATIONAL ASSOCIATION OF
Museum Schools

2015 INAUGURAL ANNUAL CONFERENCE | ATLANTA, GA

**The National Association of Museum Schools** is the first professional organization in the country dedicated to the museum model of education and project-based learning. Founded in 2014 through a federal grant to The Museum School of Avondale Estates in suburban Atlanta, NAMS provides a platform for teachers and administrators to share best practices and exchange ideas, challenges, advice and experiences unique to museum learning.

## Our Goal

As a permanent networking forum, NAMS aims to improve student engagement and achievement in a substantial way across Georgia and the nation by building on successful teaching tactics and increasing access to proven education strategies.

NAMS brings together innovative educators from across the country to share ideas and best practices. Its members have access to an ever-growing library of best practices, including lesson plan examples, classroom activities, expedition ideas, model partner agreements, exhibit ideas, partner survey samples, strategies for cultivating partner relationships and much more!

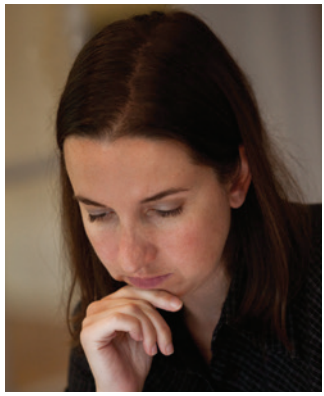


Open to educators at museum, charter, magnet and traditional schools, NAMS offers a rare opportunity to take a leadership role in building a synergistic network of museum-model educators.

Visit www.museumschools.org to join NAMS or learn more about the organization.


Our Com

# From the Executive Director



Katherine Kelbaugh

*Principal, The Museum School of Avondale Estates*

*Executive Director, National Association of Museum Schools*

Driven by exploration and discovery, museum learning lets inquisitive young minds follow where curiosity leads. As museum-model educators, we know the effectiveness of hands-on learning. We know our students understand the connection between classroom lessons and the world around them. We've seen first-hand the look in a child's eyes when a learning adventure lights the imagination.

**Sharing the museum model and building on its successes is the driving force behind the National Association of Museum Schools.** Regardless of a school's design, every classroom can benefit from hands-on techniques, and every child can find excitement in learning. It's no surprise, then, that the number of museum-model schools has grown to more than 40 across the country, with many more charter, magnet and traditional schools looking to add interactive educational options.

NAMS presents a unique opportunity to build on the strengths of individual schools and to create a nationwide network of educators dedicated to cultivating curiosity. As teachers, curriculum directors and administrators, you have the success stories that can benefit students beyond your own classrooms. As a national organization, NAMS offers a platform for sharing those stories and gaining access to the best practices and great ideas of fellow educators.

As we wrap up our inaugural conference, we invite you to join us at the closing session to set out the next steps for NAMS. We are looking for passionate leaders to take an active role in shaping the organization's mission and goals as we begin this new chapter in cooperative museum education.

We are comparing notes and starting conversations. We are sharing resources and tackling challenges. We are building bridges to better connect teachers with administrators, museum-model schools with traditional ones, and students with a world of discovery. We are just getting started, and the possibilities are endless!

Sincerely,

Katherine Kelbaugh
Executive Director

# About The Museum School of Avondale Estates

## BY THE NUMBERS

**2010**

Opened in **2010** to 135 students in grades K-3



**EXPANDED A GRADE LEVEL EACH YEAR, FINALLY ADDING EIGHTH GRADE IN THE UPCOMING 2015-2016 YEAR**

**446**

Served **446** students in the 2014-2015 academic year










Built with a grassroots effort by local parents, **The Museum School of Avondale Estates** aims to provide an innovative public school experience for children in grades K-8. The first of its kind in Georgia, the school is preparing for its sixth year and already has earned a reputation for academic achievement.

The Museum School was founded on research about how children learn best – through personal exploration and hands-on experience – and we are dedicated to that model. On dozens of annual field trips, our Explorers dig through dirt, follow the stars, hear storytellers, spelunk through caves, examine insect-eating plants, touch scaly, slimy critters, experiment with force and motion, turn over rocks and fossils, draw maps and soak up history! Quarterly Exhibit Nights allow students to become teachers and performers, showcasing their new knowledge and connecting them to what they have learned.

## HONORS

**The Elementary Program of Excellence award** from the Georgia Council for the Social Studies

**The Education Award** from the Georgia Association of Museums and Galleries

The **Single Statewide Accountability System bronze award** from the Georgia Governor's Office of Student Achievement



## A SNAPSHOT

- An annual ranking from the Georgia Department of Education lists The Museum School among the top seven percent of schools in the state.
- Standardized tests show our students consistently outperforming their peers at the county, state and national levels.
- In January 2015, the External Review Team from AdvancEd recommended that The Museum School receive full accreditation status.
- Our school serves as a model for pre-service teachers and student teachers for five Georgia colleges and universities.
- In the past two years, The Museum School's innovative *Museum in a Box* program has sent museum-quality travel trunks to nearly 10,000 students in Georgia!
- The National Association of Museum Schools is the vision of our principal, Katherine Kelbaugh.

## EDUCATION PARTNERS

Atlanta Botanical Garden

Atlanta History Center

Alliance Theatre Institute for Educators and Teaching Artists

ArtsNOW

Fernbank Museum of Natural History

Fox Theatre

Georgia Aquarium

High Museum of Art

Michael C. Carlos Museum at Emory University

Zoo Atlanta

www.themuseumschool.org

# Genesee Community Charter School

## ABOUT

Rochester, New York
Opened in **2001**
Grades **K-6**
Student population in 2014-2015: **215**
www.gccschool.org

## EDUCATION PARTNER

Rochester Museum & Science Center



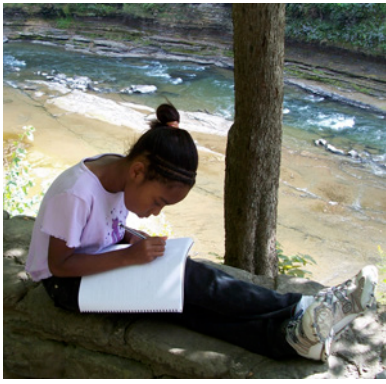
With an Outward Bound approach, **Genesee** is an Expeditionary Learning school, taking students on frequent field-study trips, where they research, observe, examine, interview, sketch and photograph. Each ambitious, 12-week learning unit culminates in a community-oriented, high-quality, student-made product that teaches children how to showcase knowledge and serve an external audience. A couple of the many memorable examples include a report to local government outlining the benefits of a youth skate park and a "recipe" book detailing the history of Rochester's settlement.

Though Genesee has just one official education partner, it sends its students on numerous field-study assignments to some pretty amazing destinations, including: Letchworth State Park in New York, San Antonio Riverwalk, Ottawa Rideau Canal, Ellis Island, Independence Park in Philadelphia, Baycreek Paddling near Rochester and Oklahoma City Bricktown Canal.

## A SNAPSHOT

- A 2014 National Blue Ribbon School
- A 2014 Partnership for 21st Century Skills Exemplar School
- As a credentialed Expeditionary Learning Mentor School, Genesee hosts professional development seminars for educators from across the nation.





## ON ASSIGNMENT

Every two years, fourth and fifth graders studying geology and the formation of the Genesee River take a four-day trip, from the river's source to its mouth. Sleeping in state park cabins and traveling by bus, they make stops along the way to learn about land formations, tributaries and rock formations.

# Normal Park Museum Magnet

## ABOUT

Chattanooga, Tenn.
Established in **2002**
Grades **K-8**
Student population in 2014-2015: **850**
www.normalpark.com

## EDUCATION PARTNERS

Creative Discovery Museum

Hunter Museum of American Art

Chattanooga History Center

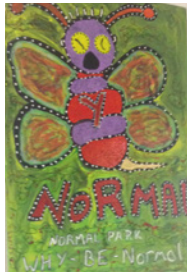
Tennessee Aquarium

Chattanooga Zoo

Bessie Smith Cultural Center

Reflection Riding Arboretum & Nature Center






**Normal Park** creates quarterly lesson modules that give students a clear goal and purpose for their learning. Students gain real-world experience with curriculum by visiting area museums and other community resources and then record their learning in personalized travel journals. They use interactive notebooks in science, math and writing to express their understanding in meaningful ways, reflecting on their lessons and receiving teacher input.

## A SNAPSHOT

- #1 magnet school in the nation, designated by Magnet Schools of America (2005 Ronald P. Simpson award)
- National Principal of the Year (2012) award from Magnet Schools of America
- For eight years running (2005-2012), the school received the Magnet School of Excellence award from Magnet Schools of America.
- 1st Place in East Tennessee for Highest Value Added Scores, from the Educational Resource Foundation (2012)
- Featured as a "School that works" on the Edutopia website (2014)
- National Council of PTA's Hearst Award for outstanding parent involvement (2009)
- J.F. Kennedy School of Distinction in Arts Education (2008)
- Creative Ticket Award from the Tennessee Arts Commission (2006)
- Featured in:
  - A U.S. Department of Education document, *Creating and Sustaining Successful Magnet School Programs* (2008)
  - A three-part Edutopia video series (2014)
  - The U.S. Department of Education's "Doing What Works" website
  - John Barell's book *Why Are School Buses Always Yellow*
  - Claudia Cornett's *Creating Meaning through Literature and the Arts*
  - Ellen Galinsky's *Mind in the Making*



## ON ASSIGNMENT

One of the coolest traditions at Normal Park Museum Magnet School is the annual Cardboard- and- Duct-Tape Regatta! Each spring, seventh graders studying mass, density, volume, measurement and ratios tackle the What Floats Your Boat assignment, building boats large enough for several students and racing them at Chickamauga Lake. Students employ mathematics skills and incorporate social studies lessons, naming race teams after famous explorers.

# Ortega Elementary

## ABOUT

Jacksonville, Fla.
A museum magnet school since **2010**
Grades **K-5**
Student population in 2014-2015: **396**
www.duvalschools.org/ortega

## EDUCATION PARTNERS

Museum of Contemporary Art – Jacksonville

Cummer Museum of Art and Gardens

Jacksonville Historical Society

St. Augustine Lighthouse and Museum

The Karpeles Manuscript Library Museums

Museum of Science and History

Ritz Theater and Museum

Museum of Arts and Sciences – Daytona

University of North Florida

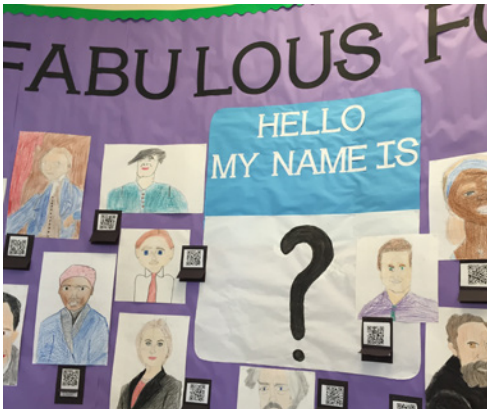


**Ortega**'s Museum Studies theme asks its students to think like curators. As a framework for learning, the school teams up with museums and the University of North Florida to teach children how museums and galleries operate and how displays are created. Learning expeditions enlighten and open up to children a world of discovery they otherwise might not experience. Going through the process of creating exhibit pieces and performances, students delve deep into subject matter and, just like real museum curators, become experts themselves.

## A SNAPSHOT

- Five Star Award
- Golden School Award
- One of six schools to receive the Duval County Magnet School Award for meeting magnet goals






## ON ASSIGNMENT

Ortega fifth graders undertake a watery adventure on a special learning expedition to the Marine Science Center. While there, they participate in hands-on activities involving a tour of the beach and interaction with marine animals within the science center's classroom.

# NAMS Conference Schedule

| Start | End | | | | | |
|---|---|---|---|---|---|---|
| *Sunday, June 21 Georgia Tech Hotel and Conference Center Club Room* | | | | | | |
| 5:00 | 7:00 | **Welcome Reception and Early Registration**<br>*GT Hotel and Conference Center Lobby and Club Room* | | | | |
| *Monday, June 22 Georgia Tech Hotel and Conference Center* | | | | | | |
| 7:00 | 4:00 | **Registration**<br>*2nd Floor* | | | | |
| 7:00 | 8:00 | **Breakfast**<br>*2nd Floor* | | | | |
| 8:00 | 8:45 | **Opening Session**<br>**Keynote – Carmen Agra Deedy**<br>**Welcome – Georgia Tech President Dr. Bud Peterson**<br>*Salons I-III* | | | | |
| 8:45 | 9:00 | **Break** | | | | |
| 9:00 | 10:15 | **American Museum Schools: A brief history and perspective**<br>*Kaleen Povis*<br>*Conference C*<br>*Crescent* | **Beyond the Field Trip: Building Strong Partnerships with Museums**<br>Katherine Kelbaugh<br>*Conference 2*<br>Crescent | **A Tale of Two Museum Schools**<br>Becky Verner<br>*Conference 4*<br>Banquet | **Jumpstart Experience-Based Learning with Reading and Writing**<br>*Lillian Galicia*<br>*Ashley Beebe*<br>*Katherine Morgan*<br>Conference E<br>*Banquet Rounds* | **Qualities of Leadership: An Instructional Unit**<br>Ann Scott Hanks<br>Conference D<br>Banquet Rounds |
| 10:15 | 10:30 | **Break** | | | | |
| 10:30 | 11:45 | **Defining the Museum School Model**<br>*Jessica Gale*<br>*Chris Cappelli*<br>*Conference C*<br>*Crescent* | **All the World's a Stage: Reader's Theatre in SS and Science**<br>Sherry Morton<br>*Conference 2*<br>Crescent | **Travel Through Student Made Journals**<br>Emily Gardner<br>Katie Stenberg<br>*Conference 4*<br>Banquet | **Road Map to Expeditions**<br>Wesleigh Reaves<br>Yolanda Silveri<br>Conference E<br>Banquet Rounds | **The Workshop Model: Beyond the Basics**<br>Jen Pomfret<br>Mike Stewart<br>Conference D<br>Banquet Rounds |
| 11:45 | 1:00 | **Lunch**<br>*Exhibitor Hall* | | | | |
| 1:00 | 1:15 | **Break** | | | | |
| 1:15 | 2:30 | **Show Me the Money: Grant Writing Basics**<br>Amy Crownover<br>Conference C<br>Crescent | **Behind the Scenes: Lessons Learned by Museum School Principals**<br>Katherine Kelbaugh<br>*Conference 2*<br>Crescent | **Museum Unit Planning for Middle School: Connected, Relevant, Engaging**<br>*Caitlin Niles*<br>*Conference 4*<br>*Banquet* | **Planning for Authentic Learning**<br>Grant Knowles<br>Jennifer Ziegler<br>Conference E<br>Banquet Rounds | **Discover. Explore. Question.**<br>Jenny Di Meo<br>Amy Rodriguez<br>Conference D<br>Banquet Rounds |
| 2:30 | 2:45 | **Break** | | | | |
| 2:45 | 4:00 | **Community and Museums: Working Together to Create Final Student Products**<br>*Lisa O'Malley*<br>*Jenny Elahi*<br>*Becky Mason*<br>*Conference C*<br>*Crescent* | **Design Thinking and Museum Schools**<br>Christopher Hanks<br>*Conference 2*<br>Crescent | **Exhibiting Quality Student Understanding**<br>*Carrie Willmore*<br>*Stephanie Higgs*<br>*Conference 4*<br>*Banquet* | **Museum 101**<br>Stephanie Brannan<br>Conference E<br>*Banquet Rounds* | |
| 4:15 | 4:45 | **Building NAMS Think Tanks** | | | | |

OPENING SESSION SPEAKER

# Carmen Deedy



**Celebrated author and storyteller Carmen Agra Deedy has been writing children's stories for more than two decades.** A native of Cuba, Deedy began writing as a young mother and published an award-winning series of National Public Radio commentaries called Growing up Cuban in Decatur, Georgia. Her highly decorated children's books have won roughly 100 awards and widespread acclaim across North America and internationally, earning her recognition as one of the best modern authors of children's literature.

*The Library Dragon*, one of Deedy's best-known books, sold nearly half a million copies and in 2003 was Georgia's choice to represent the state at the Library of Congress's National Book Festival. Some of her other most notable books include *The Cheshire Cheese Cat*, *The Yellow Star* and *Martha the Beautiful Cockroach*. Deedy's other English-language books include *The Secret of Old Zeb*, *Agatha's Feather Bed*, *The Last Dance*, *14 Cows for America* and *TreeMan*.

## AWARDS

Her books have received scores of state-level, national and international awards, including the:

2001 Jane Addams Peace Association Book Award (Honor), presented at the United Nations by Mrs. Kofi Annan

Christopher Award

Parents' Choice Gold Awards / Parents' Choice Foundation

Bologna Ragazzi Award (for best international children's book)

WOW Award from the National Literary Association of England

Pura Belpre Honor Award

NCSS/CBC Notable Social Studies Book Award

Best Children's Books of the Year from the Bank Street College of Education

International Latino Book Award

Irma Simonton and James H. Black Award (Honor)

E.B. White Award (Nominee)

ALA Odyssey Audio Award

# Sessions >

## FIRST BREAKOUT SESSIONS 9:00 – 10:15 a.m.

### American Museum Schools: Brief History and Perspective

*Kaleen Tison Povis*
CONFERENCE C

From its origins to its implementation at different types of schools, learn how the museum model is taking hold across the nation.

### Beyond the Field Trip: Building Strong Partnerships with Museums

*Katherine Kelbaugh*
Principal, The Museum School of Avondale Estates, Decatur, Ga.
CONFERENCE 2

How do you move beyond simple field trips to learning expeditions? In a panel discussion facilitated by Principal Katherine Kelbaugh, some of The Museum School's partners, including the High Museum of Art and the Michael C. Carlos Museum at Emory University, will talk about their educational programs and school partnerships, including innovative programming and learning expeditions, as well as how to build solid school-museum partnerships.

### A Tale of Two Museum Schools

*Becky Verner*
Instructional Designer, MNPS Museum Magnet Schools, Nashville
CONFERENCE 4

Follow Robert Churchwell Elementary and John Early Middle, two museum magnet schools in Nashville, Tenn., on their journey to implement the museum theme. The session will address what makes the magnet program unique as outlined in the federal Magnet School Assistance Program grant awarded in 2010 to

Metro Nashville Schools. Find out how these two schools, with more than 30 museum partners, learning expeditions, project-based learning partnerships, and museum spaces in both buildings, have forged their museum identities and implemented museum strategies in the classroom and in the community.

### Jumpstart Experience-Based Learning with Reading and Writing

*Lillian Galicia, Ashley Beebe and Katherine Morgan*
Second Grade Teachers, The Museum School of Avondale Estates, Decatur, Ga.
CONFERENCE E

Get the scoop on experience-based learning in the classroom from teachers who have been there! Find out how teachers can act as facilitators instead of lecturers, guiding students to find their own solutions to curriculum-related problems. Take part in an interactive exploration of some high-level first steps you can use in your classroom and team next year. You'll leave the session inspired and equipped with concrete tools to get you on your way!

### Qualities of Leadership: An Instructional Unit

*Ann Scott Harris*
Gifted Teacher, Ocee Elementary School, Fulton County, Ga.
CONFERENCE D

The session will travel across an 11-day unit for grades 4 and 5, examining positive leadership in politics, science, social justice, the arts, sports and business. Attendees will walk away with a teacher-created and proven template for building a rich unit plan using best practices aligned to core academic areas and state standards. Learn how to incorporate technology, formative assessments, problem-based learning and engaging activities for students.

## SECOND BREAKOUT SESSIONS 10:30 – 11:45 a.m.

### Defining the Museum School Model

*Jessica Gale, PhD.*
Research Scientist II
Georgia Institute of Technology
Center for Education Integrating Science, Mathematics, and Computing
CONFERENCE C

Explore the challenges of defining the museum school model. Following a brief overview of previous research attempting to define the model, the session will describe recent efforts by the CEISMC Evaluation Group, in collaboration with NAMS, to explore critical elements of the model within a nationwide sample of museum schools.

### All the World's a Stage: Readers Theater in Social Studies and Science

*Sherry Morton*
Educator, Hess Academy, Decatur, Ga.
CONFERENCE 2

With little or no narrative, informational texts that accompany science and social studies lessons pose a challenge to many elementary students, causing some to develop vocabulary and conceptual deficits in those subject areas. By transforming reading into a spoken performance with gestures, Readers Theater increases fluency, builds vocabulary and increases concept knowledge as well as boosts student confidence and motivation. Learn about examples of and resources for using Readers Theater to teach science and social studies.

## Travel Through Student Made Journals

*Emily Gardner*
Gifted Teacher, The Museum School of Avondale Estates, Decatur, Ga.

*Katie Stenberg*
Kindergarten Teacher, The Museum School of Avondale Estates, Decatur, Ga.
CONFERENCE 4

How can you help your students record their new knowledge? Through travel journals! Learn the basics on creating this wonderful learning resource. Presenters will share examples and discuss ideas for personalizing journals. There will be time for reflection and planning. Walk away with ideas about how to make this amazing tool work in your classroom!

## Road Map to Expeditions

*Wesleigh Reaves*
Museum Liaison, The Museum School of Avondale Estates, Decatur, Ga.

*Yolanda Silveri*
First Grade Teacher, The Museum School of Avondale Estates, Decatur, Ga.
CONFERENCE E

Go far beyond the field trip and take your learning excursions to the next level as you begin the wonderful journey of expeditionary learning. Take home a road map for successful expeditions, beginning with planning tips. Understand the roles of key players and equip yourself with helpful resources to use on expedition days as well as tips and tricks to overcome roadblocks.

## SECOND BREAKOUT SESSIONS 10:30 – 11:45 a.m. cont'd

### The Workshop Model: Beyond the Basics

*Jen Pomfret*
Teacher, The Museum School of Avondale Estates, Decatur, Ga.

Mike Stewart
Assistant Principal, The Museum School of Avondale Estates, Decatur, Ga.
CONFERENCE D

Just like athletes on the field who do the majority of their work during practice, students do most of their work in class. Learn how to use the Workshop Model every day, all year long, to help students develop thinking and other skills. Though originally developed for reading and writing, the Workshop Model is a highly effective teaching strategy for any content area and every grade level.

## THIRD BREAKOUT SESSIONS 1:15 – 2:30 p.m.

### Show Me the Money: Grant Writing Basics

*Amy Crownover*
Marketing and Communications Director, New American Pathways, Atlanta
CONFERENCE C

Do you have all the money you need to run your school effectively? Or, do you depend solely on QBE funding and supplemental PTO funds? Education is the top funding priority of many foundations. Learn from the best! An Atlanta-based grant-writing pro will show you how to research potential funders and write effective grants to help support your school with program, capital and unrestricted funding.

### Behind the Scenes: Lessons Learned by Museum School Principals

*Katherine Kelbaugh*
Principal, The Museum School of Avondale Estates, Decatur, Ga.
CONFERENCE 2

Gain invaluable insight and suggestions as museum-school principals from Michigan, Florida, Tennessee and Georgia discuss mission and philosophy, museum-model features, special challenges – and opportunities- facing museum schools and what it takes to get one off the ground and lead it to success.

### Museum Unit Planning for Middle School: Connected, Relevant, Engaging

*Caitlin Niles*
Museum Theme Coach, Fred D. Wish Museum School / Hartford Public Schools, Conn.
CONFERENCE 4

Designing museum units specifically for middle school students and teachers is a challenge, and this session prepares attendees to tackle it. Participants will get a chance to look closely at a planned unit as well as plan a unit of their own. They'll discuss

best practices in unit planning, cultivating partner relationships and project-based learning ideas specifically for middle school students. Participants are encouraged to bring ideas for a museum unit relevant to their own students, hometowns or current events.

### Planning for Authentic Learning

*Grant Knowles* and *Jennifer Ziegler*
Teachers, Normal Park Museum Magnet School, Chattanooga, Tenn.
CONFERENCE E

Find out how to use backwards design to build project-based learning lessons and inspire authentic learning. The model can be used for individual lessons or entire curricular units. We will identify areas for student action and build a lesson to meet specific understandings and skills. Bring standards and planning materials so we can create new lessons!

### Discover. Explore. Question.

*Jenny Di Meo*
Intervention Teacher, The Museum School of Avondale Estates, Decatur, Ga.

*Amy Rodriguez*
Teacher, The Museum School of Avondale Estates, Decatur, Ga.
CONFERENCE D

**Discover:** Take a walk behind the scenes of exhibit night planning. Discover what it takes to have a successful exhibit night!
**Explore:** Explore a LIVE exhibit night. Come watch docents from The Museum School in Avondale Estates as they guide you through real student exhibits.
**Question:** Bring your exhibit planning questions to a panel of museum school teachers.

## FOURTH BREAKOUT SESSIONS 2:45– 4:00 p.m.

### Community and Museums: Working Together to Create Final Student Products

*Lisa O'Malley*
Curriculum Specialist
Genesee Community Charter School, Rochester, N.Y.
CONFERENCE C

Inspire your students to produce high-quality final products. Session participants will engage in a protocol to examine products created by students from kindergarten through sixth grade. Learn how an integrated approach using social studies or science content as a lens leads to an authentic need for high-quality work. Examine the use of the community as a resource for research, and learn how to progress towards ELS Common Core Standards. The session will focus on how to effectively use museum exhibits, staff and other experts and community venues for purposeful work that leads to a final product.

### Design Thinking and Museum Schools

*Christopher Hanks*
Principal, Public Museum School, Grand Rapids Public Schools, Mich.
CONFERENCE 2

Find out how the design-thinking process has been articulated in the context of an emerging museum-school curriculum. Opening this fall, the Grand Rapids Public Museum School rests on core principles of design thinking, place-based learning and the curatorial process. Learn about the synergistic possibilities of design thinking and museum artifacts by taking part in a curriculum development exercise.

## FOURTH BREAKOUT SESSIONS 2:45– 4:00 p.m. cont'd

### Exhibiting Quality Student Understanding

*Carrie Willmore*
Teacher, Normal Park Museum Magnet School,
Chattanooga, Tenn.

*Stephanie Higgs*
Teacher, Normal Park Museum Magnet School,
Chattanooga, Tenn.
CONFERENCE 4

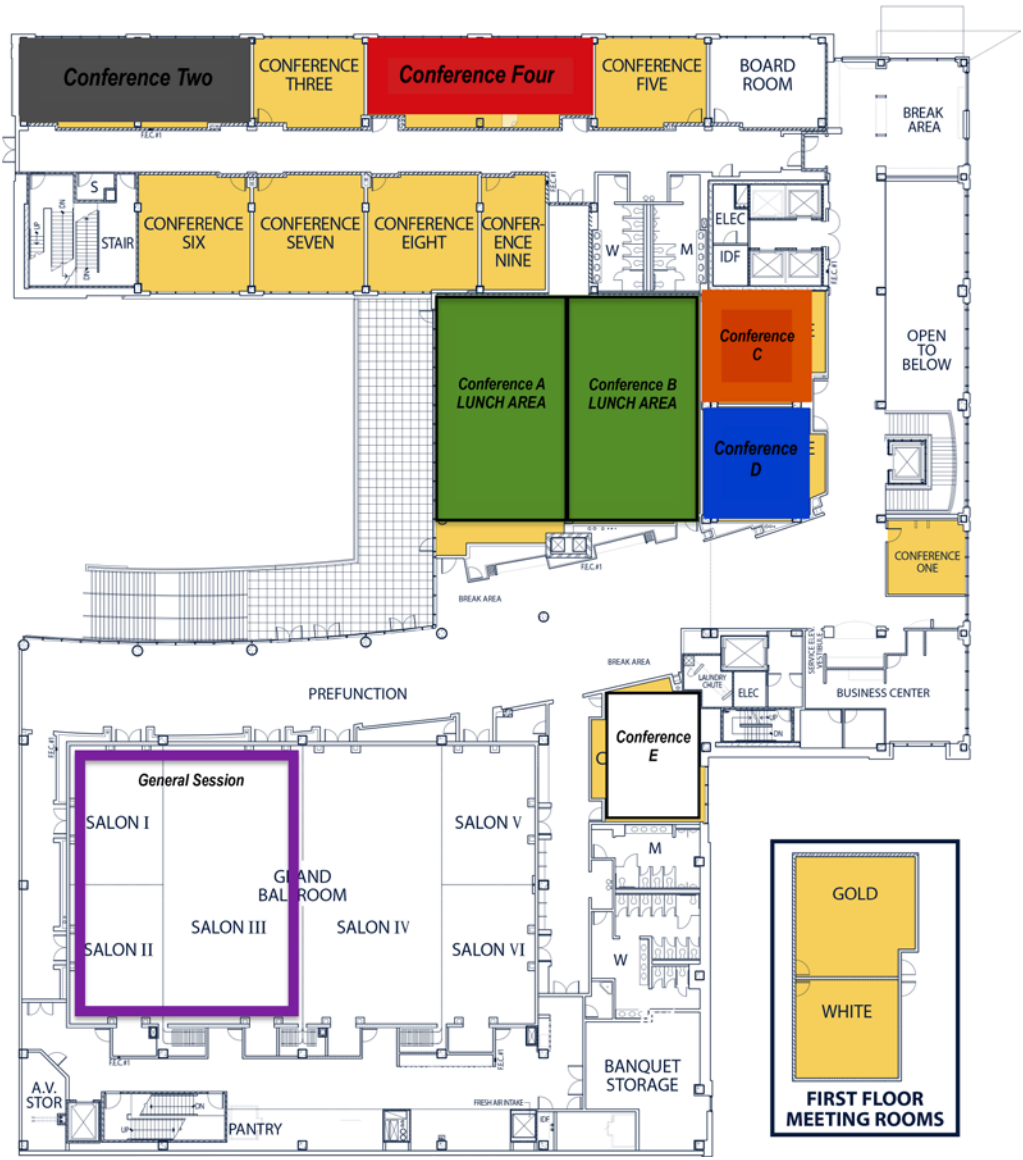
Exhibiting student understanding is a fundamental aspect of a museum school. Learn how to write labels to display student understanding as well as how to create common expectations among all stakeholders of what it means to exhibit student work. Hear about the need for quality rubrics and checklists for each exhibit piece and the importance of exhibit uniformity. Examine student-made textbooks (travel journals) and brainstorm ways to create the physical space needed to display student work. Bring examples of rubrics, travel journals, labels and pictures you would like to share or revise with the group.

### Museum 101

*Stephanie Brannan*
Principal, Ortega Museum Magnet Elementary, Jacksonville, Fla.
CONFERENCE E

Learn how to build a strong museum learning program, from laying a solid foundation to creating continuity of museum content. Attendees will find out who to include for a successful museum team, when to introduce students to museum concepts and how to determine where such a program fits into their schools.

# SECOND FLOOR MEETING ROOMS



## NOTES



## NOTES

## NOTES



# NETWORKING

NETWORKING

NATIONAL ASSOCIATION OF
Museum Schools

923 Forrest Blvd
Decatur, GA 30030
404.289.0320

**museumschools.org**

**Founded in 2014 with 45 Museum Schools in the United States**

**25** Topics/**51** Trunks

# 8 Counties

# 106 Rentals

**62** Borrowing Teachers

# 33 Schools

# 4844+ Students

# 2015/2016

Museum in a Box

# Charter School Governance Decision-Making Matrix

| School Name (District): | NGB Authority | Actual NGB Authority and *How* and *When NGB* Authority will be Implemented | School Mgmt Authority | *Actual Mgmt Authority and How* and *When* Mgmt Authority will be Implemented |
|---|---|---|---|---|
| **Personnel Decisions** | Examples include: select the principal or school leader, evaluate the school leader (LKES), and have control over ALL hiring decisions, transfers, promotions, demotions, lateral moves, and termination of all faculty and staff | When the principal position is open, NGB works in conjunction with Personnel Committee to select replacement. This includes consulting on key needs of school centering around mission and core values. NGB annually evaluate the principal utilizing assessment measures including LKES process with input and assistance from Personnel Committee. With extensive consultation with school principal and Personnel Committee, NGB ultimately controls all hiring decisions: promotions, raises, demotions, lateral moves based on school needs, and termination of all faculty and staff when deemed necessary based on regular assessments, including utilization of TKES. NGB review of personnel via Personnel Committee occur semi-annually. Hiring and personnel decisions take place may also occur when warranted by enrollment shifts | Examples include: Input on principal and faculty goals, feedback on principal and faculty performance, evaluation of teachers (TKES), type and qualifications of all positions, requirements for substitutes, attributes and qualifications for school administrative positions | The School Management Authority (the Principal) creates the staff roster annually and posts vacancies using position-specific job postings and descriptions. The Principal conducts interviews and makes hiring recommendations to the Board level Personnel Committee. The Chair of the Personnel Committee presents the candidates to the full board. The Principal evaluates all certified staff through the TKES. All other staff members are evaluated using position-specific evaluations. The Principal assists staff members in creating annual individual professional goals. The Principal creates a substitute pool and makes decisions regarding the use of the substitutes. |
| **Financial Decisions and Resource Allocation** | Examples include: Establish compensation model including salary schedules, bonus or performance based increases, etc. ., set budget priorities that are aligned with school improvement plan, final school budget approval, establish financial policies and standard operating procedures | The NGB of The Museum School, in consultation with peer schools, including DeKalb Public Schools and other metro Atlanta schools has developed a compensation model including salary schedules, as well as bonus or performance based increases. These are evaluated annually and may also be adjusted when necessary to remain competitive locally, if other systems make adjustments that warrant review and alteration. NGB reviews budget monthly in order to determine allocations, appropriations, and needs aligned with school improvement plan, and student achievement goals. Through monthly budget review, the NGB manages and oversees final school budget approval, establishes financial policies and standard operating procedures that bolster both mission and core values. | Examples include: input into the recommendations for the school budget, including number and type of personnel, curriculum costs, supply costs, equipment costs and maintenance and operations costs | The Principal and school's Business Manager work with the Treasurer and board-level Finance Committee annually to create a draft budget. The first draft is developed by the Principal and Business Manager and includes the exact number, type and salary of all staff members, plus all relevant supply, equipment, maintenance and operations costs. The first draft also reflect instructional and curriculum expenses. The draft is presented to the Finance Committee. Following discussions and revisions, the Treasurer presents the budget to the boar for discussion and review. After any applicable edits, the board approves the budget, holding the Principal accountable for following, monitoring, and appropriately reporting on the budget. |
| **Curriculum and Instruction** | Examples include: final selection of instructional delivery model, final selection of curriculum, including any changes in curriculum as needed to improve student achievement, establish additional graduation requirements | After extensive review, consultation, and assessment of best practices surrounding The Museum School model, NGB approves final selection of instructional delivery model, curriculum tools, enhancements. When changes are proposed by Academic Excellence or Personnel Committee, due to best practices assessment necessary to augment student achievement and innovation, NGB approves. | Examples include: recommend curriculum and accompanying materials consistent with school's "Essential and Innovative Features" in charter contract, determine whether certification will be required, plan professional development for staff, recommend additional graduation requirements | The Principal recommends and implements curriculum materials and resources aligned with the school's charter and innovative features. The board-level Academic Excellence Committee receives quarterly updates on academic achievements. The Principal implements the school's requirement for certified teachers. The Principal works with school leadership to plan and execute relevant, meaningful, and valuable professional development opportunities for |
| **Establishing and monitoring the achievement of school improvement goals** | Examples include: approve school improvement plan and provide oversight of its implementation, hold principal accountable for implementation and timeline, evaluate success and make revisions as needed | NGB reviews and approves plan developed by Principal to optimize student success in the context of the Museum School model from a pedagogical perspective. NGB reviews MAP testing results once available and consults Personnel and Academic Excellence Committee to insure measures are in place to make necessary adjustments where and when necessary. NGB oversees progress in facilitating core values, charter innovations, and achievement of school mission. Assigns corrective action where necessary. | Examples include: recommend school improvement plan, hold faculty and staff accountable for implementation and timeline, evaluate success and recommend revisions as needed | The Principal works with school leadership and staff members to develop a school improvement plan, to be presented to the Academic Excellence Committee and approved by the board. The Principal is responsible for executing all elements of the plan, including action items, progress monitoring and data reporting. The Principal works with school leadership and staff to evaluate the plan's effectiveness and make revision and edits as needed. |

| | | | | |
|---|---|---|---|---|
| **School Operations** | Examples include: input into school operations that are consistent with school improvement and charter goals, including establishing human resources policies, procedures and handbooks, establish work schedule and school calendar | TMS NGB reviews, assesses, and provides input into school operations that are consistent with school improvement and charter goals on a regular basis. Annually reviews and approves school calendar, and approves school events and programs with advice and recommendation of school principal. NGB facilitates necessary revisions and alterations to human resource policies, procedures and handbooks, in situations where enhancement of school mission or student achievement may be improved. In conjunction primarily with school principal and Personnel Committee, NGB approves work schedule/contracts for employees on an annual basis. | Examples include: recommend professional development vendors and resources, manage day to day human resources recommend school calendar, recommend co-curricular and extracurricular activities | The Principal manages day to day human resources, providing the board-level Personnel Committee monthly updates. The Principal creates the school calendar draft annually, ensuring compliance with SBOE rules. The calendar is presented to the board annually. The Principal and school staff create programming options for students, including co-curricular and extracurricular activities. |

the museum school
OF AVONDALE ESTATES

# Board of Directors Training Program
# 2015-2016

**Existing Board Members** – (Existing means in place prior to June 30, 2015)
Existing members must have a total of 9 hours of training during the 2015-2016 school year.

The 9 hours must include a minimum of 3 hours of whole board governance team training (face-to-face) on best practices in charter school governance. The board chair also has a specific requirement (though the duration of chair-specific training is not specified) to receive training related to leadership duties.

Remaining hours will be based on identified needs, which should be determined using the SBOE Standards for Effective Governance of Georgia Nonprofit Charter School Governing Boards.

| Member Name | # of hours required for 2015-2016 | 3 hours FTF whole board (minimum) | Describe below how the remaining 6 hours will be completed for each board member. * |
|---|---|---|---|
| 1. Andy Huff (Chair) | 9 | 3 | Completed |
| 2. Carla Smith(Vice -Chair) | 9 | 3 | Completed |
| 3. Veny Aleksandrov | 9 | 3 | Completed |
| 4. Josh Horne(Secretary) | 9 | 3 | Completed |
| 5. Josh Andrews | 9 | 3 | Completed |
| 6. Rick Clark | 9 | 3 | Completed |
| 7. Bill Elek | 9 | 3 | Completed |
| 8. Katherine Kelbaugh | 9 | 3 | Completed |
| 9. Matt Knoop | 9 | 3 | Completed |
| 10. Bert Thornton | 9 | 3 | Completed |
| 11. Mark Joyner | 9 | 3 | Completed |
| 12. Jesse Lincoln | 9 | 3 | Completed |

**New Members** – (New members are those seated on July 1, 2015 or anytime thereafter during the 2015-2016 school year).
New members must have a total of 15 hours of training during their first year of service.

The 15 hours must include a minimum of 3 hours of whole board governance team training (face-to-face) on best practices in charter school governance, 3 hours of charter finance & budgeting.

Remaining hours will be based on identified needs, which should be determined using the SBOE Standards for Effective Governance of Georgia Nonprofit Charter School Governing Boards.

| Member Name | # of hours required for 2015-2016 | 3 hours FTF whole board (min) | 3 hours charter finance & budgeting | Please describe below how the remaining 9 hours will be completed for each board member. |
|---|---|---|---|---|
| 13. Andrea Avery (new Feb 2016) | 15 | 3 | 3 | 6 additional hours FTF retreat(s)<br>3 additional hours, web based learning or GCSA Annual Conference |
| 14. Matt Spaulding (new Feb 2016) | 15 | 3 | 3 | 6 additional hours FTF retreat(s)<br>3 additional hours, web based learning or GCSA Annual Conference |
| 15. Katie Cota (Treasurer – New May 2016) | 15 | 3 | 3 | 6 additional hours FTF retreat(s)<br>3 additional hours, web based learning or GCSA Annual Conference |
| 16. Danielle Royden (New May 2016) | 15 | 3 | 3 | 6 additional hours FTF retreat(s)<br>3 additional hours, web based learning or GCSA Annual Conference |

**If a board member misses one of the additional FTF trainings, they are responsible for making up those hours via other offered conferences or web-based learning opportunities.

CARL VINSON INSTITUTE OF GOVERNMENT
The University of Georgia

November 9, 2015

Ms. Carla Smith, Vice Chair
The Museum School
923 Forrest Blvd
Decatur, Georgia 30030

Dear Carla:

This letter is to verify that eleven (11) members of the Museum School Board of Directors have completed a session on Board Governance Standards. The six hour training was conducted on November 8, 2015.

Individuals completing the above training were:

Josh Andrews
Rick Clark
Bill Elek
Josh Horne
Andrew Huff
Patti Ghezzi
Mark Joyner
Katherine Kelbaugh
Jesse Lincoln
Carla Smith
Lyda Steadman

Thank you for the opportunity to serve your board members through this training opportunity. I look forward to joining the group again in Spring 2016.

Sincerely,

Russell W. Cook

Russell W. Cook, Ed. D.
Public Service Assistant

CARL VINSON INSTITUTE OF GOVERNMENT
The University of Georgia

March 7, 2016

Ms. Carla Smith, Vice Chair
The Museum School
923 Forrest Blvd
Decatur, Georgia 30030

Dear Carla:

This letter is to verify that eleven (11) members of the Museum School Board of Directors have completed a session on Board Governance Standards. The six hour training was conducted on March 6, 2016.

Individuals completing the above training were:

Veny Aleksandrov
Andrea Avery
Rick Clark
Andrew Huff
Mark Joyner
Katherine Kelbaugh
Matthew Knoop
Jesse Lincoln
Matthew Spaulding
Carla Smith
Bert Thornton

Thank you for the opportunity to serve your board members through this training opportunity. I look forward to scheduling a session in June for board members who need to complete training for this fiscal year.

Sincerely,

Russell W. Cook

Russell W. Cook, Ed. D.
Public Service Assistant

CARL VINSON INSTITUTE OF GOVERNMENT
The University of Georgia

June 21, 2016

Ms. Carla Smith, Vice Chair
The Museum School
923 Forrest Blvd
Decatur, Georgia 30030

Dear Carla:

This letter is to verify that seven (7) members of the Museum School Board of Directors have completed a session on Charter School Finance and Budgeting. The three hour training was conducted on June 13, 2016.

Individuals completing the above training were:

Veny Aleksandrov
Josh Andrews
Katherine Cota
William Elek
Andrew Huff
Matthew Knoop
Danielle Royden

Additionally, Mr. Bert Thornton received individualized instruction on the topic of Charter School Finance and Budgeting by Vinson Institute Finance Team Member, Dave Lakly on June 20, 2016.

Thank you for the opportunity to serve your board members through this training opportunity. I look forward to receiving an invitation to work with your group in the coming academic year.

Sincerely,

Russell W. Cook

Russell W. Cook, Ed. D.
Public Service Assistant

**GRIEVANCE POLICY AND PROCESS**

It is the intention that most conflicts will be resolved via an informal process. In the event that parents, students, teachers, or employees are not satisfied with the resolution, we will refer them to the following Grievance policy and process based upon best practice and DCSD policy and guidelines.

In working together to fulfill its mission, The Museum School will encourage parents, students, teachers, and employees to address and resolve conflicts at the lowest level of the organization.

**Definitions:**

**Grievance** - A complaint from any individual within The Museum School (i.e. student, parent, employee) which:

- Sets forth the allegation that there has been a violation of any policy, accepted practices, or state or federal law.
- Specifically identifies the policy, practice, or statute violated.

**Grievant** - Any individual or group of individuals aggrieved by a decision or condition falling under policy, accepted practices, or state or federal law.

**Organizational Level** - The level of The Museum School for addressing grievances. The organizational level varies depending on the specific issue. Below is the organizational level matrix used for grievance procedures in this policy:

| **Organizational Level** | **Type of Issue** | |
|---|---|---|
| | **Classroom Instruction** | **Other Operations** |
| **Step I** | Teaching Staff | Directly Involved Party |
| **Step II** | Museum Liaison | Business Manager |
| **Step III** | Principal | Principal |
| **Step IV** | Governing Board | Governing Board |

**Grievance Process**

**Step I:**
Any individual alleging a grievance is encouraged to resolve the problem, if possible, through an informal discussion with the person(s) directly involved, beginning at the earliest level of organizational structure as outlined above.

- Student's parents should discuss classroom concerns first with classroom teachers.
- Employees should discuss concerns first with directly involved parties.

When individuals hear complaints or receive formal grievances, they should first make sure that the grievant has first attempted in good faith to resolve problems with directly involved persons.

**Step II:**
In the event that the informal discussion with directly involved parties does not resolve the issue, grievant shall file a formal written grievance form with the individual at the next level in the organizational structure. Grievance Forms, developed using the DCSD as a guide, will be available from the business manager or from the Museum School website.

1. The grievance should be filed within ten (10) working days of the date the grievant knew, or

should have known, of the circumstances which precipitated the grievance.

2. The responsible individual shall respond in writing, within five (5) working days following receipt of the grievance.

3. If the next responsible party is the Principal, Step II does not apply and grievant moves to Step III.

**Step III:**

If the response (decision) at Step II does not resolve the problem, the grievant shall forward the grievance to the Principal to initiate Step III.

1. The Principal shall investigate the complaint with the parties concerned in the grievance within ten (10) working days of the grievance having been filed at Step II.
2. At the conclusion of the investigation, the Principal shall render a decision and issue a written report setting forth the Principal's findings and recommendations for the resolution of the grievance within five (5) working days.
3. The grievance shall be considered resolved if the grievant and the Governing Board accept the recommendations of the Principal.
4. If no written report has been issued within the time limits set forth in "3" above, or if the grievant shall reject the recommendations of the Principal, the grievant shall have the right to appeal to the Governing Board for review of the grievance at Step IV.

**Step IV: Appeal to the Governing Board**

1. A written request for the Governing Board's review of the grievance should be submitted to the Board Secretary within 10 days of the date of the Principal's report or the expiration of the time limits set forth in Step III.
2. The Governing Board shall review the grievance and the Principal's report, and may hold a hearing.
3. The Governing Board may affirm the Principal's recommendations, amend the recommendations, or affirm the recommendations in part and amend in part.
4. The Governing Board's written decision shall be issued within 30 working days of receipt of the grievant's written appeal by the board secretary
5. If no written decision has been issued within the time limit set forth in "4" above or if the grievant shall reject the decision of the Governing Board, the grievant shall be free to pursue the Grievance Policy as outlined in the DeKalb County School system's appropriate policy as administered by DCSD Department of Internal Affairs.

**Governing Board**

The Museum School's Board of Directors is responsible for ensuring that the academic program of The Museum School of Avondale Estates is successful, that the school's program and operation are faithful to the terms of its charter, and that the school is a viable organization. The committees of The Museum School Governing Board are each chaired by a member of the Governing Board. The committees and their respective responsibilities are listed below as follow:

**Board Level Committees**

**Academic Excellence – Chair, Mark Joyner**
Works with the school's principal to define academic excellence, ensure that all Board members understand the charter promises made to the community and the authorizer, and devise clear and consistent measures to monitor these goals.
*Committee Meets: Quarterly*

**Communication Chair – Matt Spaulding**
Responsible for communicating news from The Museum School to relevant audiences.
*Committee Meets: Monthly*

**Development Chair – Matt Knoop**
Raises funds to meet the budgetary needs of The Museum School.
*Committee Meets: Monthly*

**Facility Chair – Josh Andrews**
Oversees implementation of facility renovations and maintenance.
*Committee Meets: 2nd Monday of every month – 8pm*

**Finance Chair – Katie Cota**
Works with the school's principal and business manager to create the annual budget, monitors implementation of approved budget on a regular basis and recommends proposed budget revisions. This committee also recommends policies for management of The Museum School's assets.
*Committee Meets: 2nd Tuesday of every month – 7pm*

**Governance Chair – Carla Smith**

Responsible for matters pertaining to Board recruitment, nomination, orientation, training, and evaluation of Board members in accordance with the bylaws and policies and practices approved by the Board.

*Committee Meets: 2nd Thursday of every month – 7pm*

**Personnel Chair – Mark Joyner**

Advises the Board on matters pertaining to personnel administration and staffing. This committee also hires and evaluates the principal.

*Committee Meets: 2nd Wednesday of every month – 6:30pm*

Four board members serve as officers of the Governing Board.

Andy Huff, Board Chair

Carla Smith, Vice Chair

Katie Cota, Treasurer

Josh Horne, Secretary

**The Museum School of Avondale Estates**

**2015-2016**

| | February-16 | | | | March-16 | | | | April-16 | | | | Year-To-Date | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Actual** | **Budget** | **Variance** | | **Actual** | **Budget** | **Variance** | | **Actual** | **Budget** | **Variance** | | **Actual** | **Budget** | **Variance** |
| **Revenue** | | | | | | | | | | | | | | | |
| State QBE Funding | 364,207 | 364,909 | (702) | | 363,500 | 364,909 | (1,409) | | 361,378 | 364,909 | (3,531) | | 3,623,647 | 3,649,090 | (25,443) |
| Federal Grants | - | - | - | | - | - | - | | - | - | - | | - | - | - |
| Fundraising | 2,028 | 500 | 1,528 | | 3 | 500 | (497) | | 2,180 | 500 | 1,680 | | 115,979 | 104,500 | 11,479 |
| Other | 8,172 | 7,840 | 332 | | 10,382 | 7,840 | 2,542 | | 4,571 | 7,840 | (3,269) | | 68,177 | 70,560 | (2,383) |
| Funds from Foundation | | | - | | | | - | | | | - | | 228,739 | - | 228,739 |
| **Total Revenue** | **374,407** | **373,249** | **1,158** | | **373,885** | **373,249** | **636** | | **368,129** | **373,249** | **(5,120)** | | **4,036,543** | **3,824,150** | **212,393** |
| Expenditures | | | | | | | | | | | | | | | |
| Personnel | 248,503 | 238,710 | 9,793 | F1 | 257,989 | 261,050 | (3,061) | | 237,687 | 238,710 | (1,023) | | 2,255,538 | 2,248,191 | 7,347 |
| Benefits | 65,906 | 55,880 | 10,026 | F2 | 56,147 | 55,880 | 267 | | 64,946 | 72,296 | (7,350) | A1 | 572,473 | 575,964 | (3,491) |
| Instruction | 24,783 | 21,905 | 2,878 | | 21,752 | 26,905 | (5,153) | M1 | 14,206 | 21,655 | (7,449) | A2 | 230,424 | 221,895 | 8,529 |
| Services and Supplies | 17,886 | 13,512 | 4,374 | | 12,301 | 13,512 | (1,211) | | 6,377 | 13,502 | (7,125) | A3 | 125,619 | 136,678 | (11,059) |
| Facilities Cost | 23,932 | 23,935 | (3) | | 20,320 | 24,735 | (4,415) | | 22,162 | 24,775 | (2,613) | | 226,079 | 242,640 | (16,561) |
| Other Expenses | 291 | 370 | (79) | | 554 | 370 | 184 | | 309 | 370 | (61) | | 16,305 | 19,350 | (3,045) |
| **Total Expenditures** | **381,301** | **354,312** | **26,989** | | **369,062** | **382,452** | **(13,390)** | | **345,687** | **371,308** | **(25,621)** | | **3,426,437** | **3,444,718** | **(18,281)** |
| **Net Operating Profit (Loss)** | **(6,894)** | **18,937** | **(25,831)** | | **4,822** | **(9,203)** | **14,025** | | **22,442** | **1,941** | **20,501** | | **610,105** | **379,432** | **230,673** |
| **Depreciation** | **36,823** | **35,500** | **1,323** | | **36,823** | **35,500** | **1,323** | | **36,823** | **35,500** | **1,323** | | 349,686 | 339,000 | **10,686** |
| **Net Profit (Loss)** | **(43,717)** | **(16,563)** | **(27,154)** | | **(32,001)** | **(44,703)** | **12,702** | | **(14,381)** | **(33,559)** | **19,178** | | **260,419** | **40,432** | **219,987** |

**Footnotes:**

**April**

A1: April is a 3 payroll month; therefore employee contributions to insurance plans 1/3 higher which lowers employer expense

A2: Timing differneces between budget and actual expenses incurred earlier in the year for: textbooks, software, tech related expenses

A3: Food cost lower than budget; staff development incurred earlier than budgeted

**March**

M1: Assessments budgeted for March but expensed earlier in the year.

**February**

F1: Increase in Teachers salary schedule including retro for January

F2: Adjustments to participation for medical insurance and retro increase to Unemployment rate from 1% to 1.24%

# The Museum School of Avondale Estates
## Balance Sheet

| | Feb 2016 | March 2016 | April 2016 |
|---|---|---|---|
| **ASSETS** | | | |
| **Current Assets** | | | |
| **Bank Accounts** | | | |
| **01010 Cash In Bank** | | | |
| **01011 Fidelity - Funds Acct.** | 45 | 45 | 45 |
| **01012 Fideility Bank Checking** | 335,855 | 266,177 | 321,571 |
| **Total 01010 Cash In Bank** | **335,901** | **266,222** | **321,616** |
| **0103 Petty Cash** | 200 | 200 | 200 |
| **0111 Investments** | | | |
| **01112 Fidelity Money Market** | 30,097 | 30,102 | 30,097 |
| **Total 0111 Investments** | **30,097** | **30,102** | **30,097** |
| **Total Bank Accounts** | **366,198** | **296,524** | **351,913** |
| **Accounts Receivable** | | | |
| **0153 Accounts Receivable** | 5,830 | 5,887 | 4,898 |
| **Total Accounts Receivable** | **5,830** | **5,887** | **4,898** |
| **Other current assets** | | | |
| **0154 Pledges Receivable** | - | - | - |
| **0181 Prepaid Expenses** | 30,597 | 132,222 | 30,246 |
| **0182 Prepaid Lunch Expenses** | - | - | - |
| **0183 Prepaid Expense - Insurance** | 12,711 | 11,786 | 9,205 |
| **Total 0181 Prepaid Expenses** | **43,308** | **144,007** | **39,451** |
| **0199 Other Current Assets** | - | - | - |
| **0185 Due To/From Foundation** | - | - | - |
| **01991 Security Deposits** | - | - | - |
| **01992 Security Deposit - AFBC** | - | - | - |
| **Total 0199 Other Current Assets** | **-** | **-** | **-** |
| **Total Other current assets** | **43,308** | **144,007** | **39,451** |
| **Total Current Assets** | **415,336** | **446,419** | **396,262** |
| **Fixed Assets** | | | |
| **0221 Land Improvements** | - | - | - |
| **0231 Leasehold Improvements** | 3,611,441 | 3,611,441 | 3,611,441 |
| **0232 Depreciation-Leasehold** | (754,207) | (784,083) | (813,959) |
| **Total 0231 Leasehold Improvements** | **2,857,235** | **2,827,359** | **2,797,483** |
| **0241 Machinery & Equipment** | 181,642 | 181,642 | 181,642 |
| **0242 Depreciation-Machinery & Equip** | (67,361) | (72,197) | (77,033) |
| **Total 0241 Machinery & Equipment** | **114,281** | **109,445** | **104,609** |
| **0245 Signage** | 16,444 | 16,444 | 16,444 |
| **0246 Signage - Depreciation** | (13,977) | (14,249) | (14,521) |
| **Total 0245 Signage** | **2,467** | **2,195** | **1,923** |
| **0247 Furniture & Fixtures** | 111,218 | 111,218 | 111,218 |
| **0248 F & F - Depreciation** | (54,590) | (56,429) | (58,268) |
| **0251 Construction In Progress** | - | - | - |
| **0252 CIP - Permanent Facility** | 190,213 | 190,213 | 290,838 |
| **Total Fixed Assets** | **3,220,824** | **3,184,001** | **3,247,804** |
| **Other Assets** | | | |
| **0180 Deferred Rent** | 1,477,027 | 1,477,027 | 1,477,027 |
| **Total Other Assets** | **1,477,027** | **1,477,027** | **1,477,027** |
| **TOTAL ASSETS** | **5,113,187** | **5,107,447** | **5,121,093** |

| | | | |
|---|---|---|---|
| **LIABILITIES AND EQUITY** | | | |
| **Liabilities** | | | |
| **Current Liabilities** | | | |
| **Accounts Payable** | | | |
| **0421 Accounts Payable** | 97,430 | 80,183 | 233,548 |
| **Total Accounts Payable** | **97,430** | **80,183** | **233,548** |
| **Other Current Liabilities** | | | |
| **0422 Accrued Payroll and Taxes** | 66,862 | 99,753 | 1,145 |
| **0424 Accrued Lease Costs** | - | - | - |
| **0451 Line of Credit Payable - Current** | - | - | - |
| **0452 Loan Payable** | - | - | - |
| **0471 Federal Income tax Payable** | - | - | - |
| **0472 Georgia Income Tax Payable** | - | - | - |
| **0473 Teacher Retirement Payable** | - | - | - |
| **0475 Group Health Ins. Payable** | 1,300 | 1,300 | - |
| **0476 Other Group Ins Payable** | - | - | - |
| **0477 FICA Taxes Payable** | - | - | - |
| **0479 Other Payroll Withholdings Payable** | - | - | - |
| **0481 Deferred Revenue** | 22,662 | 33,506 | 8,075 |
| **0482 Deferred Revenue - Lunch** | - | - | - |
| **Total 0481 Deferred Revenue** | **22,662** | **33,506** | **8,075** |
| **0499 Other Current Liabilities** | 1,035 | 808 | 808 |
| **0480 Reserve for QBE Funding** | - | - | - |
| **Total 0499 Other Current Liabilities** | **1,035** | **808** | **808** |
| **Total Other Current Liabilities** | **91,859** | **135,367** | **10,028** |
| **Total Current Liabilities** | **189,289** | **215,549** | **243,576** |
| **Total Liabilities** | **189,289** | **215,549** | **243,576** |
| **Equity** | | | |
| **0720 Temp. Restricted Net Assets** | 1,477,027 | 1,477,027 | 1,477,027 |
| **0740 Unrestricted Net Assets** | 3,140,071 | 3,140,071 | 3,140,071 |
| **Net Income** | 306,800 | 274,800 | 260,419 |
| **Total Equity** | **4,923,898** | **4,891,897** | **4,877,517** |
| **TOTAL LIABILITIES AND EQUITY** | **5,113,187** | **5,107,447** | **5,121,093** |

# The Museum School of Avondale Estates

## Statement of Cash Flows

| | Feb 2016 | March 2016 | April 2016 |
|---|---|---|---|
| **OPERATING ACTIVITIES** | | | |
| **Net Income** | (43,717) | (32,001) | (14,381) |
| **Adjustments to reconcile Net Income to Net Cash provided by operations:** | | | |
| **0153 Accounts Receivable** | (767) | (57) | 989 |
| **0181 Prepaid Expenses** | 1,116 | (101,624) | 101,975 |
| **0183 Prepaid Expenses:Prepaid Expense - Insurance** | (3,685) | 925 | 2,581 |
| **0232 Leasehold Improvements:Depreciation-Leasehold** | 29,876 | 29,876 | 29,876 |
| **0242 Machinery & Equipment:Depreciation-Machinery & Equip** | 4,836 | 4,836 | 4,836 |
| **0246 Signage:Signage - Depreciation** | 272 | 272 | 272 |
| **0248 F & F - Depreciation** | 1,839 | 1,839 | 1,839 |
| **0421 Accounts Payable** | (34,977) | (17,247) | 153,365 |
| **0422 Accrued Payroll and Taxes** | 10,941 | 32,891 | (98,608) |
| **0471 Federal Income tax Payable** | - | - | - |
| **0472 Georgia Income Tax Payable** | - | - | - |
| **0473 Teacher Retirement Payable** | - | - | - |
| **0475 Group Health Ins. Payable** | - | - | (1,300) |
| **0477 FICA Taxes Payable** | - | - | - |
| **0479 Other Payroll Withholdings Payable** | - | - | - |
| **0481 Deferred Revenue** | 6,775 | 10,844 | (25,430) |
| **0499 Other Current Liabilities** | | (227) | |
| **Total Adjustments to reconcile Net Income to Net Cash provided by operations:** | 16,226 | (37,673) | 170,395 |
| **Net cash provided by operating activities** | **(27,492)** | **(69,673)** | **156,014** |
| **INVESTING ACTIVITIES** | | | |
| **0231 Leasehold Improvements** | | | |
| **0241 Machinery & Equipment** | | | |
| **0252 CIP - Permanent Facility** | (895) | | (100,625) |
| **Net cash provided by investing activities** | (895) | | (100,625) |
| **Net cash increase for period** | **(28,387)** | **(69,673)** | **55,389** |
| **Cash at beginning of period** | **394,584** | **366,198** | **296,524** |
| **Cash at end of period** | 366,198 | 296,524 | 351,913 |

*00000000076442025209550616 2014*

# PROMISSORY NOTE

| Principal | Loan Date | Maturity | Loan No | Call / Coll | Account | Officer | Initials |
|---|---|---|---|---|---|---|---|
| $500,000.00 | 06-16-2014 | 11-30-2015 | 764420252 | 920 / 90 | | 020 | |

References in the boxes above are for Lender's use only and do not limit the applicability of this document to any particular loan or item.
Any item above containing "***" has been omitted due to text length limitations.

**Borrower:** Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates
923 Forrest Blvd.
Decatur, GA 30030

**Lender:** Fidelity Bank
Commercial Lending
3490 Piedmont Rd
Suite 1550
Atlanta, GA 30305
(404) 240-1523

**Principal Amount: $500,000.00** **Date of Note: June 16, 2014**

**PROMISE TO PAY.** Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates ("Borrower") promises to pay to Fidelity Bank ("Lender"), or order, in lawful money of the United States of America, the principal amount of Five Hundred Thousand & 00/100 Dollars ($500,000.00) or so much as may be outstanding, together with interest on the unpaid outstanding principal balance of each advance. Interest shall be calculated from the date of each advance until repayment of each advance.

**PAYMENT.** Borrower will pay this loan in one payment of all outstanding principal plus all accrued unpaid interest on November 30, 2015. In addition, Borrower will pay regular monthly payments of all accrued unpaid interest due as of each payment date, beginning July 16, 2014, with all subsequent interest payments to be due on the same day of each month after that. Unless otherwise agreed or required by applicable law, payments will be applied first to any accrued unpaid interest; then to principal; then to any escrow or reserve account payments as required under any mortgage, deed of trust, or other security instrument or security agreement securing this Note; then to any late charges; and then to any unpaid collection costs.

**VARIABLE INTEREST RATE.** The interest rate on this Note is subject to change from time to time based on changes in an independent index which is the Fidelity Bank prime rate (the "Index"). The Index is not necessarily the lowest rate charged by Lender on its loans. If the Index becomes unavailable during the term of this loan, Lender may designate a substitute index after notifying Borrower. Lender will tell Borrower the current Index rate upon Borrower's request. The interest rate change will not occur more often than each day. Borrower understands that Lender may make loans based on other rates as well. **The Index currently is 3.250% per annum.** Interest on the unpaid principal balance of this Note will be calculated as described in the "INTEREST CALCULATION METHOD" paragraph using a rate of 1.000 percentage point over the Index, adjusted if necessary for any minimum and maximum rate limitations described below, resulting in an initial annual rate of simple interest, based on a year of 360 days, of 4.500%. NOTICE: Under no circumstances will the interest rate on this Note be less than 4.500% per annum or more than the maximum rate allowed by applicable law.

**INTEREST CALCULATION METHOD.** **Interest on this Note is computed on a 365/360 basis; that is, by applying the ratio of the interest rate over a year of 360 days, multiplied by the outstanding principal balance, multiplied by the actual number of days the principal balance is outstanding. All interest payable under this Note is computed using this method. This calculation method results in a higher effective interest rate than the numeric interest rate stated in this Note.**

**RECEIPT OF PAYMENTS.** All payments must be made in U.S. dollars and must be received by Lender at:

Fidelity Bank
Attn: Loan Operations
P O Box 105690
Atlanta, GA 30348

All payments must be received by Lender consistent with any written payment instructions provided by Lender. If a payment is made consistent with Lender's payment instructions but received after 6:00 p.m. Eastern Time on a business day, Lender will credit Borrower's payment on the next business day.

**PREPAYMENT.** Borrower agrees that all loan fees and other prepaid finance charges are earned fully as of the date of the loan and will not be subject to refund upon early payment (whether voluntary or as a result of default), except as otherwise required by law. Except for the foregoing, Borrower may pay without penalty all or a portion of the amount owed earlier than it is due. Early payments will not, unless agreed to by Lender in writing, relieve Borrower of Borrower's obligation to continue to make payments of accrued unpaid interest. Rather, early payments will reduce the principal balance due. Borrower agrees not to send Lender payments marked "paid in full", "without recourse", or similar language. If Borrower sends such a payment, Lender may accept it without losing any of Lender's rights under this Note, and Borrower will remain obligated to pay any further amount owed to Lender. **All written communications concerning disputed amounts, including any check or other payment instrument that indicates that the payment constitutes "payment in full" of the amount owed or that is tendered with other conditions or limitations or as full satisfaction of a disputed amount must be mailed or delivered to: Fidelity Bank, Commercial Lending, 3490 Piedmont Rd, Suite 1550, Atlanta, GA 30305.**

**LATE CHARGE.** If a payment is 10 days or more late, Borrower will be charged **5.000% of the unpaid portion of the regularly scheduled payment or $15.00, whichever is greater, regardless of any partial payments Lender has received.**

**INTEREST AFTER DEFAULT.** Upon default, including failure to pay upon final maturity, the interest rate on this Note shall be increased by adding an additional 4.000 percentage point margin ("Default Rate Margin"). The Default Rate Margin shall also apply to each succeeding interest rate change that would have applied had there been no default. However, in no event will the interest rate exceed the maximum interest rate limitations under applicable law.

**DEFAULT.** Each of the following shall constitute an event of default ("Event of Default") under this Note:

**Payment Default.** Borrower fails to make any payment when due under this Note.

**Other Defaults.** Borrower fails to comply with or to perform any other term, obligation, covenant or condition contained in this Note or in

any of the related documents or to comply with or to perform any term, obligation, covenant or condition contained in any other agreement between Lender and Borrower.

**Default in Favor of Third Parties.** Borrower or any Grantor defaults under any loan, extension of credit, security agreement, purchase or sales agreement, or any other agreement, in favor of any other creditor or person that may materially affect any of Borrower's property or Borrower's ability to repay this Note or perform Borrower's obligations under this Note or any of the related documents.

**False Statements.** Any warranty, representation or statement made or furnished to Lender by Borrower or on Borrower's behalf under this Note or the related documents is false or misleading in any material respect, either now or at the time made or furnished or becomes false or misleading at any time thereafter.

**Insolvency.** The dissolution or termination of Borrower's existence as a going business, the insolvency of Borrower, the appointment of a receiver for any part of Borrower's property, any assignment for the benefit of creditors, any type of creditor workout, or the commencement of any proceeding under any bankruptcy or insolvency laws by or against Borrower.

**Creditor or Forfeiture Proceedings.** Commencement of foreclosure or forfeiture proceedings, whether by judicial proceeding, self-help, repossession or any other method, by any creditor of Borrower or by any governmental agency against any collateral securing the loan. This includes a garnishment of any of Borrower's accounts, including deposit accounts, with Lender. However, this Event of Default shall not apply if there is a good faith dispute by Borrower as to the validity or reasonableness of the claim which is the basis of the creditor or forfeiture proceeding and if Borrower gives Lender written notice of the creditor or forfeiture proceeding and deposits with Lender monies or a surety bond for the creditor or forfeiture proceeding, in an amount determined by Lender, in its sole discretion, as being an adequate reserve or bond for the dispute.

**Events Affecting Guarantor.** Any of the preceding events occurs with respect to any Guarantor of any of the indebtedness or any Guarantor dies or becomes incompetent, or revokes or disputes the validity of, or liability under, any guaranty of the indebtedness evidenced by this Note.

**Change In Ownership.** Any change in ownership of twenty-five percent (25%) or more of the common stock of Borrower.

**Adverse Change.** A material adverse change occurs in Borrower's financial condition, or Lender believes the prospect of payment or performance of this Note is impaired.

**Insecurity.** Lender in good faith believes itself insecure.

**Cure Provisions.** If any default, other than a default in payment is curable and if Borrower has not been given a notice of a breach of the same provision of this Note within the preceding twelve (12) months, it may be cured if Borrower, after Lender sends written notice to Borrower demanding cure of such default: (1) cures the default within ten (10) days; or (2) if the cure requires more than ten (10) days, immediately initiates steps which Lender deems in Lender's sole discretion to be sufficient to cure the default and thereafter continues and completes all reasonable and necessary steps sufficient to produce compliance as soon as reasonably practical.

**LENDER'S RIGHTS.** Upon default, Lender may declare the entire unpaid principal balance under this Note and all accrued unpaid interest immediately due, and then Borrower will pay that amount.

**ATTORNEYS' FEES; EXPENSES.** Lender may hire or pay someone else to help collect this Note if Borrower does not pay. Borrower will pay Lender that amount. This includes, subject to any limits under applicable law, Lender's costs of collection, including court costs and fifteen percent (15%) of the principal plus accrued interest as attorneys' fees, if any sums owing under this Note are collected by or through an attorney at law, whether or not there is a lawsuit, and legal expenses for bankruptcy proceedings (including efforts to modify or vacate any automatic stay or injunction), and appeals. If not prohibited by applicable law, Borrower also will pay any court costs, in addition to all other sums provided by law.

**GOVERNING LAW. This Note will be governed by federal law applicable to Lender and, to the extent not preempted by federal law, the laws of the State of Georgia without regard to its conflicts of law provisions. This Note has been accepted by Lender in the State of Georgia.**

**DISHONORED ITEM FEE.** Borrower will pay a fee to Lender of $29.00 or five percent (5%) of the face amount of the check, whichever is greater, if Borrower makes a payment on Borrower's loan and the check or preauthorized charge with which Borrower pays is later dishonored.

**RIGHT OF SETOFF.** To the extent permitted by applicable law, Lender reserves a right of setoff in all Borrower's accounts with Lender (whether checking, savings, or some other account). This includes all accounts Borrower holds jointly with someone else and all accounts Borrower may open in the future. However, this does not include any IRA or Keogh accounts, or any trust accounts for which setoff would be prohibited by law. Borrower authorizes Lender, to the extent permitted by applicable law, to charge or setoff all sums owing on the debt against any and all such accounts, and, at Lender's option, to administratively freeze all such accounts to allow Lender to protect Lender's charge and setoff rights provided in this paragraph.

**COLLATERAL.** This loan is unsecured.

**LINE OF CREDIT.** This Note evidences a revolving line of credit. Advances under this Note, as well as directions for payment from Borrower's accounts, may be requested orally or in writing by Borrower or by an authorized person. Lender may, but need not, require that all oral requests be confirmed in writing. Borrower agrees to be liable for all sums either: (A) advanced in accordance with the instructions of an authorized person or (B) credited to any of Borrower's accounts with Lender. The unpaid principal balance owing on this Note at any time may be evidenced by endorsements on this Note or by Lender's internal records, including daily computer print-outs.

**ARBITRATION. Borrower and Lender agree that all disputes, claims and controversies between them whether individual, joint, or class in nature, arising from this Note or otherwise, including without limitation contract and tort disputes, shall be arbitrated pursuant to the financial services rules of J.A.M.S. or its successor in effect at the time the claim is filed, upon request of either party. No act to take or dispose of any collateral securing this Note shall constitute a waiver of this arbitration agreement or be prohibited by this arbitration agreement. This includes, without limitation, obtaining injunctive relief or a temporary restraining order; invoking a power of sale under any deed of trust or mortgage; obtaining a writ of attachment or imposition of a receiver; or exercising any rights relating to personal property, including taking or disposing of such property with or without judicial process pursuant Article 9 of the Uniform Commercial Code. Any disputes, claims, or controversies concerning the lawfulness or reasonableness of any act, or exercise of any right, concerning any collateral securing this Note, including any claim to rescind, reform, or otherwise modify any agreement relating to the collateral securing this Note, shall also be arbitrated, provided however that no arbitrator shall have the right or the power to enjoin or restrain any act of any party. Judgment upon any award rendered by any arbitrator may be entered in any court having jurisdiction. Nothing in this Note shall preclude any party from seeking equitable relief from a court of competent jurisdiction. The statute of limitations, estoppel, waiver, laches, and similar doctrines which would otherwise be applicable in an action brought by a party shall be applicable in any arbitration proceeding, and the commencement of an arbitration proceeding shall be deemed the commencement of an action for these purposes. The Federal Arbitration Act shall apply to the construction, interpretation, and enforcement of this arbitration provision.**

**PRIOR NOTE.** Borrower acknowledges and agrees that this Note renews and extends the indebtedness evidenced by that certain Commercial Promissory Note, dated August 12, 2011, in the principal amount of $300,000.00 , and all related documents from Borrower to Lender or its predecessors in interest, as it may have been previously renewed, modified, restated and/or extended and having, as of the date hereof, an unpaid principal balance of $0.0..

**SUCCESSOR INTERESTS.** The terms of this Note shall be binding upon Borrower, and upon Borrower's heirs, personal representatives, successors and assigns, and shall inure to the benefit of Lender and its successors and assigns.

**GENERAL PROVISIONS.** If any part of this Note cannot be enforced, this fact will not affect the rest of the Note. Lender may delay or forgo enforcing any of its rights or remedies under this Note without losing them. Borrower and any other person who signs, guarantees or endorses this Note, to the extent allowed by law, waive presentment, demand for payment, and notice of dishonor. Upon any change in the terms of this Note, and unless otherwise expressly stated in writing, no party who signs this Note, whether as maker, guarantor, accommodation maker or endorser, shall be released from liability. All such parties waive any right to require Lender to take action against any other party who signs this Note as provided in O.C.G.A. Section 10-7-24 and agree that Lender may renew or extend (repeatedly and for any length of time) this loan or release any party or guarantor or collateral; or impair, fail to realize upon or perfect Lender's security interest in the collateral; and take any other action deemed necessary by Lender without the consent of or notice to anyone. All such parties also agree that Lender may modify this loan without the consent of or notice to anyone other than the party with whom the modification is made. The obligations under this Note are joint and several.

**THIS NOTE IS GIVEN UNDER SEAL AND IT IS INTENDED THAT THIS NOTE IS AND SHALL CONSTITUTE AND HAVE THE EFFECT OF A SEALED INSTRUMENT ACCORDING TO LAW.**

**BORROWER:**

AVONDALE EDUCATION ASSOCIATION, INC., D/B/A THE MUSEUM SCHOOL OF AVONDALE ESTATES

By: _____ (Seal)
Aspen Kron, Chairman of Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates

By: _____ (Seal)
Tamara Shipley, Vice Chairman of Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates

By: _____ (Seal)
Veny Aleksandrov, Treasurer of Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates

By: _____ (Seal)
Patti Ghezzi, Secretary of Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates

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# CORPORATE RESOLUTION TO BORROW / GRANT COLLATERAL

| Principal | Loan Date | Maturity | Loan No | Call / Coll | Account | Officer | Initials |
|---|---|---|---|---|---|---|---|
| $500,000.00 | 06-16-2014 | 11-30-2015 | 764420252 | 920 / 90 | | 020 | HM |

References in the boxes above are for Lender's use only and do not limit the applicability of this document to any particular loan or item.
Any item above containing "****" has been omitted due to text length limitations.

**Corporation:** Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates
923 Forrest Blvd.
Decatur, GA 30030

**Lender:** Fidelity Bank
Commercial Lending
3490 Piedmont Rd
Suite 1550
Atlanta, GA 30305
(404) 240-1523

**WE, THE UNDERSIGNED, DO HEREBY CERTIFY THAT:**

**THE CORPORATION'S EXISTENCE.** The complete and correct name of the Corporation is Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates ("Corporation"). The Corporation is a corporation for profit which is, and at all times shall be, duly organized, validly existing, and in good standing under and by virtue of the laws of the Corporation's state of incorporation. The Corporation is duly authorized to transact business in all other states in which the Corporation is doing business, having obtained all necessary filings, governmental licenses and approvals for each state in which the Corporation is doing business. Specifically, the Corporation is, and at all times shall be, duly qualified as a foreign corporation in all states in which the failure to so qualify would have a material adverse effect on its business or financial condition. The Corporation has the full power and authority to own its properties and to transact the business in which it is presently engaged or presently proposes to engage. The Corporation maintains an office at 923 Forrest Blvd., Decatur, GA 30030. Unless the Corporation has designated otherwise in writing, the principal office is the office at which the Corporation keeps its books and records. The Corporation will notify Lender prior to any change in the location of the Corporation's state of organization or any change in the Corporation's name. The Corporation shall do all things necessary to preserve and to keep in full force and effect its existence, rights and privileges, and shall comply with all regulations, rules, ordinances, statutes, orders and decrees of any governmental or quasi-governmental authority or court applicable to the Corporation and the Corporation's business activities.

**RESOLUTIONS ADOPTED.** At a meeting of the Directors of the Corporation, or if the Corporation is a close corporation having no Board of Directors then at a meeting of the Corporation's shareholders, duly called and held on June 19, 2014, at which a quorum was present and voting, or by other duly authorized action in lieu of a meeting, the resolutions set forth in this Resolution were adopted.

**OFFICERS.** The following named persons are officers of Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates:

| NAMES | TITLES | AUTHORIZED | ACTUAL SIGNATURES |
|---|---|---|---|
| Aspen Kron | Chairman | Y | X |
| Tamara Shipley | Vice Chairman | Y | X |
| Veny Aleksandrov | Treasurer | Y | X |
| Patti Ghezzi | Secretary | Y | X |

**ACTIONS AUTHORIZED.** Any four (4) of the authorized persons listed above may enter into any agreements of any nature with Lender, and those agreements will bind the Corporation. Specifically, but without limitation, any four (4) of such authorized persons are authorized, empowered, and directed to do the following for and on behalf of the Corporation:

**Borrow Money.** To borrow, as a cosigner or otherwise, from time to time from Lender, on such terms as may be agreed upon between the Corporation and Lender, such sum or sums of money as in their judgment should be borrowed, without limitation.

**Execute Notes.** To execute and deliver to Lender the promissory note or notes, or other evidence of the Corporation's credit accommodations, on Lender's forms, at such rates of interest and on such terms as may be agreed upon, evidencing the sums of money so borrowed or any of the Corporation's indebtedness to Lender, and also to execute and deliver to Lender one or more renewals, extensions, modifications, refinancings, consolidations, or substitutions for one or more of the notes, any portion of the notes, or any other evidence of credit accommodations.

**Grant Security.** To mortgage, pledge, transfer, endorse, hypothecate, or otherwise encumber and deliver to Lender any property now or hereafter belonging to the Corporation or in which the Corporation now or hereafter may have an interest, including without limitation all of the Corporation's real property and all of the Corporation's personal property (tangible or intangible), as security for the payment of any loans or credit accommodations so obtained, any promissory notes so executed (including any amendments to or modifications, renewals, and extensions of such promissory notes), or any other or further indebtedness of the Corporation to Lender at any time owing, however the same may be evidenced. Such property may be mortgaged, pledged, transferred, endorsed, hypothecated or encumbered at the time such loans are obtained or such indebtedness is incurred, or at any other time or times, and may be either in addition to or in lieu of any property theretofore mortgaged, pledged, transferred, endorsed, hypothecated or encumbered.

**Execute Security Documents.** To execute and deliver to Lender the forms of mortgage, deed of trust, pledge agreement, hypothecation agreement, and other security agreements and financing statements which Lender may require and which shall evidence the terms and conditions under and pursuant to which such liens and encumbrances, or any of them, are given; and also to execute and deliver to Lender any other written instruments, any chattel paper, or any other collateral, of any kind or nature, which Lender may deem necessary or proper in connection with or pertaining to the giving of the liens and encumbrances. Notwithstanding the foregoing, any one of the above authorized persons may execute, deliver, or record financing statements.

**Negotiate Items.** To draw, endorse, and discount with Lender all drafts, trade acceptances, promissory notes, or other evidences of indebtedness payable to or belonging to the Corporation or in which the Corporation may have an interest, and either to receive cash for the same or to cause such proceeds to be credited to the Corporation's account with Lender, or to cause such other disposition of the proceeds derived therefrom as they may deem advisable.

**Further Acts.** In the case of lines of credit, to designate additional or alternate individuals as being authorized to request advances under such lines, and in all cases, to do and perform such other acts and things, to pay any and all fees and costs, and to execute and deliver such other documents and agreements, **including agreements requiring disputes with Lender to be submitted to binding arbitration for final resolution,** as the officers may in their discretion deem reasonably necessary or proper in order to carry into effect the provisions of this Resolution.

**ASSUMED BUSINESS NAMES.** The Corporation has filed or recorded all documents or filings required by law relating to all assumed business names used by the Corporation. Excluding the name of the Corporation, the following is a complete list of all assumed business names under which the Corporation does business: **None.**

**NOTICES TO LENDER.** The Corporation will promptly notify Lender in writing at Lender's address shown above (or such other addresses as Lender may designate from time to time) prior to any (A) change in the Corporation's name; (B) change in the Corporation's assumed business name(s); (C) change in the management of the Corporation; (D) change in the authorized signer(s); (E) change in the Corporation's principal office address; (F) change in the Corporation's state of organization; (G) conversion of the Corporation to a new or different type of business entity; or (H) change in any other aspect of the Corporation that directly or indirectly relates to any agreements between the Corporation and Lender. No change in the Corporation's name or state of organization will take effect until after Lender has received notice.

**CERTIFICATION CONCERNING OFFICERS AND RESOLUTIONS.** The officers named above are duly elected, appointed, or employed by or for the Corporation, as the case may be, and occupy the positions set opposite their respective names. This Resolution now stands of record on the books of the Corporation, is in full force and effect, and has not been modified or revoked in any manner whatsoever.

**NO CORPORATE SEAL.** The Corporation has no corporate seal, and therefore, no seal is affixed to this Resolution.

**CONTINUING VALIDITY.** Any and all acts authorized pursuant to this Resolution and performed prior to the passage of this Resolution are hereby ratified and approved. This Resolution shall be continuing, shall remain in full force and effect and Lender may rely on it until written notice of its revocation shall have been delivered to and received by Lender at Lender's address shown above (or such addresses as Lender may designate from time to time). Any such notice shall not affect any of the Corporation's agreements or commitments in effect at the time notice is given.

**IN TESTIMONY WHEREOF, we have hereunto set our hand and attest that the signatures set opposite the names listed above are their genuine signatures.**

**We each have read all the provisions of this Resolution, and we each personally and on behalf of the Corporation certify that all statements and representations made in this Resolution are true and correct. This Corporate Resolution to Borrow / Grant Collateral is dated June 16, 2014.**

CERTIFIED TO AND ATTESTED BY:

X _____
**Aspen Kron, Chairman of Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates**

X _____
**Tamara Shipley, Vice Chairman of Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates**

X _____
**Veny Aleksandrov, Treasurer of Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates**

X _____
**Patti Ghezzi, Secretary of Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates**

NOTE: If the officers signing this Resolution are designated by the foregoing document as one of the officers authorized to act on the Corporation's behalf, it is advisable to have this Resolution signed by at least one non-authorized officer of the Corporation.

LASER PRO Lending, Ver. 14.2.0.021 Copr. D+H USA Corporation 1997, 2014. All Rights Reserved. - GA D:\CFI\LPL\C10.FC TR-10735 PR-14

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# BUSINESS LOAN AGREEMENT

| Principal | Loan Date | Maturity | Loan No | Call / Coll | Account | Officer | Initials |
|---|---|---|---|---|---|---|---|
| $500,000.00 | 06-16-2014 | 11-30-2015 | 764420252 | 920 / 90 | | 020 | |

References in the boxes above are for Lender's use only and do not limit the applicability of this document to any particular loan or item.
Any item above containing "****" has been omitted due to text length limitations.

**Borrower:** Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates
923 Forrest Blvd.
Decatur, GA 30030

**Lender:** Fidelity Bank
Commercial Lending
3490 Piedmont Rd
Suite 1550
Atlanta, GA 30305
(404) 240-1523

**THIS BUSINESS LOAN AGREEMENT dated June 16, 2014, is made and executed between Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates ("Borrower") and Fidelity Bank ("Lender") on the following terms and conditions. Borrower has received prior commercial loans from Lender or has applied to Lender for a commercial loan or loans or other financial accommodations, including those which may be described on any exhibit or schedule attached to this Agreement. Borrower understands and agrees that: (A) in granting, renewing, or extending any Loan, Lender is relying upon Borrower's representations, warranties, and agreements as set forth in this Agreement; (B) the granting, renewing, or extending of any Loan by Lender at all times shall be subject to Lender's sole judgment and discretion; and (C) all such Loans shall be and remain subject to the terms and conditions of this Agreement.**

**TERM.** This Agreement shall be effective as of June 16, 2014, and shall continue in full force and effect until such time as all of Borrower's Loans in favor of Lender have been paid in full, including principal, interest, costs, expenses, attorneys' fees, and other fees and charges, or until November 30, 2015.

**CONDITIONS PRECEDENT TO EACH ADVANCE.** Lender's obligation to make the initial Advance and each subsequent Advance under this Agreement shall be subject to the fulfillment to Lender's satisfaction of all of the conditions set forth in this Agreement and in the Related Documents.

**Loan Documents.** Borrower shall provide to Lender the following documents for the Loan: (1) the Note; (2) guaranties; (3) together with all such Related Documents as Lender may require for the Loan; all in form and substance satisfactory to Lender and Lender's counsel.

**Borrower's Authorization.** Borrower shall have provided in form and substance satisfactory to Lender properly certified resolutions, duly authorizing the execution and delivery of this Agreement, the Note and the Related Documents. In addition, Borrower shall have provided such other resolutions, authorizations, documents and instruments as Lender or its counsel, may require.

**Payment of Fees and Expenses.** Borrower shall have paid to Lender all fees, charges, and other expenses which are then due and payable as specified in this Agreement or any Related Document.

**Representations and Warranties.** The representations and warranties set forth in this Agreement, in the Related Documents, and in any document or certificate delivered to Lender under this Agreement are true and correct.

**No Event of Default.** There shall not exist at the time of any Advance a condition which would constitute an Event of Default under this Agreement or under any Related Document.

**REPRESENTATIONS AND WARRANTIES.** Borrower represents and warrants to Lender, as of the date of this Agreement, as of the date of each disbursement of loan proceeds, as of the date of any renewal, extension or modification of any Loan, and at all times any Indebtedness exists:

**Organization.** Borrower is a corporation for profit which is, and at all times shall be, duly organized, validly existing, and in good standing under and by virtue of the laws of Borrower's state of incorporation. Borrower is duly authorized to transact business in all other states in which Borrower is doing business, having obtained all necessary filings, governmental licenses and approvals for each state in which Borrower is doing business. Specifically, Borrower is, and at all times shall be, duly qualified as a foreign corporation in all states in which the failure to so qualify would have a material adverse effect on its business or financial condition. Borrower has the full power and authority to own its properties and to transact the business in which it is presently engaged or presently proposes to engage. Borrower maintains an office at 923 Forrest Blvd., Decatur, GA 30030. Unless Borrower has designated otherwise in writing, the principal office is the office at which Borrower keeps its books and records including its records concerning the Collateral. Borrower will notify Lender prior to any change in the location of Borrower's state of organization or any change in Borrower's name. Borrower shall do all things necessary to preserve and to keep in full force and effect its existence, rights and privileges, and shall comply with all regulations, rules, ordinances, statutes, orders and decrees of any governmental or quasi-governmental authority or court applicable to Borrower and Borrower's business activities.

**Assumed Business Names.** Borrower has filed or recorded all documents or filings required by law relating to all assumed business names used by Borrower. Excluding the name of Borrower, the following is a complete list of all assumed business names under which Borrower does business: **None.**

**Authorization.** Borrower's execution, delivery, and performance of this Agreement and all the Related Documents have been duly authorized by all necessary action by Borrower and do not conflict with, result in a violation of, or constitute a default under (1) any provision of (a) Borrower's articles of incorporation or organization, or bylaws, or (b) any agreement or other instrument binding upon Borrower or (2) any law, governmental regulation, court decree, or order applicable to Borrower or to Borrower's properties.

**Financial Information.** Each of Borrower's financial statements supplied to Lender truly and completely disclosed Borrower's financial condition as of the date of the statement, and there has been no material adverse change in Borrower's financial condition subsequent to the date of the most recent financial statement supplied to Lender. Borrower has no material contingent obligations except as disclosed in such financial statements.

**Legal Effect.** This Agreement constitutes, and any instrument or agreement Borrower is required to give under this Agreement when

delivered will constitute legal, valid, and binding obligations of Borrower enforceable against Borrower in accordance with their respective terms.

**Properties.** Except as contemplated by this Agreement or as previously disclosed in Borrower's financial statements or in writing to Lender and as accepted by Lender, and except for property tax liens for taxes not presently due and payable, Borrower owns and has good title to all of Borrower's properties free and clear of all Security Interests, and has not executed any security documents or financing statements relating to such properties. All of Borrower's properties are titled in Borrower's legal name, and Borrower has not used or filed a financing statement under any other name for at least the last five (5) years.

**Hazardous Substances.** Except as disclosed to and acknowledged by Lender in writing, Borrower represents and warrants that: (1) During the period of Borrower's ownership of the Collateral, there has been no use, generation, manufacture, storage, treatment, disposal, release or threatened release of any Hazardous Substance by any person on, under, about or from any of the Collateral. (2) Borrower has no knowledge of, or reason to believe that there has been (a) any breach or violation of any Environmental Laws; (b) any use, generation, manufacture, storage, treatment, disposal, release or threatened release of any Hazardous Substance on, under, about or from the Collateral by any prior owners or occupants of any of the Collateral; or (c) any actual or threatened litigation or claims of any kind by any person relating to such matters. (3) Neither Borrower nor any tenant, contractor, agent or other authorized user of any of the Collateral shall use, generate, manufacture, store, treat, dispose of or release any Hazardous Substance on, under, about or from any of the Collateral; and any such activity shall be conducted in compliance with all applicable federal, state, and local laws, regulations, and ordinances, including without limitation all Environmental Laws. Borrower authorizes Lender and its agents to enter upon the Collateral to make such inspections and tests as Lender may deem appropriate to determine compliance of the Collateral with this section of the Agreement. Any inspections or tests made by Lender shall be at Borrower's expense and for Lender's purposes only and shall not be construed to create any responsibility or liability on the part of Lender to Borrower or to any other person. The representations and warranties contained herein are based on Borrower's due diligence in investigating the Collateral for hazardous waste and Hazardous Substances. Borrower hereby (1) releases and waives any future claims against Lender for indemnity or contribution in the event Borrower becomes liable for cleanup or other costs under any such laws, and (2) agrees to indemnify, defend, and hold harmless Lender against any and all claims, losses, liabilities, damages, penalties, and expenses which Lender may directly or indirectly sustain or suffer resulting from a breach of this section of the Agreement or as a consequence of any use, generation, manufacture, storage, disposal, release or threatened release of a hazardous waste or substance on the Collateral. The provisions of this section of the Agreement, including the obligation to indemnify and defend, shall survive the payment of the Indebtedness and the termination, expiration or satisfaction of this Agreement and shall not be affected by Lender's acquisition of any interest in any of the Collateral, whether by foreclosure or otherwise.

**Litigation and Claims.** No litigation, claim, investigation, administrative proceeding or similar action (including those for unpaid taxes) against Borrower is pending or threatened, and no other event has occurred which may materially adversely affect Borrower's financial condition or properties, other than litigation, claims, or other events, if any, that have been disclosed to and acknowledged by Lender in writing.

**Taxes.** To the best of Borrower's knowledge, all of Borrower's tax returns and reports that are or were required to be filed, have been filed, and all taxes, assessments and other governmental charges have been paid in full, except those presently being or to be contested by Borrower in good faith in the ordinary course of business and for which adequate reserves have been provided.

**Lien Priority.** Unless otherwise previously disclosed to Lender in writing, Borrower has not entered into or granted any Security Agreements, or permitted the filing or attachment of any Security Interests on or affecting any of the Collateral directly or indirectly securing repayment of Borrower's Loan and Note, that would be prior or that may in any way be superior to Lender's Security Interests and rights in and to such Collateral.

**Binding Effect.** This Agreement, the Note, all Security Agreements (if any), and all Related Documents are binding upon the signers thereof, as well as upon their successors, representatives and assigns, and are legally enforceable in accordance with their respective terms.

**AFFIRMATIVE COVENANTS.** Borrower covenants and agrees with Lender that, so long as this Agreement remains in effect, Borrower will:

**Notices of Claims and Litigation.** Promptly inform Lender in writing of (1) all material adverse changes in Borrower's financial condition, and (2) all existing and all threatened litigation, claims, investigations, administrative proceedings or similar actions affecting Borrower or any Guarantor which could materially affect the financial condition of Borrower or the financial condition of any Guarantor.

**Financial Records.** Maintain its books and records in accordance with GAAP, applied on a consistent basis, and permit Lender to examine and audit Borrower's books and records at all reasonable times.

**Financial Statements.** Furnish Lender with the following:

**Annual Statements.** As soon as available, but in no event later than sixty (60) days after the end of each fiscal year, Borrower's balance sheet and income statement for the year ended, compiled by a certified public accountant satisfactory to Lender.

**Tax Returns.** As soon as available, but in no event later than ninety (90) days after the applicable filing date for the tax reporting period ended, Borrower's Federal and other governmental tax returns, prepared by a certified public accountant satisfactory to Lender.

All financial reports required to be provided under this Agreement shall be prepared in accordance with GAAP, applied on a consistent basis, and certified by Borrower as being true and correct.

**Additional Information.** Furnish such additional information and statements, as Lender may request from time to time.

**Insurance.** Maintain fire and other risk insurance, public liability insurance, and such other insurance as Lender may require with respect to Borrower's properties and operations, in form, amounts, coverages and with insurance companies acceptable to Lender. Borrower, upon request of Lender, will deliver to Lender from time to time the policies or certificates of insurance in form satisfactory to Lender, including stipulations that coverages will not be cancelled or diminished without at least thirty (30) days prior written notice to Lender. Each insurance policy also shall include an endorsement providing that coverage in favor of Lender will not be impaired in any way by any act, omission or default of Borrower or any other person. In connection with all policies covering assets in which Lender holds or is offered a security interest for the Loans, Borrower will provide Lender with such lender's loss payable or other endorsements as Lender may require.

**Insurance Reports.** Furnish to Lender, upon request of Lender, reports on each existing insurance policy showing such information as Lender may reasonably request, including without limitation the following: (1) the name of the insurer; (2) the risks insured; (3) the amount of the policy; (4) the properties insured; (5) the then current property values on the basis of which insurance has been obtained, and the manner of determining those values; and (6) the expiration date of the policy. In addition, upon request of Lender (however not more often than annually), Borrower will have an independent appraiser satisfactory to Lender determine, as applicable, the actual cash value or replacement cost of any Collateral. The cost of such appraisal shall be paid by Borrower.

**Guaranties.** Prior to disbursement of any Loan proceeds, furnish executed guaranties of the Loans in favor of Lender, executed by the guarantors named below, on Lender's forms, and in the amounts and under the conditions set forth in those guaranties.

| Names of Guarantors | Amounts |
|---|---|
| Albert S. Thorton, Jr. | $75,000.00 |
| Shirley Harris | $50,000.00 |
| Deborah Griffin | $25,000.00 |
| Anthony Webb | $37,500.00 |
| Alexandra Webb | $37,500.00 |
| Susan Lauer | $25,000.00 |
| Robert Payne | $25,000.00 |
| Karen Visser | $25,000.00 |
| Jitendra Singh | $50,000.00 |
| Timothy Sears | $12,500.00 |
| Ann Sears | $12,500.00 |
| Patrick O'Connor | $7,500.00 |
| Brigitte O'Connor | $7,500.00 |
| Tamara Shipley | $25,000.00 |
| Patricia Ghezzi | $12,500.00 |
| Jason Ghezzi | $12,500.00 |
| Douglas Harman | $5,000.00 |
| Brandi Limbago | $5,000.00 |
| Aspen Kron | $15,000.00 |
| Dena Chadwick | $62,500.00 |
| Madden DeGamo Manion | $15,000.00 |
| Cyndi Elridge | $25,000.00 |
| Rob Eldridge | $25,000.00 |

**Other Agreements.** Comply with all terms and conditions of all other agreements, whether now or hereafter existing, between Borrower and any other party and notify Lender immediately in writing of any default in connection with any other such agreements.

**Loan Proceeds.** Use all Loan proceeds solely for Borrower's business operations, unless specifically consented to the contrary by Lender in writing.

**Taxes, Charges and Liens.** Pay and discharge when due all of its indebtedness and obligations, including without limitation all assessments, taxes, governmental charges, levies and liens, of every kind and nature, imposed upon Borrower or its properties, income, or profits, prior to the date on which penalties would attach, and all lawful claims that, if unpaid, might become a lien or charge upon any of Borrower's properties, income, or profits. Provided however, Borrower will not be required to pay and discharge any such assessment, tax, charge, levy, lien or claim so long as (1) the legality of the same shall be contested in good faith by appropriate proceedings, and (2) Borrower shall have established on Borrower's books adequate reserves with respect to such contested assessment, tax, charge, levy, lien, or claim in accordance with GAAP.

**Performance.** Perform and comply, in a timely manner, with all terms, conditions, and provisions set forth in this Agreement, in the Related Documents, and in all other instruments and agreements between Borrower and Lender. Borrower shall notify Lender immediately in writing of any default in connection with any agreement.

**Operations.** Maintain executive and management personnel with substantially the same qualifications and experience as the present executive and management personnel; provide written notice to Lender of any change in executive and management personnel; conduct its business affairs in a reasonable and prudent manner.

**Environmental Studies.** Promptly conduct and complete, at Borrower's expense, all such investigations, studies, samplings and testings as may be requested by Lender or any governmental authority relative to any substance, or any waste or by-product of any substance defined as toxic or a hazardous substance under applicable federal, state, or local law, rule, regulation, order or directive, at or affecting any property or any facility owned, leased or used by Borrower.

**Compliance with Governmental Requirements.** Comply with all laws, ordinances, and regulations, now or hereafter in effect, of all governmental authorities applicable to the conduct of Borrower's properties, businesses and operations, and to the use or occupancy of the Collateral, including without limitation, the Americans With Disabilities Act. Borrower may contest in good faith any such law, ordinance, or regulation and withhold compliance during any proceeding, including appropriate appeals, so long as Borrower has notified Lender in writing prior to doing so and so long as, in Lender's sole opinion, Lender's interests in the Collateral are not jeopardized. Lender may require Borrower to post adequate security or a surety bond, reasonably satisfactory to Lender, to protect Lender's interest.

**Inspection.** Permit employees or agents of Lender at any reasonable time to inspect any and all Collateral for the Loan or Loans and Borrower's other properties and to examine or audit Borrower's books, accounts, and records and to make copies and memoranda of Borrower's books, accounts, and records. If Borrower now or at any time hereafter maintains any records (including without limitation computer generated records and computer software programs for the generation of such records) in the possession of a third party, Borrower, upon request of Lender, shall notify such party to permit Lender free access to such records at all reasonable times and to provide Lender with copies of any records it may request, all at Borrower's expense.

**Compliance Certificates.** Unless waived in writing by Lender, provide Lender at least annually, with a certificate executed by Borrower's chief financial officer, or other officer or person acceptable to Lender, certifying that the representations and warranties set forth in this Agreement are true and correct as of the date of the certificate and further certifying that, as of the date of the certificate, no Event of Default exists under this Agreement.

**Environmental Compliance and Reports.** Borrower shall comply in all respects with any and all Environmental Laws; not cause or permit to exist, as a result of an intentional or unintentional action or omission on Borrower's part or on the part of any third party, on property owned and/or occupied by Borrower, any environmental activity where damage may result to the environment, unless such environmental activity is pursuant to and in compliance with the conditions of a permit issued by the appropriate federal, state or local governmental authorities; shall furnish to Lender promptly and in any event within thirty (30) days after receipt thereof a copy of any notice, summons, lien, citation, directive, letter or other communication from any governmental agency or instrumentality concerning any intentional or unintentional action or omission on Borrower's part in connection with any environmental activity whether or not there is damage to the environment and/or other natural resources.

**Additional Assurances.** Make, execute and deliver to Lender such promissory notes, mortgages, deeds of trust, security agreements,

assignments, financing statements, instruments, documents and other agreements as Lender or its attorneys may reasonably request to evidence and secure the Loans and to perfect all Security Interests.

**LENDER'S EXPENDITURES.** If any action or proceeding is commenced that would materially affect Lender's interest in the Collateral or if Borrower fails to comply with any provision of this Agreement or any Related Documents, including but not limited to Borrower's failure to discharge or pay when due any amounts Borrower is required to discharge or pay under this Agreement or any Related Documents, Lender on Borrower's behalf may (but shall not be obligated to) take any action that Lender deems appropriate, including but not limited to discharging or paying all taxes, liens, security interests, encumbrances and other claims, at any time levied or placed on any Collateral and paying all costs for insuring, maintaining and preserving any Collateral. All such expenditures incurred or paid by Lender for such purposes will then bear interest at the rate charged under the Note from the date incurred or paid by Lender to the date of repayment by Borrower. All such expenses will become a part of the Indebtedness and, at Lender's option, will (A) be payable on demand; (B) be added to the balance of the Note and be apportioned among and be payable with any installment payments to become due during either (1) the term of any applicable insurance policy; or (2) the remaining term of the Note; or (C) be treated as a balloon payment which will be due and payable at the Note's maturity.

**NEGATIVE COVENANTS.** Borrower covenants and agrees with Lender that while this Agreement is in effect, Borrower shall not, without the prior written consent of Lender:

**Indebtedness and Liens.** (1) Except for trade debt incurred in the normal course of business and indebtedness to Lender contemplated by this Agreement, create, incur or assume indebtedness for borrowed money, including capital leases, (2) sell, transfer, mortgage, assign, pledge, lease, grant a security interest in, or encumber any of Borrower's assets (except as allowed as Permitted Liens), or (3) sell with recourse any of Borrower's accounts, except to Lender.

**Continuity of Operations.** (1) Engage in any business activities substantially different than those in which Borrower is presently engaged, (2) cease operations, liquidate, merge, transfer, acquire or consolidate with any other entity, change its name, dissolve or transfer or sell Collateral out of the ordinary course of business, or (3) pay any dividends on Borrower's stock (other than dividends payable in its stock), provided, however that notwithstanding the foregoing, but only so long as no Event of Default has occurred and is continuing or would result from the payment of dividends, if Borrower is a "Subchapter S Corporation" (as defined in the Internal Revenue Code of 1986, as amended), Borrower may pay cash dividends on its stock to its shareholders from time to time in amounts necessary to enable the shareholders to pay income taxes and make estimated income tax payments to satisfy their liabilities under federal and state law which arise solely from their status as Shareholders of a Subchapter S Corporation because of their ownership of shares of Borrower's stock, or purchase or retire any of Borrower's outstanding shares or alter or amend Borrower's capital structure.

**Loans, Acquisitions and Guaranties.** (1) Loan, invest in or advance money or assets to any other person, enterprise or entity, (2) purchase, create or acquire any interest in any other enterprise or entity, or (3) incur any obligation as surety or guarantor other than in the ordinary course of business.

**Agreements.** Enter into any agreement containing any provisions which would be violated or breached by the performance of Borrower's obligations under this Agreement or in connection herewith.

**CESSATION OF ADVANCES.** If Lender has made any commitment to make any Loan to Borrower, whether under this Agreement or under any other agreement, Lender shall have no obligation to make Loan Advances or to disburse Loan proceeds if: (A) Borrower or any Guarantor is in default under the terms of this Agreement or any of the Related Documents or any other agreement that Borrower or any Guarantor has with Lender; (B) Borrower or any Guarantor dies, becomes incompetent or becomes insolvent, files a petition in bankruptcy or similar proceedings, or is adjudged a bankrupt; (C) there occurs a material adverse change in Borrower's financial condition, in the financial condition of any Guarantor, or in the value of any Collateral securing any Loan; or (D) any Guarantor seeks, claims or otherwise attempts to limit, modify or revoke such Guarantor's guaranty of the Loan or any other loan with Lender; or (E) Lender in good faith deems itself insecure, even though no Event of Default shall have occurred.

**RIGHT OF SETOFF.** To the extent permitted by applicable law, Lender reserves a right of setoff in all Borrower's accounts with Lender (whether checking, savings, or some other account). This includes all accounts Borrower holds jointly with someone else and all accounts Borrower may open in the future. However, this does not include any IRA or Keogh accounts, or any trust accounts for which setoff would be prohibited by law. Borrower authorizes Lender, to the extent permitted by applicable law, to charge or setoff all sums owing on the debt against any and all such accounts, and, at Lender's option, to administratively freeze all such accounts to allow Lender to protect Lender's charge and setoff rights provided in this paragraph.

**DEFAULT.** Each of the following shall constitute an Event of Default under this Agreement:

**Payment Default.** Borrower fails to make any payment when due under the Loan.

**Other Defaults.** Borrower fails to comply with or to perform any other term, obligation, covenant or condition contained in this Agreement or in any of the Related Documents or to comply with or to perform any term, obligation, covenant or condition contained in any other agreement between Lender and Borrower.

**Default in Favor of Third Parties.** Borrower or any Grantor defaults under any loan, extension of credit, security agreement, purchase or sales agreement, or any other agreement, in favor of any other creditor or person that may materially affect any of Borrower's or any Grantor's property or Borrower's or any Grantor's ability to repay the Loans or perform their respective obligations under this Agreement or any of the Related Documents.

**False Statements.** Any warranty, representation or statement made or furnished to Lender by Borrower or on Borrower's behalf under this Agreement or the Related Documents is false or misleading in any material respect, either now or at the time made or furnished or becomes false or misleading at any time thereafter.

**Insolvency.** The dissolution or termination of Borrower's existence as a going business, the insolvency of Borrower, the appointment of a receiver for any part of Borrower's property, any assignment for the benefit of creditors, any type of creditor workout, or the commencement of any proceeding under any bankruptcy or insolvency laws by or against Borrower.

**Defective Collateralization.** This Agreement or any of the Related Documents ceases to be in full force and effect (including failure of any collateral document to create a valid and perfected security interest or lien) at any time and for any reason.

**Creditor or Forfeiture Proceedings.** Commencement of foreclosure or forfeiture proceedings, whether by judicial proceeding, self-help, repossession or any other method, by any creditor of Borrower or by any governmental agency against any collateral securing the Loan. This includes a garnishment of any of Borrower's accounts, including deposit accounts, with Lender. However, this Event of Default shall not apply if there is a good faith dispute by Borrower as to the validity or reasonableness of the claim which is the basis of the creditor or forfeiture proceeding and if Borrower gives Lender written notice of the creditor or forfeiture proceeding and deposits with Lender monies or a surety bond for the creditor or forfeiture proceeding, in an amount determined by Lender, in its sole discretion, as being an adequate reserve or bond for the dispute.

**Events Affecting Guarantor.** Any of the preceding events occurs with respect to any Guarantor of any of the Indebtedness or any Guarantor dies or becomes incompetent, or revokes or disputes the validity of, or liability under, any Guaranty of the Indebtedness.

**Change in Ownership.** Any change in ownership of twenty-five percent (25%) or more of the common stock of Borrower.

**Adverse Change.** A material adverse change occurs in Borrower's financial condition, or Lender believes the prospect of payment or performance of the Loan is impaired.

**Insecurity.** Lender in good faith believes itself insecure.

**Right to Cure.** If any default, other than a default on Indebtedness, is curable and if Borrower or Grantor, as the case may be, has not been given a notice of a similar default within the preceding twelve (12) months, it may be cured if Borrower or Grantor, as the case may be, after Lender sends written notice to Borrower or Grantor, as the case may be, demanding cure of such default: (1) cure the default within ten (10) days; or (2) if the cure requires more than ten (10) days, immediately initiate steps which Lender deems in Lender's sole discretion to be sufficient to cure the default and thereafter continue and complete all reasonable and necessary steps sufficient to produce compliance as soon as reasonably practical.

**EFFECT OF AN EVENT OF DEFAULT.** If any Event of Default shall occur, except where otherwise provided in this Agreement or the Related Documents, all commitments and obligations of Lender under this Agreement or the Related Documents or any other agreement immediately will terminate (including any obligation to make further Loan Advances or disbursements), and, at Lender's option, all Indebtedness immediately will become due and payable, all without notice of any kind to Borrower, except that in the case of an Event of Default of the type described in the "Insolvency" subsection above, such acceleration shall be automatic and not optional. In addition, Lender shall have all the rights and remedies provided in the Related Documents or available at law, in equity, or otherwise. Except as may be prohibited by applicable law, all of Lender's rights and remedies shall be cumulative and may be exercised singularly or concurrently. Election by Lender to pursue any remedy shall not exclude pursuit of any other remedy, and an election to make expenditures or to take action to perform an obligation of Borrower or of any Grantor shall not affect Lender's right to declare a default and to exercise its rights and remedies.

**MISCELLANEOUS PROVISIONS.** The following miscellaneous provisions are a part of this Agreement:

**Amendments.** This Agreement, together with any Related Documents, constitutes the entire understanding and agreement of the parties as to the matters set forth in this Agreement. No alteration of or amendment to this Agreement shall be effective unless given in writing and signed by the party or parties sought to be charged or bound by the alteration or amendment.

**Arbitration. Borrower and Lender agree that all disputes, claims and controversies between them whether individual, joint, or class in nature, arising from this Agreement or otherwise, including without limitation contract and tort disputes, shall be arbitrated pursuant to the financial services rules of J.A.M.S. or its successor in effect at the time the claim is filed, upon request of either party. No act to take or dispose of any Collateral shall constitute a waiver of this arbitration agreement or be prohibited by this arbitration agreement. This includes, without limitation, obtaining injunctive relief or a temporary restraining order; invoking a power of sale under any deed of trust or mortgage; obtaining a writ of attachment or imposition of a receiver; or exercising any rights relating to personal property, including taking or disposing of such property with or without judicial process pursuant Article 9 of the Uniform Commercial Code. Any disputes, claims, or controversies concerning the lawfulness or reasonableness of any act, or exercise of any right, concerning any Collateral, including any claim to rescind, reform, or otherwise modify any agreement relating to the Collateral, shall also be arbitrated, provided however that no arbitrator shall have the right or the power to enjoin or restrain any act of any party. Judgment upon any award rendered by any arbitrator may be entered in any court having jurisdiction. Nothing in this Agreement shall preclude any party from seeking equitable relief from a court of competent jurisdiction. The statute of limitations, estoppel, waiver, laches, and similar doctrines which would otherwise be applicable in an action brought by a party shall be applicable in any arbitration proceeding, and the commencement of an arbitration proceeding shall be deemed the commencement of an action for these purposes. The Federal Arbitration Act shall apply to the construction, interpretation, and enforcement of this arbitration provision.**

**Attorneys' Fees; Expenses.** Borrower agrees to pay upon demand all of Lender's costs and expenses, including Lender's attorneys' fees and Lender's legal expenses, incurred in connection with the enforcement of this Agreement. Lender may hire or pay someone else to help enforce this Agreement, and Borrower shall pay the costs and expenses of such enforcement. Costs and expenses include Lender's attorneys' fees and legal expenses whether or not there is a lawsuit, including attorneys' fees and legal expenses for bankruptcy proceedings (including efforts to modify or vacate any automatic stay or injunction), appeals, and any anticipated post-judgment collection services. Borrower also shall pay all court costs and such additional fees as may be directed by the court.

**Caption Headings.** Caption headings in this Agreement are for convenience purposes only and are not to be used to interpret or define the provisions of this Agreement.

**Consent to Loan Participation.** Borrower agrees and consents to Lender's sale or transfer, whether now or later, of one or more participation interests in the Loan to one or more purchasers, whether related or unrelated to Lender. Lender may provide, without any limitation whatsoever, to any one or more purchasers, or potential purchasers, any information or knowledge Lender may have about Borrower or about any other matter relating to the Loan, and Borrower hereby waives any rights to privacy Borrower may have with respect to such matters. Borrower additionally waives any and all notices of sale of participation interests, as well as all notices of any repurchase of such participation interests. Borrower also agrees that the purchasers of any such participation interests will be considered as the absolute owners of such interests in the Loan and will have all the rights granted under the participation agreement or agreements governing the sale of such participation interests. Borrower further waives all rights of offset or counterclaim that it may have now or later against Lender or against any purchaser of such a participation interest and unconditionally agrees that either Lender or such purchaser may enforce Borrower's obligation under the Loan irrespective of the failure or insolvency of any holder of any interest in the Loan. Borrower further agrees that the purchaser of any such participation interests may enforce its interests irrespective of any personal claims or defenses that Borrower may have against Lender.

**Governing Law. This Agreement will be governed by federal law applicable to Lender and, to the extent not preempted by federal law, the laws of the State of Georgia without regard to its conflicts of law provisions. This Agreement has been accepted by Lender in the State of Georgia.**

**No Waiver by Lender.** Lender shall not be deemed to have waived any rights under this Agreement unless such waiver is given in writing and signed by Lender. No delay or omission on the part of Lender in exercising any right shall operate as a waiver of such right or any other right. A waiver by Lender of a provision of this Agreement shall not prejudice or constitute a waiver of Lender's right otherwise to demand strict compliance with that provision or any other provision of this Agreement. No prior waiver by Lender, nor any course of dealing between Lender and Borrower, or between Lender and any Grantor, shall constitute a waiver of any of Lender's rights or of any of Borrower's or any Grantor's obligations as to any future transactions. Whenever the consent of Lender is required under this Agreement, the granting of such consent by Lender in any instance shall not constitute continuing consent to subsequent instances where such consent is required and in all cases such consent may be granted or withheld in the sole discretion of Lender.

**Notices.** Any notice required to be given under this Agreement shall be given in writing, and shall be effective when actually delivered, when actually received by telefacsimile (unless otherwise required by law), when deposited with a nationally recognized overnight courier, or, if mailed, when deposited in the United States mail, as first class, certified or registered mail postage prepaid, directed to the addresses shown near the beginning of this Agreement. Any party may change its address for notices under this Agreement by giving formal written notice to the other parties, specifying that the purpose of the notice is to change the party's address. For notice purposes, Borrower agrees to keep Lender informed at all times of Borrower's current address. Unless otherwise provided or required by law, if there is more than one Borrower, any notice given by Lender to any Borrower is deemed to be notice given to all Borrowers.

**Severability.** If a court of competent jurisdiction finds any provision of this Agreement to be illegal, invalid, or unenforceable as to any circumstance, that finding shall not make the offending provision illegal, invalid, or unenforceable as to any other circumstance. If feasible, the offending provision shall be considered modified so that it becomes legal, valid and enforceable. If the offending provision cannot be so modified, it shall be considered deleted from this Agreement. Unless otherwise required by law, the illegality, invalidity, or unenforceability of any provision of this Agreement shall not affect the legality, validity or enforceability of any other provision of this Agreement.

**Subsidiaries and Affiliates of Borrower.** To the extent the context of any provisions of this Agreement makes it appropriate, including without limitation any representation, warranty or covenant, the word "Borrower" as used in this Agreement shall include all of Borrower's subsidiaries and affiliates. Notwithstanding the foregoing however, under no circumstances shall this Agreement be construed to require Lender to make any Loan or other financial accommodation to any of Borrower's subsidiaries or affiliates.

**Successors and Assigns.** All covenants and agreements by or on behalf of Borrower contained in this Agreement or any Related Documents shall bind Borrower's successors and assigns and shall inure to the benefit of Lender and its successors and assigns. Borrower shall not, however, have the right to assign Borrower's rights under this Agreement or any interest therein, without the prior written consent of Lender.

**Survival of Representations and Warranties.** Borrower understands and agrees that in extending Loan Advances, Lender is relying on all representations, warranties, and covenants made by Borrower in this Agreement or in any certificate or other instrument delivered by Borrower to Lender under this Agreement or the Related Documents. Borrower further agrees that regardless of any investigation made by Lender, all such representations, warranties and covenants will survive the extension of Loan Advances and delivery to Lender of the Related Documents, shall be continuing in nature, shall be deemed made and redated by Borrower at the time each Loan Advance is made, and shall remain in full force and effect until such time as Borrower's Indebtedness shall be paid in full, or until this Agreement shall be terminated in the manner provided above, whichever is the last to occur.

**Time is of the Essence.** Time is of the essence in the performance of this Agreement.

**DEFINITIONS.** The following capitalized words and terms shall have the following meanings when used in this Agreement. Unless specifically stated to the contrary, all references to dollar amounts shall mean amounts in lawful money of the United States of America. Words and terms used in the singular shall include the plural, and the plural shall include the singular, as the context may require. Words and terms not otherwise defined in this Agreement shall have the meanings attributed to such terms in the Uniform Commercial Code. Accounting words and terms not otherwise defined in this Agreement shall have the meanings assigned to them in accordance with generally accepted accounting principles as in effect on the date of this Agreement:

**Advance.** The word "Advance" means a disbursement of Loan funds made, or to be made, to Borrower or on Borrower's behalf on a line of credit or multiple advance basis under the terms and conditions of this Agreement.

**Agreement.** The word "Agreement" means this Business Loan Agreement, as this Business Loan Agreement may be amended or modified from time to time, together with all exhibits and schedules attached to this Business Loan Agreement from time to time.

**Borrower.** The word "Borrower" means Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates and includes all co-signers and co-makers signing the Note and all their successors and assigns.

**Collateral.** The word "Collateral" means all property and assets granted as collateral security for a Loan, whether real or personal property, whether granted directly or indirectly, whether granted now or in the future, and whether granted in the form of a security interest, mortgage, collateral mortgage, deed of trust, assignment, pledge, crop pledge, chattel mortgage, collateral chattel mortgage, chattel trust, factor's lien, equipment trust, conditional sale, trust receipt, lien, charge, lien or title retention contract, lease or consignment intended as a security device, or any other security or lien interest whatsoever, whether created by law, contract, or otherwise.

**Environmental Laws.** The words "Environmental Laws" mean any and all state, federal and local statutes, regulations and ordinances relating to the protection of human health or the environment, including without limitation the Comprehensive Environmental Response, Compensation, and Liability Act of 1980, as amended, 42 U.S.C. Section 9601, et seq. ("CERCLA"), the Superfund Amendments and Reauthorization Act of 1986, Pub. L. No. 99-499 ("SARA"), the Hazardous Materials Transportation Act, 49 U.S.C. Section 1801, et seq., the Resource Conservation and Recovery Act, 42 U.S.C. Section 6901, et seq., or other applicable state or federal laws, rules, or regulations adopted pursuant thereto.

**Event of Default.** The words "Event of Default" mean any of the events of default set forth in this Agreement in the default section of this Agreement.

**GAAP.** The word "GAAP" means generally accepted accounting principles.

**Grantor.** The word "Grantor" means each and all of the persons or entities granting a Security Interest in any Collateral for the Loan, including without limitation all Borrowers granting such a Security Interest.

**Guarantor.** The word "Guarantor" means any guarantor, surety, or accommodation party of any or all of the Loan.

**Guaranty.** The word "Guaranty" means the guaranty from Guarantor to Lender, including without limitation a guaranty of all or part of the Note.

**Hazardous Substances.** The words "Hazardous Substances" mean materials that, because of their quantity, concentration or physical, chemical or infectious characteristics, may cause or pose a present or potential hazard to human health or the environment when improperly used, treated, stored, disposed of, generated, manufactured, transported or otherwise handled. The words "Hazardous Substances" are used in their very broadest sense and include without limitation any and all hazardous or toxic substances, materials or waste as defined by or listed under the Environmental Laws. The term "Hazardous Substances" also includes, without limitation, petroleum and petroleum by-products or any fraction thereof and asbestos.

**Indebtedness.** The word "Indebtedness" means the indebtedness evidenced by the Note or Related Documents, including all principal and interest together with all other indebtedness and costs and expenses for which Borrower is responsible under this Agreement or under any of the Related Documents.

**Lender.** The word "Lender" means Fidelity Bank, its successors and assigns.

**Loan.** The word "Loan" means any and all loans and financial accommodations from Lender to Borrower whether now or hereafter existing, and however evidenced, including without limitation those loans and financial accommodations described herein or described on any exhibit or schedule attached to this Agreement from time to time.

**Note.** The word "Note" means the Note dated June 16, 2014 and executed by Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates in the principal amount of $500,000.00, together with all renewals of, extensions of, modifications of, refinancings of, consolidations of, and substitutions for the note or credit agreement.

**Permitted Liens.** The words "Permitted Liens" mean (1) liens and security interests securing Indebtedness owed by Borrower to Lender; (2) liens for taxes, assessments, or similar charges either not yet due or being contested in good faith; (3) liens of materialmen, mechanics, warehousemen, or carriers, or other like liens arising in the ordinary course of business and securing obligations which are not yet delinquent; (4) purchase money liens or purchase money security interests upon or in any property acquired or held by Borrower in the ordinary course of business to secure indebtedness outstanding on the date of this Agreement or permitted to be incurred under the paragraph of this Agreement titled "Indebtedness and Liens"; (5) liens and security interests which, as of the date of this Agreement, have been disclosed to and approved by the Lender in writing; and (6) those liens and security interests which in the aggregate constitute an immaterial and insignificant monetary amount with respect to the net value of Borrower's assets.

**Related Documents.** The words "Related Documents" mean all promissory notes, credit agreements, loan agreements, environmental agreements, guaranties, security agreements, mortgages, deeds of trust, security deeds, collateral mortgages, and all other instruments, agreements and documents, whether now or hereafter existing, executed in connection with the Loan.

**Security Agreement.** The words "Security Agreement" mean and include without limitation any agreements, promises, covenants, arrangements, understandings or other agreements, whether created by law, contract, or otherwise, evidencing, governing, representing, or creating a Security Interest.

**Security Interest.** The words "Security Interest" mean, without limitation, any and all types of collateral security, present and future, whether in the form of a lien, charge, encumbrance, mortgage, deed of trust, security deed, assignment, pledge, crop pledge, chattel mortgage, collateral chattel mortgage, chattel trust, factor's lien, equipment trust, conditional sale, trust receipt, lien or title retention contract, lease or consignment intended as a security device, or any other security or lien interest whatsoever whether created by law, contract, or otherwise.

**BORROWER ACKNOWLEDGES HAVING READ ALL THE PROVISIONS OF THIS BUSINESS LOAN AGREEMENT AND BORROWER AGREES TO ITS TERMS. THIS BUSINESS LOAN AGREEMENT IS DATED JUNE 16, 2014.**

**THIS AGREEMENT IS GIVEN UNDER SEAL AND IT IS INTENDED THAT THIS AGREEMENT IS AND SHALL CONSTITUTE AND HAVE THE EFFECT OF A SEALED INSTRUMENT ACCORDING TO LAW.**

**BORROWER:**

**AVONDALE EDUCATION ASSOCIATION, INC., D/B/A THE MUSEUM SCHOOL OF AVONDALE ESTATES**

By: _____ (Seal)
Aspen Kroll, Chairman of Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates

By: _____ (Seal)
Veny Aleksandrov, Treasurer of Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates

By: _____ (Seal)
Tamara Shipley, Vice Chairman of Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates

By: _____ (Seal)
Patti Ghezzi, Secretary of Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates

**LENDER:**

**FIDELITY BANK**

By: _____ (Seal)
Authorized Signer

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*00000000076442025203450616 2014*

# DISBURSEMENT REQUEST AND AUTHORIZATION

| Principal | Loan Date | Maturity | Loan No | Call / Coll | Account | Officer | Initials |
|---|---|---|---|---|---|---|---|
| $500,000.00 | 06-16-2014 | 11-30-2015 | 764420252 | 920 / 90 | | 020 | |

References in the boxes above are for Lender's use only and do not limit the applicability of this document to any particular loan or item.
Any item above containing "****" has been omitted due to text length limitations.

**Borrower:** Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates
923 Forrest Blvd.
Decatur, GA 30030

**Lender:** Fidelity Bank
Commercial Lending
3490 Piedmont Rd
Suite 1550
Atlanta, GA 30305
(404) 240-1523

**LOAN TYPE.** This is a Variable Rate Nondisclosable Revolving Line of Credit Loan to a Corporation for $500,000.00 due on November 30, 2015. This is an unsecured renewal of the following described indebtedness: Borrower acknowledges and agrees that this Note renews and extends the indebtedness evidenced by that certain Commercial Promissory Note, dated August 12, 2011, in the principal amount of $300,000.00 , and all related documents from Borrower to Lender or its predecessors in interest, as it may have been previously renewed, modified, restated and/or extended and having, as of the date hereof, an unpaid principal balance of $0.0..

**PRIMARY PURPOSE OF LOAN.** The primary purpose of this loan is for:

☐ Personal, Family, or Household Purposes or Personal Investment.

☒ Business (Including Real Estate Investment).

**DISBURSEMENT INSTRUCTIONS.** Borrower understands that no loan proceeds will be disbursed until all of Lender's conditions for making the loan have been satisfied. Please disburse the loan proceeds of $500,000.00 as follows:

| | |
|---|---|
| **Amount paid to Borrower directly:** $500,000.00 Deposited to Account # | $500,000.00 |
| **Note Principal:** | $500,000.00 |

**CHARGES PAID IN CASH.** Borrower has paid or will pay in cash as agreed the following charges:

| | |
|---|---|
| **Prepaid Finance Charges Paid in Cash:** $2,500.00 Commercial Loan Fee | $2,500.00 |
| **Total Charges Paid in Cash:** | $2,500.00 |

**FINANCIAL CONDITION. BY SIGNING THIS AUTHORIZATION, BORROWER REPRESENTS AND WARRANTS TO LENDER THAT THE INFORMATION PROVIDED ABOVE IS TRUE AND CORRECT AND THAT THERE HAS BEEN NO MATERIAL ADVERSE CHANGE IN BORROWER'S FINANCIAL CONDITION AS DISCLOSED IN BORROWER'S MOST RECENT FINANCIAL STATEMENT TO LENDER. THIS AUTHORIZATION IS DATED JUNE 16, 2014.**

**THIS AGREEMENT IS GIVEN UNDER SEAL AND IT IS INTENDED THAT THIS AGREEMENT IS AND SHALL CONSTITUTE AND HAVE THE EFFECT OF A SEALED INSTRUMENT ACCORDING TO LAW.**

**BORROWER:**

**AVONDALE EDUCATION ASSOCIATION, INC., D/B/A THE MUSEUM SCHOOL OF AVONDALE ESTATES**

By: _____ (Seal)
Aspen Kron, Chairman of Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates

By: _____ (Seal)
Tamara Shipley, Vice Chairman of Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates

By: _____ (Seal)
Veny Aleksandrov, Treasurer of Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates

By: _____ (Seal)
Patti Ghezzi, Secretary of Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates

# ERRORS AND OMISSIONS AGREEMENT

| Principal | Loan Date | Maturity | Loan No | Call / Coll | Account | Officer | Initials |
|---|---|---|---|---|---|---|---|
| $500,000.00 | 06-16-2014 | 11-30-2015 | 764420252 | 920 / 90 | | 020 | |

References in the boxes above are for Lender's use only and do not limit the applicability of this document to any particular loan or item.
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**Borrower:** Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates
923 Forrest Blvd.
Decatur, GA 30030

**Lender:** Fidelity Bank
Commercial Lending
3490 Piedmont Rd
Suite 1550
Atlanta, GA 30305
(404) 240-1523

**LOAN NO.:** 764420252

The undersigned Borrower for and in consideration of the above-referenced Lender funding the closing of this loan agrees, if requested by Lender or Closing Agent for Lender, to fully cooperate and adjust for clerical errors, any or all loan closing documentation if deemed necessary or desirable in the reasonable discretion of Lender to enable Lender to sell, convey, seek guaranty or market said loan to any entity, including but not limited to an investor, Federal National Mortgage Association, Federal Home Loan Mortgage Corporation, Government National Mortgage Association, Federal Housing Authority or the Department of Veterans Affairs.

The undersigned Borrower does hereby so agree and covenant in order to assure that this loan documentation executed this date will conform and be acceptable in the marketplace in the instance of transfer, sale or conveyance by Lender of its interest in and to said loan documentation.

DATED effective this June 16, 2014

**BORROWER:**

AVONDALE EDUCATION ASSOCIATION, INC., D/B/A THE MUSEUM SCHOOL OF AVONDALE ESTATES

By: _____ (Seal)
Aspen Khon, Chairman of Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates

By: _____ (Seal)
Tamara Shipley, Vice Chairman of Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates

By: _____ (Seal)
Veny Aleksandrov, Treasurer of Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates

By: _____ (Seal)
Patti Ghezzi, Secretary of Avondale Education Association, Inc., d/b/a The Museum School of Avondale Estates

Sworn to and subscribed before me this 13th day of August, 2014.

x _____
(Notary Public)

My Commission Expires: June 13, 2017

MARTHA M. ROUTHE NOTARY PUBLIC DEKALB COUNTY GEORGIA EXPIRES JUNE 13, 2017

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The Museum School
2016 Random Lottery Process
Policy and Procedures

**2016 The Museum School of Avondale Estates Lottery**
Date: February 17
Time: 5:00 pm
Location: The Museum School of Avondale Estates' Cafeteria

**Table of Contents**

- Policy
- Procedures
    - During Open Enrollment
    - Post Open Enrollment
    - Lottery Day
    - Preferences
    - Qualifying Applications – Proof of Qualification


**Policy:**
If the number of timely applicants received by The Museum School exceeds the capacity of a program, class, grade level or building, The Museum School shall ensure that such applicants have an equal chance of being admitted through a random-selection lottery.

In order to participate in the lottery, applications must be received prior to the enrollment application deadline as established by the board (2:30 pm on February 12, 2016). The lottery will take place within 5 days of the enrollment deadline. The lottery will be open to the public and advertised in advance. A non-biased 3rd party will witness and certify the validity of the lottery.

The attendance zone for The Museum School is divided into two areas. First priority will be given to children of families living in Focus Area 1, which follows the attendance lines established by DeKalb County Schools for Avondale Elementary School and Peachcrest Elementary School. If space allows, priority will be given to children of families living in Focus Area 2, which is defined as children of families living in the DeKalb County School District, but not within Focus Area 1.

Class size is at the discretion of the Principal, with Board approval, as long as within legal limits.

**Procedures:**
During Open Enrollment
- Applications will be collected and qualifications[2] will be verified.
    - **Sibling by definition is a**:
        1. Biological (including ½ sibling)/adoptive sibling residing within the attendance zone.
        2. Stepsiblings residing in the same household.
        3. Foster children residing within the same household.
    - **Sibling notes:**
        - Stepsiblings living in different households are not considered for a sibling preference.
        - An 8th grade student or alumnus of the school with a sibling applying for the following year does not qualify as a sibling for entrance preference. Further, sibling preferences are only applicable for students who are eligible to enroll based on age.
        - Same grade siblings will be treated as one single applicant unit, rather than as multiple applicants. When that one applicant unit is drawn in the lottery, the same grade siblings will be numerically ordered on the waiting list or conditionally accepted dependent upon where in the lottery that applicant unit was drawn.
        - Siblings of current students must submit an application to the school during the open enrollment period to be considered for admission.
    - **Residency** must be established as of the enrollment deadline, February 15, and proper proof of residency[3] must be submitted with original enrollment application. NOTE: Residency must be with the primary or shared custodial parent(s) or legal guardian(s) -- not other relatives or friends. Residence must be student's primary home, not a rental property, place of business, etc.

The Museum School
2016 Random Lottery Process
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Post Open Enrollment

- Upon closing of each Open Enrollment period, if the number of qualified applications from applicants residing in Focus Area 1 exceeds the number of available seats for any or all grade levels, a random selection (Lottery), which shall be open to the public, will be conducted of those applicants residing in Focus Area 1. If the number of qualified applications of applicants residing in Focus Area 1 does not exceed the number of available seats for any or all grade levels, but the total number of qualified applications from both Focus Area 1 and Focus Area 2 does exceed the number of available seats for such grade, then a Lottery will be conducted of all qualified applications (Focus Area 1 and Focus Area 2) for such grade.
- All qualifying applicants will be contacted of date, time and place of Lottery via phone and/or web-posting.
- Stakeholders will be invited to the Lottery including families, community leaders, representatives from the Georgia Charter Schools Association (GCSA), and representatives from the DeKalb County School System.
- A calculation review will be performed to ensure that the total number of children of charter school's founders and children of employees is less than 10% of the total enrollment.
- Prior to the lottery, chips will be numbered from one through the total number of applications received. Each child will be assigned a random number. The assigned number will be recorded on an application roster along with the student's name, grade-level, applicable preferences, and siblings. The chips will be placed in specified containers for the applicable grades.
    - All chips will be the same in weight and size.

Lottery Day

- It is not necessary for an applicant's parent/guardian to be present at the Lottery in order for an applicant to participate in the lottery.
- The procedure will be explained to the audience.
    - Preferences
    - Grade Order [4]
    - Drawing to Select the Students [5]
    - Wait List Process
    - Notification Process
    - Intent to Enroll Process
- Questions will be answered prior to the beginning of the drawings.

[4] **Announce the Grade Order:**

- The order in which the grades will be drawn will be determined by ordering the grades beginning with the grade where the applications received exceed the available spots by the highest percentage and ending with the grade for which the opposite is true.

**Drawing to Select the Students:**

- In order to make this process as transparent as possible, students with preference will be drawn (based on established grade order as detailed above) and placed on lists first.
    - Chips will be drawn based on a grade level. Students admitted through a preference and why they are receiving preference will be read aloud and added to the class list for the appropriate grade level.
- The random lottery to select students will then be conducted, drawing all names from each grade before moving to the next grade level. A 3rd party will draw names, pass the chip to the caller, and verify that the caller is reading the correct number.
    - [5] As each student is selected, that student's assigned number will be placed on the class list, and that student's sibling(s) will be added to the appropriate class list for that grade or any other grades. A sibling will be placed based on available space. If the class is at capacity, the sibling receives preference on the waiting list.
    - The numbers will be recorded as they are pulled until all the seats at that grade level are filled. Once all seats are filled, all remaining names will be placed on the waiting list in the order in which they are drawn.
    - A waiting list lottery for the applicants in Focus Area 2 will be conducted for each class for which the applicants from Focus Area 1 exceed the number of available seats for that

grade. The names of the applicants from the waiting list lottery will be placed on the waiting list after the names of any applicants from Focus Area 1.
    - A student cannot lose his/her seat on the class list after it has been awarded.
    - [5] After all names have been drawn and placed, waiting lists will be adjusted to award sibling preference. Sibling preference applies only when the sibling is placed on the class list, as opposed to placement on a waiting list. Student preference siblings will be moved up the waiting list based on their original order, bypassing singletons.
- Applications received after the Open Enrollment period will be placed at the end of the waiting list (for both Focus Area 1 and Focus Area 2) after the lottery has concluded, in the order in which they were received.
- If a class is not at capacity at the end of the lottery, additional students will be added as qualified applications are received, in the order they are received.
- If additional seats become available after the Lottery, they will be filled from the applicants, in order, on the waiting list. Sibling preference will be applied to the waiting list only at the time of the lottery. The waiting list order will not be adjusted after the time of the lottery, even if one sibling gets onto a class list.

Applications are only valid for one year. New applications for the following year will need to be submitted for next year's consideration. The waiting list does not carry over from year to year.

[1]Preferences

- Pursuant to O.C.G.A. 20-2-2066, and The Museum School charter contract, enrollment preferences will be given in the following order to: 1) siblings of students enrolled in the school and 2) students with a parent or guardian who is a member of the governing board or is a full-time teacher, professional, or other employee of The Museum School.
- The Museum School will publicize and announce enrollment procedures to the entire attendance zone, and each January will pre-enroll returning students. Any such student shall be permitted to be enrolled provided that: 1) the student meets age and residency requirements [6] and his/her grade level is offered and 2) the student's re-enrollment form has been completed and returned to the school no later than February 15.
- The Museum School may reserve up to 2 (two) spots in the kindergarten class for children of full-time teachers, professionals or other employee of The Museum School. If these spots are not needed, any open spots will be offered to the first applicant(s) on the waiting list.

[6] Residency requirements do not apply to children of governing board members, full-time teachers, professionals or other employees of The Museum School.

[2]Qualifying Applications – Proof of Qualification

1. Completed and timely application
2. Original certified birth certificate
3. Parent/guardian photo identification
    - Parent identification will be verified with the birth certificate.
    - Proof of custody or guardianship will be required if not the birth parent.
4. Social Security card
    - Social Security card will be verified with the application
5. [3]Proof of Residency
    - **Two documents** proving residency within the attendance zone - Proof of residency may be established with (1) a lease, deed or mortgage **and** (2) a current utility statement, such as electric, water, gas or cable.
    - **Residency notes:** Ownership of property/land with stated intent to build and use as primary residence is insufficient
    - Parents or guardians who live in a residence but do not own or lease the residence will be required to complete a notarized Affidavit of Residence. The parent/guardian and the adult owner/lessee of the residence will both be required to complete the form, attesting that the person does indeed reside there. The parent/guardian will also need to provide evidence that they do live at the specified residence, as detailed on the affidavit.

The Museum School
2016 Random Lottery Process
Policy and Procedures

**Appendix - Relevant References and Examples**

**(1) O.C.G.A. § 20-2-2066 (2009)**

TITLE 20. EDUCATION
CHAPTER 2. ELEMENTARY AND SECONDARY EDUCATION
ARTICLE 31. CHARTER SCHOOLS ACT OF 1998

§ 20-2-2066. Admission, enrollment, and withdrawal of students

(a) A local charter school shall enroll students in the following manner:
(1)(A) A start-up charter school shall enroll any student who resides in the charter attendance zone as specified in the charter and who submits a timely application as specified in the charter unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such case, all such applicants shall have an equal chance of being admitted through a random selection process unless otherwise prohibited by law; provided, however, that a start-up charter school may give enrollment preference to applicants in any one or more of the following categories in the order of priority specified in the charter:

(i) A sibling of a student enrolled in the start-up charter school;

(ii) A sibling of a student enrolled in another local school designated in the charter;

(iii) A student whose parent or guardian is a member of the governing board of the charter school or is a full-time teacher, professional, or other employee at the charter school; and

(iv) Students matriculating from a local school designated in the charter;

**(2) Georgia Department of Education website:**

**How does a charter school lottery work?**

If the number of applications to a charter school exceeds the capacity of the school, all applicants will have an equal chance of being admitted through a random selection process or lottery. The lottery is conducted in the spring before the school opens and the charter school governing board is required to hold the lottery in a public space. While the Charter Schools Act does allow for a limited number of preferences, those preferences must be applied before the lottery is conducted. For example, if a charter school's charter permits it to give enrollment preference to siblings of enrolled students, those siblings should be automatically admitted and the spaces taken by those students excluded from the number of available spaces in the lottery. Weighted lotteries are not permitted under Georgia law.

**(3) Charter Schools Program, Title V, Part B, Non-Regulatory Guidance, Department of Education, July 2004**

The Museum School
2016 Random Lottery Process
Policy and Procedures

# C. Lottery, Recruitment, and Admissions

**C-1. What is a lottery for purposes of the CSP?**

A lottery is a random selection process by which applicants are admitted to the charter school.

**C-2. Under what circumstances must a charter school use a lottery?**

A charter school receiving CSP funds must use a lottery if more students apply for admission to the charter school than can be admitted. A charter school with fewer applicants than spaces available does not need to conduct a lottery.

**C-3. Are weighted lotteries permissible?**

Weighted lotteries (lotteries that give preference to one set of students over another) are permitted only when they are necessary to comply with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Equal Protection Clause of the Constitution, or applicable State law.

In addition, a charter school may weight its lottery in favor of students seeking to change schools under the public school choice provisions of ESEA Title I, for the limited purpose of providing greater choice to students covered by those provisions. For example, a charter school could provide each student seeking a transfer under Title I with two or more chances to win the lottery, while all other students would have only one chance to win.

**C-4. May a charter school exempt certain categories of applicants from the lottery and admit them automatically?**

A charter school that is oversubscribed and, consequently, must use a lottery, generally must include in that lottery all eligible applicants for admission. A charter school may exempt from the lottery only those students who are deemed to have been admitted to the charter school already and, therefore, do not need to reapply.

Specifically, the following categories of applicants may be exempted from the lottery on this basis: (a) students who are enrolled in a public school at the time it is converted into a public charter school; (b) siblings of students already admitted to or attending the same charter school; (c) children of a charter school's founders (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment); and (d) children of employees in a work-site charter school (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment). When recruiting students, charter schools should target all segments of the parent community. The charter school must recruit in a manner that does not discriminate against students of a particular race, color, national origin, religion, or sex, or against students with disabilities; but the charter school may target additional recruitment efforts toward groups that might otherwise have limited opportunities to participate in the charter school's programs. Once a student has been admitted to the charter school through an appropriate process, he or she may remain in attendance through subsequent grades. A new applicant for admission to the charter school, however, would be subject to the lottery if, as of the application closing date, the total number of applicants exceeds the number of spaces available at the charter school.

C-5 **May a charter school create separate lottery pools for girls and boys, in order to ensure that it has a reasonably equal gender balance?**

No, the legislation requires a charter school receiving CSP funds to hold one lottery that provides qualified students with an equal opportunity to attend the school. Therefore, a charter school receiving funds under the program is precluded from holding separate lotteries for boys and girls. Nor may a school weight its lottery in favor of one gender over another. A school seeking to avoid gender imbalance should do so by targeting additional recruitment efforts toward male or female students.

C-6 **May a tuition-based private preschool program that becomes a public charter school at the kindergarten level permit children enrolled in the preschool program to continue in the elementary program without going through a lottery process?**

No, because the preschool program is private, charges tuition, and most likely does not admit all students, allowing its students to gain admission to the elementary program without going through a lottery process would violate the statute. Therefore, all applicants to the charter school (the elementary program) would have to be selected by lottery if there are more applicants than there are spaces available.

However, the statute does not preclude an elementary charter school in this type of situation from holding its lottery a few years early – e.g., when students are ready to enroll in the preschool. Under this approach, the charter school would have an affirmative responsibility to inform prospective applicants that winning the lottery would not require them to enroll in the private preschool. Thus, any child selected through the lottery would be guaranteed a slot in kindergarten, a few years later, whether or not she or she enrolls in the preschool program.

Additionally, given the high mobility of children and families, schools that choose to exercise this option should ensure that families new to the area or who were not aware of the previous lottery are given the opportunity to apply for admission. Such actions must meet the admissions requirements of the CSP and might include holding a second lottery to fill vacancies created by normal attrition or failure of early lottery winners to enroll in the charter school.

C-7. **May a charter school receiving its final year of CSP funds select students for the next school year (when the school will not be receiving program funds) without using a lottery?**

A charter school receiving its final year of CSP funds may select students for the upcoming school year without using a lottery, provided that the school obligates all funds under its CSP grant before those students actually enroll in the school. If the school has carry-over funds or extends its grant period, then it must continue to meet all program requirements, including the requirement to hold a lottery if it receives more applications for enrollment than it can accommodate for the upcoming school year.

C-8 **In addition to Title V, Part B, Subpart 1 of the ESEA, what other statutory or regulatory authorities should a charter school consider when developing its admissions policies?**

To be eligible for Federal start-up grants, a charter school's admissions practices must comply with State law and applicable Federal laws. Exemptions from enrollment lotteries are permissible only to the extent that they are consistent with the State's charter school law, other applicable State law, the school's charter, and any applicable Title VI desegregation plans or court orders requiring desegregation. A charter school's admissions practices must also comply with Part B of the Individuals with Disabilities Education Act and Federal civil rights laws, including, but not limited to, Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990, as applicable.

**C-9. What are a charter school's responsibilities with regard to outreach and recruitment?**

Section 5203(b)(3)(I) of ESEA requires CSP applicants to inform students in the community about the charter school and to give each student "an equal opportunity to attend the charter school" (20 U.S.C. 7221b(b)(3)(I)). Further, section 5203(b)(3)(E)

requires charter schools receiving CSP grants or subgrants to involve parents and other members of the community in the planning, program design, and implementation of the charter school. 20 U.S.C. 7221b(b)(3)(E).

**C-10. May a charter school receiving CSP funds set minimum eligibility criteria for admission to the charter school?**

The ESEA does not specifically prohibit charter schools from setting minimum qualifications for determining who is eligible to enroll in a charter school and, thus, to be included in the lottery. As stated above, however, charter schools receiving CSP funds must inform students in the community about the charter school and give them an "equal opportunity to attend the charter school."

Thus, a charter school funded under the CSP may set minimum qualifications for admission only to the extent that such qualifications are: (a) consistent with the statutory purposes of the CSP; (b) reasonably necessary to achieve the educational mission of the charter school; and (c) consistent with civil rights laws and Part B of the Individuals with Disabilities Education Act. CSP grantees should consider using program funds to assist "educationally disadvantaged" and other students to achieve to challenging State content and performance standards.

**(4) Georgia Department of Education Georgia Charter School Implementation Grant Application**

**Public Random Drawing (Lottery):** A lottery is a random selection process by which students are admitted to the charter school. The federal CSP program requires a charter school receiving CSP funds to hold one lottery that provides qualified students with an equal opportunity to attend the school. Charter schools cannot create separate lottery pools for any purpose, including the desire to ensure balance in areas such as gender, disabilities, languages, nationality and poverty.

A school seeking to avoid any imbalance in its student population should do so through its recruitment efforts. However, recruitment must be conducted in a manner that does not discriminate against students by race, color, national origin, religion, or sex, or against students with disabilities. Rather, the charter school may target additional recruitment efforts toward groups that might otherwise have limited opportunities to participate in the charter school's programs.

The CSP limits exemptions to the lottery to currently enrolled students (including students reside in the attendance area of a public school converted to a charter school), siblings of currently enrolled students. Children of founders and teachers may also be exempted from the lottery as long as the total number of students in this category is less than 10% of the total enrollment.

The CSP allows preferences only through a weighted lottery, and that they be given only when they are necessary to comply with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Equal Protection Clause of the Constitution, applicable state law related to addressing these federal laws.

Schools that exempt students or give preferences to them for other reasons than those stated above are not eligible for grant funding through the federal Charter School Program.

(5) Other Examples:

- No Child Left Behind Act [P.L.107-110, section 5210(1)];
- http://www.portlandschools.org/pages/Schools/EECS/EECSlottery.htm
- http://www.carolinainternationalschool.org/lottery.html
- http://www.oceancharterschool.org/about.html
- http://www.neighborhoodcharter.com/enrollment/procedure-lottery
- Using a charter school lottery and NCLB: http://www.ed.gov/policy/elsec/guid/cspguidance03.doc (this is good – mentions the 10% thing)
- And on accessing federal funds as charter school: http://www.uscharterschools.org/pdf/gb/acc_fed00.pdf (list grants – not overly usefully otherwise)
    - From pdf –
    - To be eligible for a federal public charter schools grant, states must pass a specific law establishing a charter school program. In accordance with the federal legislation for this program, all charter schools that receive federal funds must:
        - be fair, open, and accessible to all students;7
        - be non-sectarian; and
        - comply with all federal regulations.8
    - 7 The legislation requires that charter schools cannot charge tuition and must admit students on the basis of a lottery, if more students apply for admission than can be accommodated.

**(6) Proof of Residency - Other District Examples**

**Dekalb County Pre-K guidelines.**

**P**arents will need to bring the following documents in order to be eligible to participate in the lottery process:

1. Original certified birth certificate
2. Proof of residency (electric, gas or water bill, apartment lease or house contract) Parents may only register at the school that serves their legal address.
3. Child's Social Security Number
4. Photo Identification

**City Schools of Decatur:**

One of these is required

- Mortgage/Deed/Lease (student's name must be on housing authority lease)
- Payment/Coupon Book
- Property Tax
- Settlement Statement

**And** one of these (current within last 30 days)

- Electric bill
- Water bill
- Gas bill
- Cable bill
- Telephone bill (land line only)

**Gwinnett County Schools:**

· **Proof of residency in attendance zone.** Examples include a non-contingent sales contract, lease, or deed. A lease or deed must be accompanied by at least one utility bill (excluding telephone bills) with the same address. A contingency contract is not acceptable. Call your local school if you live with a friend or family member and need information about verifying your residency.

**Fulton County Schools**

**Proof of Residency**
Per Board Policy JBC, "School Admissions," two documents indicating residence in the attendance area must be provided for all students.*
Appropriate records for verification of residency must include any **two** of the following:

- Copy of home mortgage payment book
- Current utility bill (gas, electric, or water)
- Apartment lease showing name of legal guardian
- Homeowner's insurance registration/card
- Current Paycheck stub
- Current Bank statement
- Copy of sales contract
- Receipt to have utilities connected

the museum school
OF AVONDALE ESTATES

APPLICATION FOR ADMISSION

# Our Mission

The mission of The Museum School of Avondale Estates is to inspire students, teachers, and the community to collaborate to develop strong critical thinking, interpersonal, and academic skills in our students, which will prepare them for real-world success.

## The Process

Qualifying Attendance Zone for The Museum School
The attendance zone for The Museum School of Avondale Estates is divided into two areas. First priority is given to children living in focus area 1, which follows the attendance lines established by the DeKalb County School System for Avondale Elementary, Knollwood Elementary and Midway Elementary, as of the 2011-2012 school year. If space allows, priority will be given to children of families living in focus area 2, which is the remainder of DeKalb County, excluding areas within the City of Decatur and the City of Atlanta.

This attendance zone, incorporating two focus areas, allows The Museum School to provide a quality education to as many children as possible, ensure the school remains financially responsible, and uphold our mission to develop a community school.

Students with a parent or guardian who is a member of the governing board or is a full-time teacher, professional, or other employee of The Museum School also are eligible to attend.

Proof of residency and adherence to application deadlines are essential to the application process.

## Key Dates & Deadlines

APPLICATION DEADLINES

January 29 - February 12, 2016: Open Enrollment

Student applications, including parent agreements, must be completed and delivered to 923 Forrest Blvd., Decatur, GA 30030 during the dates specified above, along with (a) a copy of the child's social security card, (b) an original or state certified copy of the child's birth certificate, (c) a copy of parent's photo ID, and (d) two documents proving residency within the attendance zone.

The first proof of residency may be established with a copy of a current, unexpired signed lease, deed, mortgage or current monthly mortgage statement, in addition to a current water, gas or electric bill (within 30 days of the date of application). If the parent(s) is not the property owner/lessee, and parent(s) and student reside with a relative or other person who is the property owner/less in the school attendance zone, an Affidavit of Residency is required in addition to all documentation set forth above. Additional instructions apply to the Affidavit of Residency.

The deadline for all application submissions for applicants to be included in the lottery is 2:30 p.m. Friday, February 12, 2016.

AVAILABLE SPACE AND LOTTERY

February 17, 2016: Public Lottery
If The Museum School receives more student applications than available slots for any grade level or program, the school will conduct a public lottery using a random selection process. The Museum School complies with federal and state requirements regarding enrollment practices and lottery procedures.

Admission offers will proceed with the first randomly selected student from each grade, to the next student, and so on until all available slots are offered. Families of students receiving official notification of admission will then have 15 days to notify the school of their intent. Should a family decline admission or fail to respond within 15 days, that student will be removed from the roster and the slot will be offered to the first student of that grade level on the wait list, until all slots have been filled.

The Museum School does not discriminate in its enrollment procedures or educational programs based on intellectual or athletic ability, aptitude, disability, race, class, gender, family structure, sexual orientation, religion, ancestry, or any other basis prohibited by law. The Museum School administers placement tests, but no admissions test.

ADMISSION NOTIFICATION

February 17, 2016
The Museum School will provide official notification to all families of qualifying students with admission offers. Admission is based solely on residency and age requirements.

ENROLLMENT DEADLINE

March 3, 2016
All accepted applicants must return their Intent to Enroll form and any required supporting documentation within 15 days after notification of admission. Failure to comply with this deadline could result in the student's admission slot being offered to another applicant.

## Student/Family Information

Please complete this form in its entirety and print legibly.

Student's Name: Last _____ First _____ M.I. _____

Name the child goes by _____ Home phone _____/_____

Home address _____

County of residence _____ City _____ State _____ Zip _____

Birth date_____/_____/_____ Sex _____ Grade for 2015-2016: _____ Grade for 2016-2017: _____

Social Security #_____ Student lives with: ___ Parents ___ Mother ___ Father ___ Legal Guardian

Previous school(s) attended _____ Grade(s) _____

❑ Siblings currently enrolled at The Museum School: Name(s) / Age(s) _____

❑ Child of full-time faculty/staff member at The Museum School: Name _____

❑ Child of Museum School board member: Name _____

## Parent/Guardian Information

Parent's Name: Last _____ First _____ Email address _____

If different from applicant's: Home address _____

County of residence _____ City _____ State _____ Zip _____

Occupation _____ Employer _____

City _____ State _____

Phone numbers: Home _____/_____ Business _____/_____ Cell _____/_____

Parent's Name: Last _____ First _____ Email address _____

If different from applicant's: Home address _____

County of residence _____ City _____ State _____ Zip _____

Occupation _____ Employer _____

City _____ State _____

Phone numbers: Home _____/_____ Business _____/_____ Cell _____/_____

## In Case of Emergency

Contact Name #1: Last _____ First _____ Relationship to student _____

Phone _____/_____ Alternate phone _____/_____

Contact Name #2: Last _____ First _____ Relationship to student _____

Phone _____/_____ Alternate phone _____/_____

## Read and Sign

Parental involvement is key to the success of The Museum School of Avondale Estates. Parents and guardians of attending students must contribute volunteer service hours annually. Families are expected to contribute at least 15 hours of service per enrolled Museum School student, up to a maximum of 30 hours.

❑ Yes ❑ No I understand the volunteer service requirement and agree to complete the required hours annually.

❑ Yes ❑ No I have read and understood this application, and I further certify that the information I have submitted is complete and accurate to the best of my knowledge and belief.

❑ Yes ❑ No I understand that learning expeditions and trips outside the school are part of the educational experience at The Museum School. They are not optional.

❑ Yes ❑ No The Museum School has my permission to administer medical treatment to my child as needed.

Signature of parent/guardian _____ Date _____

Signature of parent/guardian _____ Date _____

Please return to the address below by February 12, 2016

the museum school OF AVONDALE ESTATES

The Museum School of Avondale Estates
923 Forrest Blvd.
Decatur, GA 30030
www.themuseumschool.org

the museum school
OF AVONDALE ESTATES

# PARENT AGREEMENT

The Museum School's core values are Responsibility, Respect, Sustainability, Cooperation, Creativity and Kindness. The Museum School seeks to form a mutually supportive relationship between students' families, the school, and the community. For this reason, students and their families are expected to contribute to the success of the school. If you would like for your child to be part of this learning community, please indicate your willingness to contribute to the school by reading and signing the following.

As a parent/guardian, I understand that I am the person most responsible for my child's education and development. I choose for my child to attend The Museum School of Avondale Estates. I know I have other public school options in this attendance zone, but I feel the mission, vision, and values of The Museum School, coupled with a high level of parental involvement, best meet the needs of my child and family. I will partner with The Museum School of Avondale Estates, my child, and the school community to promote my child's personal development and academic achievement. I will model respect, responsibility, and cooperation for my child in fulfilling the responsibilities listed below. I understand that I must meet these responsibilities in order for my child to attend this school.

## Parent /Guardian Responsibilities

Commit to the following:

- For each enrolled child, my family will donate at least 15 hours of volunteer service to the school each academic year, with a maximum volunteer requirement of 30 service hours.
- I will attend all required parent-teacher conferences.
- I will have my child at school each day on time and ready to learn.
- I will ensure that my child has a quiet time and place to read and do homework assignments. I will check for homework assignments throughout the week to ensure their completion.
- I will know, reinforce, and follow the Code of Conduct.
- I will treat Museum School staff, parents, and children with respect at all times.
- I will respond immediately to any questions or concerns from my child's teacher.
- I will report any absence or illness to the school promptly. I will keep my child out of school when he or she is ill.
- I will inform the school immediately of any change in authorized transportation or contact persons. I will also inform the school of any change in address, phone number, or family status.
- I will support the development of my child's self-concept, individuality and interests.
- I will support and model The Museum School's Explorer Expectations with my children.

## Parent /Guardian Rights

- My child will learn in a safe and healthy environment.
- My child and family will be treated with respect by The Museum School staff, parents, and students at all times.
- I will receive written goals and curriculum for my child's classroom at the beginning of the school year.
- I will receive meaningful communication regarding my child's progress from my child's teachers.
- I will provide staff with feedback regarding the strengths and weaknesses of the school's program.
- I will have the opportunity to serve on a volunteer committee or subcommittee.
- I will have ample notice of school events and meetings so that I may make plans to attend them.
- I will be able to meet with The Museum School administration and staff in a timely manner (and immediately for any concern involving a child's safety).
- I will have access to parent representation on the Governing Board.

## The Museum School of Avondale Estates' Steps to Cooperate with Parents/Guardians to Fulfill Responsibilities

- The Museum School will offer many different kinds of volunteer opportunities to best link the talents, interests, abilities and needs of my family with the needs of the school.
- The Museum School will provide a schedule of events, meetings, and volunteer opportunities with ample time for me to plan to attend.
- The Museum School will hold family meetings at different times and days to accommodate different family schedules.
- The Museum School will be flexible in setting up parent-teacher conferences so I may attend.
- The Museum School administration will be available to meet if extenuating circumstances prevent me from meeting my responsibilities.
- The administration will be creative in helping to find a solution to satisfy my obligations.

## Agreement

I understand that I must agree to all terms of the contract in order to enroll my child in The Museum School of Avondale Estates. I understand that it is my responsibility to notify The Museum School administration of any circumstances that could interfere with my ability to fulfill these obligations so that a solution may be found that best matches my family's needs and those of the school. Once a dialogue is established, a reasonable solution should be able to be found, even in the most severe of situations. Because this contract is designed to enhance the experience and development of every child at The Museum School, I understand that if I do not fulfill the terms of my contract with the school, my child will not be able to return to The Museum School of Avondale Estates the following year.

I hereby agree to the terms of this contract and wish to enroll my child in The Museum School of Avondale Estates.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Name (please print): _____

Child's Name: _____

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The Museum School of Avondale Estates
923 Forrest Blvd.
Decatur, GA 30030
www.themuseumschool.org

# Intent to Enroll Form

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This completed application is due March 10, 2016
Students will lose their placement on the school roster if this form is not received by Thursday, March 10, 2016.

FOR OFFICE USE ONLY

Date form received _____

Child's teacher _____

O I intend to enroll my child in The Museum School of Avondale Estates for the 2016-2017 school year. I am aware that of cial enrollment is contingent upon me providing all required documents before July 27, 2016.

O I do not intend to enroll my child in The Museum School of Avondale Estates for the 2016-2017 school year. I understand that school staff will remove my child's name from the active class roster immediately and his/her spot will be offered to another student.

## Documents Required for Registration

All documents should be submitted to the school as soon as possible. Documents can be dropped off to the school at 923 Forrest Blvd., Decatur, GA 30030. Documents must be received by July 27, 2016.

- Georgia Immunization Form 3231
- Hearing/Dental/Vision Screening Form 3300
- Withdrawal records from previous school showing grade placement, if applicable (May be submitted through July 1 to accommodate processing)

## Registration

Child's Name _____

Parent's Name _____

Home Address _____

City _____ State _____ Zip _____

Home phone number _____ Grade for 2016-2017 school year _____

Birth date _____ Race/Ethnicity _____

**Emergency Information**

In case of an emergency, 911 will be called and the student will be taken to the nearest hospital, if deemed necessary.

Child's known health problems/allergies: _____

Medications student is taking: _____

*Parents will be required to complete a form documenting details regarding the administration of the medicine. Parents must complete this form prior to medicine being administered by a staff member.

Emergency Contact Numbers: (in case parent(s) cannot be reached)

Name _____ Phone number _____ Relationship _____

Name _____ Phone number _____ Relationship _____

Family Doctor's Name _____ Phone number _____

**Student Release Information**
Students will only be released to persons listed below (in addition to parents/guardians). In order to release children to anyone else, the school must have written or verbal permission from an authorized parent/guardian whose signature appears on this form.

Name _____ Phone number _____ Relationship _____

Name _____ Phone number _____ Relationship _____

Name _____ Phone number _____ Relationship _____

Academic Information
Has your child been evaluated for Special Education Services? O Yes O No

Does your child currently have an Individualized Education Plan (IEP)? O Yes O No
* If yes, please attach the IEP and any supporting documents.

Does your child receive Gifted services? O Yes O No
* If yes, please attach any supporting documents.

**Home Language Survey**
What is the first language the child/student learned to speak? _____

What language does the child/student speak most often? _____

What language is most often spoken in your home? _____

Does the child/student speak any languages other than English? _____ What? _____

Do the parents read and understand English? O Yes O No

**Media Release**

O I give permission for my child to be photographed and/or videotaped and for images of my child to be published or included in school publications, school website, Exhibit Night displays, and promotional pieces such as brochures and news articles promoting the school.

O I DO NOT give my permission for my child to be photographed or videotaped.

**E-Mail Addresses**
Please provide e-mail addresses for both parents (or legal guardians). We will send important school information via e-mail throughout the school year.

Parent/Legal Guardian _____ Parent/Legal Guardian _____

O I do not have internet access and request that hard copies of school information be provided.

The above information is correct and complete to the best of my knowledge. I understand that it is my responsibility to inform the school immediately if there is a change in my contact information.

Parent/Guardian Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

**Recruiting and Admission Process for the 2016-2017 school year, with a specific focus on the Peachcrest Elementary zone:**

*Fall 2015:*

- Develop Recruitment Committee consisting of: Principal, TMS Board Member, Parents, Communications Committee Member
- Host Initial Recruitment Committee Meeting
- Create a Recruitment project plan, dedicated to serving students in the Peachcrest zone.

*December 2015:*

- Review and print all application and registration documents
- Create Open House schedule
- Create and print Open Enrollment postcard/flyer for distribution
- Advertise Open House dates, locations and enrollment information (dates should include weekend, weekday, and weeknight meetings) throughout the Peachcrest Elementary zone by posting signs, email and website postings, and by sending press releases to media contacts including targeted media outlets such as: DeKalb Champion, DeKalb Neighbor, Decaturish, Crossroads, Belvedere Park and White Oak Hills Neighborhood Association, Midway Woods Neighborhood Association, Forrest Hills Neighborhood Association

*January 2016:*

- Host Open House events
- Hand-deliver Open Enrollment postcards to apartment complexes, daycare centers, faith-based organizations, Boys and Girls Clubs, YMCA centers, libraries and preschools throughout the Peachcrest Elementary zone. See below for specific locations.
- Seek out and participate in preschool "School Information Nights" for rising kindergarten parents

*February 2016:*

- Accept applications during the January 29 – February 12 application period
- Process applications
- Conduct public lottery on Wednesday, February 17, 2016
- Secure attorney to certify lottery and secure non-biased third party to draw names
- Notify all parents of results and distributed Intent to Enroll forms to those students who were placed on a class roster

*Ongoing* (following the end of the application period):

- As new applications are received they are processed and adding to the wait list.

As a result of this work, Area 2 applications have increased each year, while Avondale Elementary zoned applications have decreased, despite the widening of the Avondale zone in 2013. The Museum School of Avondale Estates complies with federal and state requirements regarding enrollment practices and lottery procedures.

January 2016 Postcard Distribution Sites:

<u>YMCAs and Boys & Girls Clubs:</u>

Decatur-DeKalb Family YMCA
1100 Clairemont Ave., Decatur, GA 30030
(404) 377-9622

East Lake Family YMCA
275 East Lake Blvd., Atlanta, GA 30317
(404) 373-6561

South DeKalb Family YMCA
2565 Snapfinger Road, Decatur, GA 30034
(770) 987-3500

<u>Libraries:</u>

Decatur-DeKalb Library
215 Sycamore St., Decatur, GA 30030
(404) 370-3070
9-9 Mon – Wed

9-6 Th – Sat

Covington Library
3500 Covington Hwy, Decatur, GA 30032
(404) 508-7180
10-8 Mon & Tue
10-5 Wed – Sat

Scott Candler Library
2644 McAfee Road, Decatur, GA 30032
(404) 286-6986
11-8 Mon & Tue
11-5 Wed & Thursday

Scottdale – Tobie Grant Library
644 Parkdale Drive, Scottdale, GA 30079
(404) 508-7174)
2-7 p.m. Mon – Wed
1-6 p.m. Thurs

Clarkston Library
Toco Hills Library

Recreation Centers:

Decatur Rec
Midway Rec
Hamilton Rec

Churches:

Peace Baptist
First Baptist Dectaur

Preschools/Daycares:

ABC Choice International Academy
After School Sports Academy
An early Learning Academy
Best Mom Day Care
DeKalb College for Kids
Green House
Kidz 4 Christ Preschool
Little Linguists Preschool
My Father's Children

New Bridges
New Journey Learning Center
Peachtree Academy
Slcm Child Development Center
Smarty’s Child care
Sunshine House
Unique Early Learning Center

**The Museum School**
**Teacher Salary Scale**

## Adopted 2015-16 Teacher Salary Schedule

*effective 01/04/15*

| | Bachelor's Degree (Slot E04) | Master's Degree (Slot E05) | Specialist's Degree (Slot E06) |
|---|---|---|---|
| **Years Experience** | **Effective 01/04/16** | **Effective 01/04/16** | **Effective 01/04/16** |
| **1 Year** | **$ 43,350** | **$ 46,011** | **$ 50,431** |
| **2 Years** | **$ 44,401** | **$ 47,062** | **$ 51,481** |
| **3 Years** | **$ 44,401** | **$ 47,062** | **$ 51,481** |
| **4 Years** | **$ 44,401** | **$ 47,062** | **$ 51,481** |
| **5 Years** | **$ 44,453** | **$ 47,167** | **$ 51,858** |
| **6 Years** | **$ 44,938** | **$ 47,957** | **$ 54,192** |
| **7 Years** | $ 45,186 | **$ 51,540** | **$ 57,831** |
| **8 Years** | $ 45,614 | **$ 52,155** | **$ 58,843** |
| **9 Years** | $ 46,991 | **$ 53,659** | **$ 60,426** |
| **10 Years** | $ 47,566 | **$ 54,060** | **$ 60,836** |
| **11 Years** | $ 49,242 | **$ 55,838** | **$ 62,758** |
| **12 Years** | $ 49,779 | **$ 56,444** | **$ 63,100** |
| **13 Years** | $ 51,156 | **$ 58,004** | **$ 64,861** |
| **14 Years** | $ 51,890 | **$ 58,835** | **$ 65,690** |
| **15 Years** | $ 53,024 | **$ 60,112** | **$ 67,104** |
| **16 Years** | $ 53,787 | **$ 60,976** | **$ 68,072** |
| **17 Years** | $ 55,040 | **$ 62,385** | **$ 69,632** |
| **18 Years** | $ 55,157 | **$ 62,385** | **$ 69,632** |
| **19 Years** | $ 56,842 | **$ 62,413** | **$ 69,632** |

# The Museum School of Avondale Estates

## SECTION 125 SALARY REDUCTION BENEFIT PLAN -SEPTEMBER 1, 2015

| | √ OPTIONS SELECTED | BI-WEEKLY PAYROLL DEDUCTION AMOUNT |
|---|---|---|
| **MEDICAL PLAN (Alliant):** | | |
| Employee | ☐ | $32.38 |
| Employee + Spouse | ☐ | $196.55 |
| Employee + Child(ren) | ☐ | $178.31 |
| Employee + Family | ☐ | $278.63 |
| **MEDICAL PLAN (Alliant):** | | |
| Employee | ☐ | $37.52 |
| Employee + Spouse | ☐ | $207.35 |
| Employee + Child(ren) | ☐ | $188.07 |
| Employee + Family | ☐ | $294.06 |
| **DENTAL (Blue Cross PPO)** | | |
| Employee | ☐ | $ 7.51 |
| Employee + Spouse | ☐ | $ 22.57 |
| Employee + Child(ren) | ☐ | $ 26.76 |
| Employee + Family | ☐ | $ 46.89 |
| **VISION PLAN (Humana VCP)** | | |
| Employee | ☐ | $ 4.04 |
| Employee + Spouse | ☐ | $ 8.07 |
| Employee + Child(ren) | ☐ | $ 7.67 |
| Employee + Family | ☐ | $ 12.06 |
| Total Pretax Eligible Benefits | | $ |

| | |
|---|---|
| **GROUP LONG TERM DISABILITY** | |
| 60% of Monthly Earnings up to $5,000 Monthly Benefit to SSNRA, 90 Day Elim Period | Employer Paid |
| Employer Paid Premiums NOT included in Taxable Income. Benefits are taxable. | |
| **GROUP SHORT TERM DISABILITY** | Employer Paid |
| 60% of Weekly Earnings up to $2,300 Weekly Benefit, for 12 Weeks / 8 Day Elim Period. | |
| Employer Paid Premiums NOT included in Taxable Income. Benefits are taxable. | |
| **GROUP LIFE & AD&D INSURANCE** | Employer Paid |
| Flat 25,000 | |

❒ I have applied for certain eligible coverage under the Section 125 Salary Reduction Plan of The Museum School of Avondale Estates This Salary Conversion Agreement, in accordance with the Plan Document, allows my employer to reduce my pre-tax wages by the cost of the benefits I have elected. I understand that this reduction may possibly reduce my FICA (Social Security) contributions and benefits. I understand that this agreement is irrevocable and cannot be changed or modified, except for the provisions provided in the Plan Document, until the next open enrollment period (Sept 1). Any previous Salary Conversion Agreement under the plan relating to the same benefits offered herein is hereby revoked.

❒ I decline the opportunity to enter a Salary Conversion Agreement at this time. I understand that my benefit deductions, if any, will be made after taxes have been withheld from my gross wages.

Employee Name (Printed):_____

Employee Signature_____ Date_____

# The Museum School of Avondale Estates

## OPEN ENROLLMENT PACKET

2015









The LaRocco COMPANIES

**This is only a summary.** If you want more detail about your coverage and costs, you can get the complete terms in the policy or plan document at https://www.myallsavers.com/MyAllSavers/Plan or by calling 1-800-291-2634.

| Important Questions | Answers | Why this Matters: |
|---|---|---|
| **What is the overall deductible?** | Individual network: **$2,000**<br>Family network: **$4,000**<br>Individual out-of-network: Not covered<br>Family out-of-network: Not covered<br>Deductibles are per calendar year.<br>Premiums, co-payments, co-insurance, and preventive services don't count toward the deductible. | You must pay all the costs up to the **deductible** amount before this plan begins to pay for covered services you use. Check your policy or plan document to see when the **deductible** starts over (usually, but not always, January 1st). See the chart starting on page 2 for how much you pay for covered services after you meet the **deductible**. |
| **Are there other deductibles for specific services?** | No. | You don't have to meet deductibles for specific services, but see the chart on page 2 for other costs for services this plan covers. |
| **Is there an out-of-pocket limit on my expenses?** | Yes. Individual network: **$4,000**<br>Family network: **$8,000**<br>Individual out-of-network: Not covered<br>Family out-of-network: Not covered | The **out-of-pocket limit** is the most you could pay during a coverage period (usually one year) for your share of the cost of covered services. This limit helps you plan for health care expenses. |
| **What is not included in the out-of-pocket limit?** | Premiums and health care this plan doesn't cover. | Even though you pay these expenses, they don't count toward the **out-of-pocket limit**. |
| **Is there an overall annual limit on what the plan pays?** | No. | The chart starting on page 2 describes any limits on what the plan will pay for *specific* covered services, such as office visits. |
| **Does this plan use a network of providers?** | Yes. To find a provider in the network, see www.myallsavers.com or call 1-800-291-2634. | If you use a network doctor or other health care **provider**, this plan will pay some or all of the costs of covered services. Be aware, your network doctor or hospital may use an out-of-network **provider** for some services. Plans use the term network, **preferred**, or participating for **providers** in their **network**. See the chart starting on page 2 for how this plan pays different kinds of **providers**. |
| **Do I need a referral to see a specialist?** | No. | You can see the **specialist** you choose without permission from this plan. |
| **Are there services this plan doesn't cover?** | Yes. | Some of the services this plan doesn't cover are listed on page 5. See your policy or plan document for additional information about **excluded services**. |

| Common Medical Event | Services You May Need | Your cost if you use a Network Provider | Your cost if you use a Out-of-network Provider | Limitations & Exceptions |
|---|---|---|---|---|
| **If you need drugs to treat your illness or condition**<br><br>More information about **prescription drug coverage** is available at www.myallsavers.com | Tier 1 drugs (including many generics) | **$15** Tier 1 retail co-pay per prescription, or **$38** mail-order co-pay per prescription | Not covered | Retail prescriptions: 30-day supply<br><br>Mail-order prescriptions: 31- to 90-day supply<br><br>Out-of-network providers are not covered. |
| | Tier 2 drugs (mid-cost) | **$35** Tier 2 retail co-pay per prescription, or **$88** mail-order co-pay per prescription | Not covered | |
| | Tier 3 drugs (including many brand names) | **$75** Tier 3 retail co-pay per prescription, or **$188** mail-order co-pay per prescription | Not covered | |
| | Tier 4 drugs (specialty drugs) | **$250** Tier 4 retail co-pay per prescription, or **$250** mail-order co-pay per prescription | Not covered | |
| **If you have outpatient surgery** | Facility fee (e.g., ambulatory surgery center) | **$2,000** deductible, and **0%** co-insurance | Not covered | Out-of-network providers are not covered. |
| | Physician/surgeon fees | **$2,000** deductible, and **0%** co-insurance | Not covered | |

| Common Medical Event | Services You May Need | Your cost if you use a Network Provider | Your cost if you use a Out-of-network Provider | Limitations & Exceptions |
|---|---|---|---|---|
| **If you need help recovering or have other special health needs** | Home health care | **$2,000** deductible, and **0%** co-insurance | Not covered | 30 visit limit/calendar year. Out-of-network providers are not covered. |
| | Rehabilitation services | **$2,000** deductible, and **0%** co-insurance | Not covered | 30 visit limit/calendar year. Out-of-network providers are not covered. |
| | Habilitation services | **$2,000** deductible, and **0%** co-insurance | Not covered | combined with Rehab limit. Out-of-network providers are not covered. |
| | Skilled nursing care | **$2,000** deductible, and **0%** co-insurance | Not covered | 60 visit limit/calendar year. Out-of-network providers are not covered. |
| | Durable medical equipment | **$2,000** deductible, and **0%** co-insurance | Not covered | Out-of-network providers are not covered. |
| | Hospice service | **$2,000** deductible, and **0%** co-insurance | Not covered | Out-of-network providers are not covered. |
| **If your child needs dental or eye care** | Eye exam | Not covered | Not covered | --- none --- |
| | Glasses | Not covered | Not covered | --- none --- |
| | Dental check-up | Not covered | Not covered | --- none --- |

## Excluded Services & Other Covered Services:

**Services Your Plan Does NOT Cover (This isn't a complete list. Check your policy or plan document for other excluded services.)**

- Acupuncture
- Bariatric surgery
- Cosmetic surgery
- Dental care (adult)
- Infertility treatment
- Long-term care
- Non-emergency care when travelling outside the United States
- Out-of-network services
- Private-duty nursing
- Routine eye care (adult)
- Routine foot care
- Weight-loss programs

## About these Coverage Examples:

These examples show how this plan might cover medical care in given situations. Use these examples to see, in general, how much financial protection a sample patient might get if they are covered under different plans.



**This is not a cost estimator.**

Don't use these examples to estimate your actual costs under this plan. The actual care you receive will be different from these examples, and the cost of that care will also be different.

See the next page for important information about these examples.

### Having a baby
(normal delivery)

- **Amount owed to providers:** $7,540
- **Plan pays** $5,040
- **Patient pays** $2,500

**Sample care costs:**

| | |
|---|---|
| Hospital charges (mother) | $2,700 |
| Routine obstetric care | $2,100 |
| Hospital charges (baby) | $900 |
| Anesthesia | $900 |
| Laboratory tests | $500 |
| Prescriptions | $200 |
| Radiology | $200 |
| Vaccines, other preventive | $40 |
| **Total** | **$7,540** |

**Patient pays:**

| | |
|---|---|
| Deductibles | **$2,000** |
| Co-pays | **$500** |
| Co-insurance | **$0** |
| Limits or exclusions | **0** |
| **Total** | **$2,500** |

### Managing type 2 diabetes
(routine maintenance of a well-controlled condition)

- **Amount owed to providers:** $5,400
- **Plan pays** $3,500
- **Patient pays** $1,900

**Sample care costs:**

| | |
|---|---|
| Prescriptions | $2,900 |
| Medical Equipment and Supplies | $1,300 |
| Office Visits and Procedures | $700 |
| Education | $300 |
| Laboratory tests | $100 |
| Vaccines, other preventive | $100 |
| **Total** | **$5,400** |

**Patient pays:**

| | |
|---|---|
| Deductibles | **$1,400** |
| Co-pays | **$500** |
| Co-insurance | **$0** |
| Limits or exclusions | **0** |
| **Total** | **$1,900** |

**This is only a summary.** If you want more detail about your coverage and costs, you can get the complete terms in the policy or plan document at https://www.myallsavers.com/MyAllSavers/Plan or by calling 1-800-291-2634.

| Important Questions | Answers | Why this Matters: |
|---|---|---|
| **What is the overall deductible?** | Individual network: **$2,000**<br>Family network: **$4,000**<br>Individual out-of-network: **$4,000**<br>Family out-of-network: **$8,000**<br>Deductibles are per calendar year. Premiums, co-payments, co-insurance, and preventive services don't count toward the deductible. | You must pay all the costs up to the **deductible** amount before this plan begins to pay for covered services you use. Check your policy or plan document to see when the **deductible** starts over (usually, but not always, January 1st). See the chart starting on page 2 for how much you pay for covered services after you meet the **deductible**. |
| **Are there other deductibles for specific services?** | Yes, a pharmacy deductible.<br>Individual: **$0**<br>There are no other **deductibles**. | You must pay all the costs for these services up to the specific **deductible** amount before this plan begins to pay for these services. |
| **Is there an out-of-pocket limit on my expenses?** | Yes. Individual network: **$4,000**<br>Family network: **$8,000**<br>Individual out-of-network: **$8,000**<br>Family out-of-network: **$16,000** | The **out-of-pocket limit** is the most you could pay during a coverage period (usually one year) for your share of the cost of covered services. This limit helps you plan for health care expenses. |
| **What is not included in the out-of-pocket limit?** | Premiums, balance-billed charges, and health care this plan doesn't cover. | Even though you pay these expenses, they don't count toward the **out-of-pocket limit**. |
| **Is there an overall annual limit on what the plan pays?** | No. | The chart starting on page 2 describes any limits on what the plan will pay for *specific* covered services, such as office visits. |
| **Does this plan use a network of providers?** | Yes. To find a provider in the network, see www.myallsavers.com or call 1-800-291-2634. | If you use a network doctor or other health care **provider**, this plan will pay some or all of the costs of covered services. Be aware, your network doctor or hospital may use an out-of-network **provider** for some services. Plans use the term network, **preferred**, or participating for **providers** in their **network**. See the chart starting on page 2 for how this plan pays different kinds of **providers**. |
| **Do I need a referral to see a specialist?** | No. | You can see the **specialist** you choose without permission from this plan. |
| **Are there services this plan doesn't cover?** | Yes. | Some of the services this plan doesn't cover are listed on page 5. See your policy or plan document for additional information about **excluded services**. |

**Questions:** Call 1-800-291-2634 or visit us at www.myallsavers.com.
If you aren't clear about any of the underlined terms used in this form, see the Glossary. You can view the Glossary at www.dol.gov/ebsa/healthreform or call 1-800-291-2634 to request a copy.

| Common Medical Event | Services You May Need | Your cost if you use a Network Provider | Your cost if you use a Non-network Provider | Limitations & Exceptions |
|---|---|---|---|---|
| **If you need drugs to treat your illness or condition**<br><br>More information about **prescription drug coverage** is available at www.myallsavers.com | Tier 1 drugs (including many generics) | **$0** pharmacy deductible, and<br>**$15** Tier 1 retail co-pay per prescription, or<br>**$38** mail-order co-pay per prescription | Out-of-network pharmacies are not covered | Retail prescriptions:<br>30-day supply<br><br>Mail-order prescriptions:<br>31- to 90-day supply<br><br>Out-of-network pharmacies are not covered |
| | Tier 2 drugs (mid-cost) | **$0** pharmacy deductible, and<br>**$35** Tier 2 retail co-pay per prescription, or<br>**$88** mail-order co-pay per prescription | Out-of-network pharmacies are not covered | |
| | Tier 3 drugs (including many brand names) | **$0** pharmacy deductible, and<br>**$75** Tier 3 retail co-pay per prescription, or<br>**$188** mail-order co-pay per prescription | Out-of-network pharmacies are not covered | |
| | Tier 4 drugs (including many specialty drugs) | **$0** pharmacy deductible, and<br>**$250** Tier 4 retail co-pay per prescription<br>**$625** Mail-order co-pay per prescription | Out-of-network pharmacies are not covered | |
| **If you have outpatient surgery** | Facility fee (e.g., ambulatory surgery center) | **$2,000** deductible, and<br>**0%** co-insurance | **$4,000** deductible, and<br>**50%** co-insurance | --- none --- |
| | Physician/surgeon fees | **$2,000** deductible, and<br>**0%** co-insurance | **$4,000** deductible, and<br>**50%** co-insurance | |

| Common Medical Event | Services You May Need | Your cost if you use a Network Provider | Your cost if you use a Non-network Provider | Limitations & Exceptions |
|---|---|---|---|---|
| **If you need help recovering or have other special health needs** | Home health care | **$2,000** deductible, and **0%** co-insurance | **$4,000** deductible, and **50%** co-insurance | **30** visit limit/calendar year |
| | Rehabilitation services | **$2,000** deductible, and **0%** co-insurance | **$4,000** deductible, and **50%** co-insurance | **30** visit limit/calendar year |
| | Habilitation services | **$2,000** deductible, and **0%** co-insurance | **$4,000** deductible, and **50%** co-insurance | combined with Rehab limit |
| | Skilled nursing care | **$2,000** deductible, and **0%** co-insurance | **$4,000** deductible, and **50%** co-insurance | **60** visit limit/calendar year |
| | Durable medical equipment | **$2,000** deductible, and **0%** co-insurance | **$4,000** deductible, and **50%** co-insurance | --- none --- |
| | Hospice service | **$2,000** deductible, and **0%** co-insurance | **$4,000** deductible, and **50%** co-insurance | --- none --- |
| **If your child needs dental or eye care** | Eye exam | Not covered | Not covered | --- none --- |
| | Glasses | Not covered | Not covered | --- none --- |
| | Dental check-up | Not covered | Not covered | --- none --- |

## Excluded Services & Other Covered Services:

**Services Your Plan Does NOT Cover (This isn't a complete list. Check your policy or plan document for other excluded services.)**

- Acupuncture
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- Cosmetic surgery
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- Non-emergency care when travelling outside the United States
- Out-of-network pharmacies
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- Routine eye care (adult)
- Routine foot care
- Weight-loss programs

## About these Coverage Examples:

These examples show how this plan might cover medical care in given situations. Use these examples to see, in general, how much financial protection a sample patient might get if they are covered under different plans.



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Don't use these examples to estimate your actual costs under this plan. The actual care you receive will be different from these examples, and the cost of that care will also be different.

See the next page for important information about these examples.

### Having a baby
(normal delivery)

- **Amount owed to providers:** $7,540
- **Plan pays** $5,040
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**Sample care costs:**

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|---|---|
| Hospital charges (mother) | $2,700 |
| Routine obstetric care | $2,100 |
| Hospital charges (baby) | $900 |
| Anesthesia | $900 |
| Laboratory tests | $500 |
| Prescriptions | $200 |
| Radiology | $200 |
| Vaccines, other preventive | $40 |
| **Total** | **$7,540** |

**Patient pays:**

| | |
|---|---|
| Deductibles | **$2,000** |
| Co-pays | **$500** |
| Co-insurance | **$0** |
| Limits or exclusions | **0** |
| **Total** | **$2,500** |

### Managing type 2 diabetes
(routine maintenance of a well-controlled condition)

- **Amount owed to providers:** $5,400
- **Plan pays** $3,500
- **Patient pays** $1,900

**Sample care costs:**

| | |
|---|---|
| Prescriptions | $2,900 |
| Medical Equipment and Supplies | $1,300 |
| Office Visits and Procedures | $700 |
| Education | $300 |
| Laboratory tests | $100 |
| Vaccines, other preventive | $100 |
| **Total** | **$5,400** |

**Patient pays:**

| | |
|---|---|
| Deductibles | **$1,400** |
| Co-pays | **$500** |
| Co-insurance | **$0** |
| Limits or exclusions | **0** |
| **Total** | **$1,900** |

# Instructions To Find a Doctor For UHC All Savers

1. Go to website: https://www.myallsavers.com/MyAllSavers/Home/FindDoc
2. Select **search for doctor or hospital**
3. Select **State**
4. Read:

**IMPORTANT NOTICE**
Network availability may vary by state, and a specific health care provider's contract status can change at any time. In addition, only the office locations listed are in your network. Visiting a physician at any other location may result in reduced benefits. Therefore, before you receive care, it is recommended that you verify with the health care provider that he or she is still contracted with your chosen network and at the location where you are planning to visit the physician.

**Mayo Clinic** is **NOT** part of any preferred networks for our insureds. **However, it may appear within the United Healthcare network provider searches**. Penalties will apply for charges incurred for services from out-of-network providers. You may experience a higher insured responsibility for charges from Mayo Clinic providers, including but not limited to, higher deductibles and coinsurance, and reasonable and customary or eligible expense penalties. Please go to https://www.myallsavers.com/MyAllSavers/Publish/PDFViewer.ashx?F=MayoClinic_Disclosure.pdf to view a list of Mayo Clinic locations which may appear on a provider search, but are not part of your network.

All Savers group business utilizes the **United Healthcare Choice Plus** network.

6. Select **Continue**

7. For network select: United Healthcare Choice Plus for HMO/POS/PPO

---

# Formulary List

1. Go to website: http://allsavers.welcometouhc.com/optumrx

Lincoln Financial Group®

# Dental Insurance Voluntary

## SUMMARY OF BENEFITS

**Sponsored by:** **The Museum School**

- While you may choose any dentist, using dentists participating in the network should lower your out-of-pocket expenses. A list of in network dentists may be accessed at www.LincolnFinancial.com. You do not need a referral to see a specialist.
- For dental expenses incurred after satisfying the all benefit waiting period(s) and deductibles, the policy pays the following percentage of allowable expenses up to the maximum benefit.

**Dental Benefits**

| | | In-Network | Out-of-Network |
|---|---|---|---|
| **Preventive** | - Routine Oral Exams<br>- Bitewing X-rays<br>- Full-mouth or Panoramic X-rays<br>- Other Dental X-rays (including periapical films)<br>- Routine Cleanings<br>- Fluoride Treatments<br>- Sealants | 100% | 100% |
| **Basic** | - Space Maintainers for children<br>- Problem Focused Exams<br>- Consultations<br>- Palliative Treatment (including emergency relief of dental pain)<br>- Injections of antibiotics and other therapeutic medications<br>- Fillings<br>- Prefabricated Stainless Steel and Resin Crowns<br>- Simple Extractions<br>- Surgical Extractions<br>- Oral Surgery<br>- Biopsy and Examination of Oral Tissue (including brush biopsy)<br>- Prosthetic Repair and Recementation Services<br>- Endodontics (including Root Canal Treatment)<br>- Periodontal Maintenance procedures<br>- Non-surgical Periodontal Therapy<br>- Periodontal Surgery | 80% | 80% |
| **Major** | - Bridges<br>- Full and Partial Dentures<br>- Denture Reline and Rebase Services<br>- Crowns, Inlays, Onlays and related services<br>- Build-ups/Post & Core<br>- Implants & Implant Related Services | 50% | 50% |
| **Deductible** | Calendar Year (Annual) deductible.<br>Waived for : In Network - Preventive and Out of Network - Preventive | $50 Individual<br>$150 Family | $50 Individual<br>$150 Family |
| **Maximum Benefit** | Calendar year maximum for Preventive, Basic, and Major services: | $1,500 | $1,500 |

Lincoln Financial Group®

**Group Term Life Insurance**
**Life and AD&D**

## SUMMARY OF BENEFITS

**Sponsored by:** **The Museum School of Avondale Estates**

| | |
|---|---|
| **Coverage** | |
| Life | $25,000 |
| Guarantee Issue | $25,000 |
| AD&D | Will Equal the Life Benefit |
| **Benefit Reduction** | **Employee** |
| Benefits will reduce: | 33% at age 65;<br>An additional 17 % of original amount at age 70;<br>Benefits terminate at retirement |
| **Additional Benefits** | |
| See Understanding Your Benefits Page: | Accelerated Death Benefit<br>Conversion<br>Seatbelt Benefit – Air Bag Benefit - Common Carrier Benefit<br>Continuation of Coverage<br>Accident Plus |
| **Enrolling for Coverage** | |
| Eligibility: | All employees in an eligible class. |

(Please see other side)

Lincoln Financial Group®

# Group Long-Term Disability Insurance

## SUMMARY OF BENEFITS

**Sponsored by:** **The Museum School of Avondale Estates**

**Long-term disability is intended to protect your income for a long duration after you have depleted short-term disability or any sick leave your company may offer.**

### LTD Benefit

| | Monthly Benefit | Maximum Benefit Duration | Own Occupation Period | Elimination Period |
|---|---|---|---|---|
| **Employer Paid Plan** | 60% of monthly salary up to $6,000 per month | Later of Age 65 or Social Security Normal Retirement Age | 24 Months | 90 Days |

**Pre-Existing Condition** You may not be eligible for benefits if you have received treatment for a condition within 3 months prior to your effective date under this policy until you have been covered under the policy for 12 months.

**Waiver of Premium** You will not be required to pay premium during any time of approved total or partial disability.

**Benefit Limitations**
Mental Illness: 24 Months
Substance Abuse: 24 Months
Specified Illness: No Limit

### Enrolling for Coverage

**Eligibility:** All employees in an eligible class

### Additional Benefits

Family Care Expense Benefit, Survivor Income Benefit, EmployeeConnect - Employee Assistance Plan and Waiver of Premium

**See your Schedule of Benefits on your Certificate for more information**

Lincoln Financial Group®

# Group Short-Term Disability Insurance

## SUMMARY OF BENEFITS

**Sponsored by:** **The Museum School of Avondale Estates**

**Short-term disability is intended to protect your income for a short duration in case you become ill or injured.**

**STD Benefit**

| Weekly Benefit | Elimination Period | Maximum Duration |
|---|---|---|
| 60% of weekly salary up to $1,000 per week | Benefits begin on:<br>Accident: 8th day<br>Illness: 8th day | 12 weeks |

**Integration of Benefits**

Your benefits may be reduced by benefits received from state disability or worker's compensation programs. The total of all benefits received from this policy, state disability plans, worker's compensation programs and your employer's sick pay plan may not exceed 100% of your income prior to disability.

**Additional Benefits**

**Survivor Income - 3 Weeks**
**C-Section Benefit - 8 weeks**
**See your Schedule of Benefits on your Certificate for more information**

**Enrolling for Coverage**

**Eligibility:**

All employees in an eligible class.

# HumanaVision

HUMANA. Specialty Benefits

The Museum School of Avondale Estates

## Vision Care Plan

Georgia

| | See a participating provider | See a nonparticipating provider |
|---|---|---|
| **Exam with dilation** as necessary | 100% after $10 copay | $40 allowance |
| **Lenses** | | |
| • Single | 100% after $15 copay | $33 allowance |
| • Bifocal | 100% after $15 copay | $50 allowance |
| • Trifocal | 100% after $15 copay | $65 allowance |
| **Frames** | $50 wholesale allowance | $57 retail allowance |
| **Contact lenses**[1] | | |
| • Elective (conventional and disposable)[2] | $150 allowance | $150 allowance |
| • Medically necessary | 100% | $280 allowance |
| **Frequency**[3] | | |
| • Examination | Once every 12 months | Once every 12 months |
| • Lenses or contact lenses | Once every 12 months | Once every 12 months |
| • Frame | Once every 24 months | Once every 24 months |

**Additional plan discounts**

- Members receive additional fixed copayments on lens options including: anti-reflective and scratch-resistant coatings.
- Members also receive a 20% retail discount on a second pair of eyeglasses. This discount is available for 12 months after the covered eye exam and available through the VCP network provider who sold the initial pair of eyeglasses.
- After copay, standard polycarbonate available at no charge for dependents less than 19 years old.

1 If a member prefers contact lenses, the plan provides an allowance for contacts in lieu of lenses.
2 The contact lens allowance applies to professional services (evaluation and fitting fee) and materials.
3 Frequency based on date of service

### Lasik and PRK procedures

Members receive substantial reductions when procedures are done by network providers.
Members can expect to pay no more than $1,800 per eye for conventional Lasik procedures and $2,300 per eye for custom Lasik or they can use designated TLC Vision Lasik Advantage Centers that have the following fixed prices:

| | |
|---|---|
| • Conventional Lasik | $895 per eye |
| • Custom Lasik | $1,295 per eye |
| • Custom Lasik with IntraLase | $1,895 per eye |

### How does the wholesale frame allowance work?

Benefits include a wholesale frame allowance. If the wholesale cost exceeds the frame allowance, members pay twice the wholesale difference. They never pay full retail.

| Retail price* | Wholesale price | Wholesale allowance | Member pays | Savings |
|---|---|---|---|---|
| $90-$135 | $45 | $45 | $0 | $90-$135 |
| $150-$225 | $75 | $45 | $60 ($75-$45=$30x2=$60) | $90-$165 |

* Retail costs may differ and are based on two to three times the wholesale cost. Actual savings may vary.

# EmployeeConnect℠ services

We offer confidential guidance and resources for you or an immediate household family member.

- In-person help for short-term issues; up to four* sessions with a counselor per person, per issue, per year
- Toll-free phone and web access 24/7
- Unlimited phone access to legal, financial and work-life services
- A 25% discount on in-person consultations with network lawyers
- Financial consultations and referrals
- Work/life services for assistance with child care, finding movers, kennels and pet care, vacation planning, and more.

**To learn more about the Lincoln Financial *EmployeeConnect* program, visit www.GuidanceResources.com (user name = LFGsupport; password = LFGsupport1), or talk with a specialist at 888-628-4824.**

*In California, up to three sessions in six months, starting with initial contact by employee.

*EmployeeConnect*℠ services are provided by ComPsych® Corporation, Chicago, IL. ComPsych® is not a Lincoln Financial Group® company. Coverage is subject to actual contract language. Each independent company is solely responsible for its own obligations. Lincoln Financial Group is the marketing name for Lincoln National Corporation and its affiliates. Affiliates are separately responsible for their own financial and contractual obligations.

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BP 8/14 **Z06**
**Order code: GP-EMPCO-SJM001**

Lincoln Financial Group®

You're In Charge®

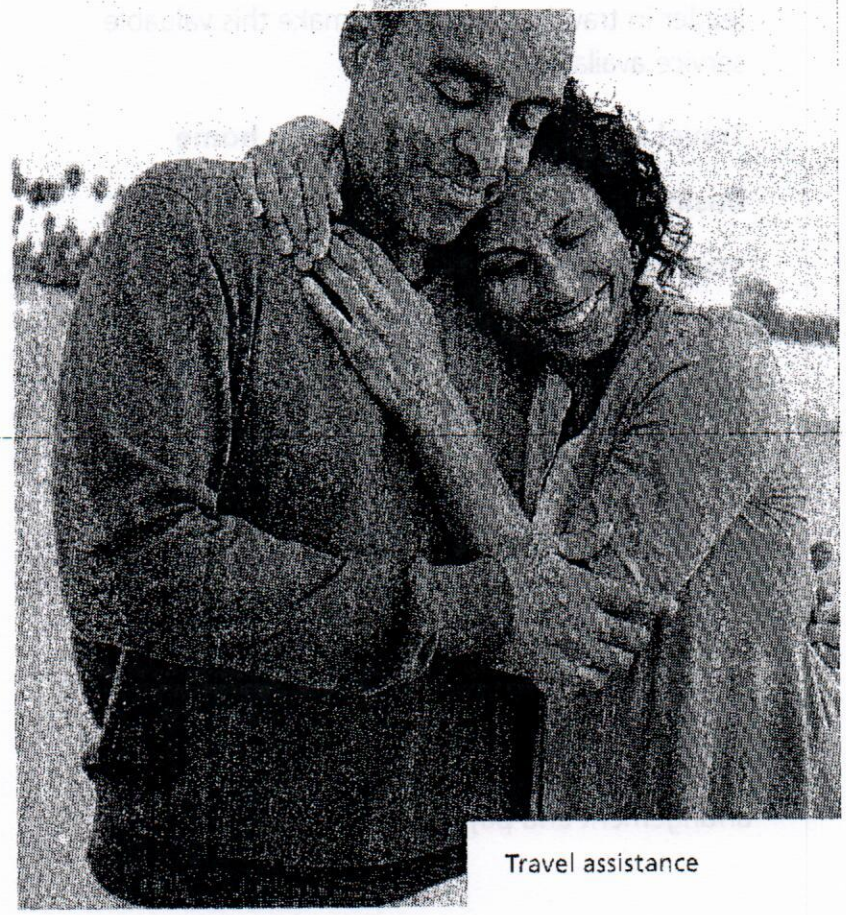
Lincoln Financial Group®

You're In Charge®

GROUP BENEFITS

# Travel more. Worry less.

*TravelConnect*℠ travel assistance services



Travel assistance

## Employee Guide

The Lincoln National Life Insurance Company
Lincoln Life & Annuity Company of New York

GP-TRAV-SJM001_Z04

### Travel monitoring

Includes care management when the traveler has a medical emergency. Services vary from case to case but can include: medical record requests and reviews to ensure treatment is appropriate; intermediary services; medical translation services for the patient and/or the family; or communication between the patient and family back home.

## ... and much more

- Destination info—weather, currency and more
- Emergency travel arrangements and funds transfer
- Lost or stolen travel documents assistance
- Language translation services
- Medical and dental referrals
- Assistance with corrective lenses or medical device replacement
- Arrangement for the delivery of medications, vaccines or blood
- Updates to family, employer and/or home physician
- Repatriation of a deceased traveler
- Security and political evacuation assistance

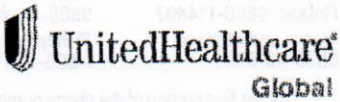
Detach this card and keep it with you for quick reference.

# Travel with confidence

**UnitedHealthcare Global ID:** 322541
**Group name:** Lincoln Financial Group

Notice to Physicians/Hospitals:
Call UnitedHealthcare Global immediately for benefits verification and procedures. Call 24 hours a day (multilingual). If you do not have access to a phone, email assistance@uhcglobal.com for assistance.

www.uhcglobal.com



GROUP BENEFITS

# HANDLING LIFE, HANDLING LOSS

Lincoln Financial Group®

You're In Charge®

**LifeKeys® services help you meet life's challenges**

When you choose life insurance, you're planning for your family's future—assuring their comfort and securing their plans. With Lincoln Term Life Insurance, you can also access services that make a real difference now as well as in the future. *LifeKeys* services, included at no additional cost with all Lincoln Term Life and Accidental Death and Dismemberment Insurance policies, provide assistance to you, your family and your beneficiaries.

## FOR YOU AND YOUR FAMILY...

### EstateGuidance® will preparation

Create your will online—easily and economically. Follow a step-by-step guide through the entire process, and then use online instructions to execute your will. You can:

Name an executor to manage your estate

Choose a guardian for your children

Specify wishes for your property

Provide funeral and burial instructions

### GuidanceResources® Online

GuidanceResources® Online is the place to go for articles, tutorials, streaming videos and "Ask the Expert" personal responses on topics such as:

- Law and regulations
- Money and investments
- Family and relationships
- Health and wellness
- Work and education
- Leisure and home

### Identity theft

Identity theft is one of the fastest-growing crimes in the U.S. Be sure you have the information you need to recognize and prevent it. Our online resource helps you:

Spot the warning signs

Take steps to protect your cell phone, computer and tax records from fraud

Lessen the damage and repair your credit if identity theft occurs

Link to essential resources such as credit reporting bureaus, the FBI Internet Crime Complaint Center, ID Theft Resource Center, and more

## You may also be eligible for beneficiary services

If you develop a terminal illness and access your Accelerated Death Benefit, you will be able to use beneficiary services shown on the other side of this flier.

Insurance products issued by:
The Lincoln National Life Insurance Company
Lincoln Life & Annuity Company of New York

**Question 49: Executive Summary**

**Overview and History**
The Museum School of Avondale Estates is a public charter elementary and middle school that opened its doors in 2010. Serving 135 Kindergarten – 3rd grade students in its first year, The Museum School (TMS) currently serves 540 Kindergarten through 8th grade students. The Museum School will complete its student growth during the 2018-2019 school year and will serve 588 K-8th grade students.

The Museum School is the product of a grassroots effort by dedicated parents to bring an innovative educational opportunity to DeKalb County and is located in the former Forrest Hills Elementary School building in unincorporated DeKalb County, nestled between the cities of Avondale Estates and Decatur. The school's two-tiered attendance zone gives priority to children who live in the primary attendance area, which includes areas zoned for Avondale Elementary School and Peachcrest Elementary School. If space allows, children who live in the secondary attendance area, which is defined as the remainder of the DeKalb County School District (excluding areas within the City of Decatur and City of Atlanta), are considered for admission. During open enrollment in 2016, 581 applications were submitted for 72 available positions.

**Fast Facts**
- The Museum School is fully accredited by AdvancEd/SACS.
- The Museum School founded and manages the National Association of Museum Schools and hosted the first national gathering of the group in 2015 in Atlanta, uniting 46 museum schools and sharing more than 200 resources, documents and lesson plans. These resources are also available online at museumschools.org. More information can be found in Appendix 38.
- The Museum School also founded and manages the Museum in a Box program that allows teachers across the state of Georgia to rent trunks full of museum quality teaching tools, lesson plans and more. The trunks have impacted more than 12,000 students since the program began in 2013. More information can be found in Appendix 38.
- The Museum School has 10 formal curricular partnerships that include the Atlanta History Center, Fernbank Museum of Natural History, Georgia Aquarium, High Museum of Art and Zoo Atlanta. Additionally, more than 40 resource and community partners support our efforts. During the 2015-2016 school year, students traveled on more than 130 expeditions.
- The Museum School has hosted hundreds of visitors from local and regional schools, districts, and universities seeking to learn about our model, including participants in the DeKalb County TAPP program.
- The Museum School principal and a second grade teacher were both selected as winners of the Atlanta Families Awards for Excellence in Education in 2016.

The mission of The Museum School of Avondale Estates is to inspire students, teachers, and the community to collaborate to develop strong critical thinking, interpersonal, and academic skills in our students, which will prepare them for real-world success.

The school's core values, originally developed and adopted by the community and Founding Board, are not just words put to paper: They are ideas put into action. In the classroom and school-wide, expectations are built around the values of Responsibility, Respect, Cooperation, Sustainability, Creativity and Kindness. Children are recognized publicly for demonstrating these

values, which become part of our students' everyday vocabulary. The character traits are expected of faculty, staff, students and parents alike, and they are woven into our curriculum and our everyday practices.

The only school of its kind in the state, The Museum School offers a proven education model of project-based learning and real-world exploration. Partnerships with history centers, science museums and other learning institutions are a central element of the museum-school design, bringing tangibility to classroom lessons. Frequent learning expeditions give children a chance to ask questions, make observations, reflect on experiences and draw conclusions. Museum learning delivers a depth of understanding on subjects rather than asking students to memorize facts, and intensive curriculum development ensures that classroom discussions are reinforced and enhanced through interactive personal experiences.

**Academic Performance, Student Growth and Milestones Scores**
The Museum School has reached an outstanding level of academic success.

Our students consistently score in the top percentages on state and national tests. In every subject, in every grade, and every year, Museum School students outscore their peers at the district and state level on the CRCT/Milestones tests. In fact, during the most recent testing year, 72% of our students scored Levels 3 and 4 (Proficient and Distinguished learners) on the ELA portion of the Georgia Milestones test, 64% in Math, 68% in Science and 67% in Social Studies. This was nearly double the state average in all areas.

The Museum School also utilizes MAP testing and, typically, each year between 70 and 80% of our students meet or exceed their growth learning projection. The school is independently accredited by SACS, was a finalist for charter school of the year in 2016 and has received several prestigious honors: The Elementary Program of Excellence award from the Georgia Council for the Social Studies, The Education Award from the Georgia Association of Museums and Galleries, and The Single Statewide Accountability System silver award from the Governor's Office of Student Achievement.

The school met its charter performance objectives during the current term including: 'beating the odds' each year of it's charter term, demonstrating proficiency on the CCRPI (milestones), exhibiting annual growth on a national norm-referenced test and exceeding state and district student achievement averages.

**Governance**
The Governing Board of The Museum School is comprised of people with professional expertise in key facets of governance, including non-profit organizational leadership, financial expertise, legal and business knowledge. Each of the directors and officers is committed to upholding the mission and core values of the school and governs in a way that reflects that commitment.

The Governing Board provides strategic direction and oversight to the school, closely monitoring and following the 5-year strategic plan built for the school (see Appendix 53) and the charter goals.

The Governing Board meets monthly and receives updates from each of its core committees – including academic excellence, finance, personnel, facilities, governance and development. Additionally, the principal of the school provides a detailed update on student achievement data, school operations and activities and any issues or concerns.

To continue to enhance its effectiveness, the Board has joined the Georgia Charter Schools Association and attends their conferences and training workshops for Board members as needed. Additionally, the Board is fully compliant with all state mandated training requirements for governing boards, having completed the required hours with instructors from the Carl Vinson Institute of Government. The Board training plan is attached as Appendix 40.

The school has a defined organizational structure (see Appendix 33) and the board and school leadership clearly understand their roles. The founding principal remains as head of school and continues to provide excellent stability and direction while delivering outstanding results.

One of the challenges faced for the Governing Board is the natural transition of leadership. As several founding Board members terms have expired, new directors have been recruited and joined the Governing Board. The Board's governance committee was challenged with developing a recruitment strategy and comprehensive orientation strategy that would fully align with the mission of the school and the strategic direction of the Board. Those strategies were both fully implemented this year and have helped tremendously in ensuring the right directors are selected for service and that those directors have full exposure to the school's history, strategy and vision as part of their onboarding.

**Fiscal Knowledge and Responsibility**

The Museum School continues to prove its financial stability in each year of the previous charter term. It met or exceeded each of the 5 key financial measures set forth in its charter:

- Measure 1: Each year, the school will operate in a fiscally sound manner as measured by an external audit that is submitted on time to the Department. See Appendix 52 for a copy of the most recent audit.
- Measure 2: Actual and proposed budgets for each school year will demonstrate effective allocation.
- Measure 3: Yearly balance sheets will demonstrate that the school maintains adequate cash reserves.
- Measure 4: The school will meet all Generally Accepted Governmental Accounting Standards (GAGAS) as demonstrated by external, annual audit reports.
- Measure 5: The school will meet all financial reporting deadlines set by the Department.

The school has successfully operated on the per-student allotment from DeKalb County, with additional private support raised by the Museum School Foundation to cover facility renovation costs.

The Museum School's Board has developed a 5-year strategic financial plan that aligns with these objectives.

The Board of Directors has appointed a Finance Committee consisting of Board Treasurer, several additional Board members, community members and the Business Manager who are responsible for the financial management of the charter. The Finance Committee meets each month to review financial statements and ensure that The Museum School is operating within the Board approved budget.

**Objectives and Contract**

The school met or exceeded all performance-based goals during the last charter term. No breach-of-contract notices have been issued during the most recent charter term.

**Waivers requested pursuant to question 13 regarding academic plan:**

**State Statutes:**

| | |
|---|---|
| O.C.G.A. §§ 20-2-140 through 147 | Competencies and Core Curriculum |
| O.C.G.A. § 20-2-156 | Program for limited-English-proficient students |
| O.C.G.A. § 20-2-210 through 211 | Conditions of Employment |
| O.C.G.A. §§ 20-2-230 through 232 | Staff Development |
| O.C.G.A. §§ 20-2-735 through 738 | Student Learning Environment |
| O.C.G.A. §§ 20-2-850 through 853 | Personnel Policies and Benefits |
| O.C.G.A. §§ 20-2-880 through 925 | Personnel Policies and Benefits |
| O.C.G.A. §§ 20-2-1010 through 1015 | Textbooks |

**State Board Rules**

| | |
|---|---|
| Rule 160-5-1-.22 | Personnel Required |
| Rule 160-3-3-.04 | Professional Learning |
| Rule 160-5-2-.05 | Experience for Salary Purposes |
| Rule 160-4-4-.10 | Textbook/Instructional Materials Selection |

**DeKalb County School District Policies**

| | |
|---|---|
| AEA & AEA-R | School Calendar |
| AF & AF-R | School Day |
| CGA-R, CGB, CGBA, DGD, CGE, CGI | Compensation Guides and Contracts, Administrative Personnel Positions, Qualifications and Duties, Hiring Assignment and Evaluation |
| EDDA-R | Special Use of School Buses |
| G | Personnel |
| I | Instructional Program |

**Waivers requested pursuant to question 16 regarding organizational plan:**

**State Statutes:**

| | |
|---|---|
| O.C.G.A. § 20-2-290 | Organization of Schools |

**State Board Rules**

| | |
|---|---|
| Rule 160-5-1-.36 | Local School Board Governance |
| Rule 160-5-4-08 | School Size |

**DeKalb County School District Policies**

| | |
|---|---|
| AD | School Attendance Area |
| BBFA | Local School Councils |

**Waivers requested pursuant to question 28 regarding financial plan:**

**State Statutes:**

| | |
|---|---|
| O.C.G.A. §§ 20-2-850 through 853 | Personnel Policies and Benefits |
| O.C.G.A. §§ 20-2-880 through 925 | Personnel Policies and Benefits |

**State Board Rules**

| | |
|---|---|
| Rule 160-5-1-.22 | Personnel Required |
| Rule 160-3-3-.04 | Professional Learning |
| Rule 160-5-2-.05 | Experience for Salary Purposes |
| Rule 160-5-4-08 | School Size |

**DeKalb County School District Policies**

| | |
|---|---|
| CGA-R, CGB, CGBA, DGD, CGE, CGI | Compensation Guides and Contracts, Administrative Personnel Positions, Qualifications and Duties, Hiring Assignment and Evaluation |
| EDDA-R | Special Use of School Buses |
| ED & ED-R | Student Transportation Management |
| EEC-R | Food Services Records |
| EGA | EGA Staff Insurance Program |
| G | Personnel |
| JS-R | Student fees, fines and charges |

# AVONDALE EDUCATION ASSOCIATION, INC.
# DBA THE MUSEUM SCHOOL OF AVONDALE ESTATES
# AND THE MUSEUM SCHOOL FOUNDATION, INC.

# COMBINED FINANCIAL STATEMENTS
# JUNE 30, 2015 AND 2014

AVONDALE EDUCATION ASSOCIATION, INC.
DBA THE MUSEUM SCHOOL OF AVONDALE ESTATES
AND THE MUSEUM SCHOOL FOUNDATION, INC.

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HA&W

Certified Public Accountants and Business Advisors

# INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
Avondale Education Association, Inc. dba The Museum School of Avondale Estates
and The Museum School Foundation, Inc.

We have audited the accompanying combined financial statements of Avondale Education Association, Inc. dba The Museum School of Avondale Estates and The Museum School Foundation, Inc., which comprise the combined statements of financial position as of June 30, 2015 and 2014, and the related combined statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the combined financial statements.

**Management's Responsibility for the Financial Statements**
Management is responsible for the preparation and fair presentation of these combined financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of combined financial statements that are free from material misstatement, whether due to fraud or error.

**Auditor's Responsibility**
Our responsibility is to express an opinion on these combined financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the combined financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the combined financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the combined financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the combined financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the combined financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

**Opinion**
In our opinion, the combined financial statements referred to above present fairly, in all material respects, the financial position of Avondale Education Association, Inc. dba The Museum School of Avondale Estates and The Museum School Foundation, Inc. as of June 30, 2015 and 2014, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

Habif, Arogeti & Wynne, LLP

Atlanta, Georgia

September 18, 2015

AVONDALE EDUCATION ASSOCIATION, INC.
DBA THE MUSEUM SCHOOL OF AVONDALE ESTATES
AND THE MUSEUM SCHOOL FOUNDATION, INC.
COMBINED STATEMENTS OF FINANCIAL POSITION
JUNE 30,

## ASSETS

| | 2015 | 2014 |
|---|---|---|
| Cash and cash equivalents | $ 701,596 | $ 733,535 |
| Grants receivable | 98,291 | 40,899 |
| Pledges receivable, net | 417,297 | 492,659 |
| Prepaid expenses | 47,486 | 42,103 |
| Deferred in-kind donation | 1,477,027 | 1,679,879 |
| Property and equipment, net | 2,283,344 | 1,486,362 |
| Construction in progress | 757,397 | 624,493 |
| Total assets | $ 5,782,438 | $ 5,099,930 |

## LIABILITIES AND NET ASSETS

| | | |
|---|---|---|
| Liabilities: | | |
| Accounts payable and accrued expenses | $ 555,564 | $ 420,564 |
| Total liabilities | 555,564 | 420,564 |
| Net assets: | | |
| Unrestricted | 3,749,847 | 2,999,487 |
| Temporarily restricted | 1,477,027 | 1,679,879 |
| Total net assets | 5,226,874 | 4,679,366 |
| Total liabilities and net assets | $ 5,782,438 | $ 5,099,930 |

See auditors' report and accompanying notes

AVONDALE EDUCATION ASSOCIATION, INC.
DBA THE MUSEUM SCHOOL OF AVONDALE ESTATES
AND THE MUSEUM SCHOOL FOUNDATION, INC.
COMBINED STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2015

| | Unrestricted | Temporarily Restricted | Permanently Restricted | Total |
|---|---|---|---|---|
| Revenues and other support: | | | | |
| Grant revenue | $ 4,070,396 | $ - | $ - | $ 4,070,396 |
| Contributions | 570,916 | - | - | 570,916 |
| Program service fees | 42,373 | - | - | 42,373 |
| Fundraising activities | 107,424 | - | - | 107,424 |
| Interest income | 29 | - | - | 29 |
| Net assets released from restrictions upon satisfaction of program restrictions | 202,852 | (202,852) | - | - |
| Total revenues and other support | 4,993,990 | (202,852) | - | 4,791,138 |
| Expenses: | | | | |
| Program services | 3,824,894 | - | - | 3,824,894 |
| Support services | | | | |
| Management and general | 336,710 | - | - | 336,710 |
| Fundraising | 82,026 | - | - | 82,026 |
| Total expenses | 4,243,630 | - | - | 4,243,630 |
| Changes in net assets | 750,360 | (202,852) | - | 547,508 |
| Net assets, beginning of year | 2,999,487 | 1,679,879 | - | 4,679,366 |
| Net assets, end of year | $ 3,749,847 | $ 1,477,027 | $ - | $ 5,226,874 |

See auditors' report and accompanying notes

AVONDALE EDUCATION ASSOCIATION, INC.
DBA THE MUSEUM SCHOOL OF AVONDALE ESTATES
AND THE MUSEUM SCHOOL FOUNDATION, INC.
COMBINED STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2014

| | Unrestricted | Temporarily Restricted | Permanently Restricted | Total |
|---|---|---|---|---|
| Revenues and other support: | | | | |
| Grant revenue | $ 3,426,945 | $ - | $ - | $ 3,426,945 |
| Contributions | 223,882 | - | - | 223,882 |
| Program service fees | 27,718 | - | - | 27,718 |
| Fundraising activities | 114,390 | - | - | 114,390 |
| Interest income | 82 | - | - | 82 |
| Net assets released from restrictions upon satisfaction of program restrictions | 162,029 | (162,029) | - | - |
| Total revenues and other support | 3,955,046 | (162,029) | - | 3,793,017 |
| Expenses: | | | | |
| Program services | 2,880,840 | - | - | 2,880,840 |
| Support services | | | | |
| Management and general | 258,806 | - | - | 258,806 |
| Fundraising | 51,381 | - | - | 51,381 |
| Total expenses | 3,191,027 | - | - | 3,191,027 |
| Change in net assets | 764,019 | (162,029) | - | 601,990 |
| Net assets, beginning of year | 2,235,468 | 1,841,908 | - | 4,077,376 |
| Net assets, end of year | $ 2,999,487 | $ 1,679,879 | $ - | $ 4,679,366 |

See auditors' report and accompanying notes

AVONDALE EDUCATION ASSOCIATION, INC.
DBA THE MUSEUM SCHOOL OF AVONDALE ESTATES
AND THE MUSEUM SCHOOL FOUNDATION, INC.
COMBINED STATEMENT OF FUNCTIONAL EXPENSES
JUNE 30, 2015

| | Program Services | Support Services: Management and General | Support Services: Fund Raising | Total |
|---|---|---|---|---|
| Expenses | | | | |
| Salaries | $ 2,163,976 | $ 178,243 | $ 43,777 | $ 2,385,996 |
| Taxes and benefits | 495,047 | 40,776 | 10,015 | 545,838 |
| Contract labor | 62,115 | 30,445 | - | 92,560 |
| Supplies | 364,169 | 22,868 | 2,257 | 389,294 |
| Museum partnerships and student activities | 14,338 | 996 | 111 | 15,445 |
| Food program | 63,492 | - | - | 63,492 |
| Recruiting | 1,289 | - | - | 1,289 |
| Insurance | 18,014 | 1,484 | 2,602 | 22,100 |
| Rent | 183,976 | 15,154 | 3,722 | 202,852 |
| Telephone and Internet | 8,703 | 717 | 176 | 9,596 |
| Repair and maintenance | 42,864 | 2,793 | 686 | 46,343 |
| Fund-raising | - | - | 15,096 | 15,096 |
| Professional fees | - | 11,634 | - | 11,634 |
| Interest | - | 2,500 | - | 2,500 |
| Lease termination refund | 320 | (279) | (41) | - |
| Bad debt expense | - | - | (9,256) | (9,256) |
| Other | 68,041 | 1,493 | 6,032 | 75,566 |
| Depreciation | 282,088 | 23,235 | 5,707 | 311,030 |
| Postage and utilities | 56,462 | 4,651 | 1,142 | 62,255 |
| Total expenses | $ 3,824,894 | $ 336,710 | $ 82,026 | $ 4,243,630 |

See auditors' report and accompanying notes

AVONDALE EDUCATION ASSOCIATION, INC.
DBA THE MUSEUM SCHOOL OF AVONDALE ESTATES
AND THE MUSEUM SCHOOL FOUNDATION, INC.
COMBINED STATEMENT OF FUNCTIONAL EXPENSES
JUNE 30, 2014

| | Program Services | Support Services: Management and General | Support Services: Fund Raising | Total |
|---|---|---|---|---|
| Expenses | | | | |
| Salaries | $ 1,737,806 | $ 130,779 | $ 19,434 | $ 1,888,019 |
| Taxes and benefits | 357,356 | 26,893 | 3,996 | 388,245 |
| Contract labor | 5,214 | 18,081 | - | 23,295 |
| Supplies | 173,226 | 23,244 | 2,521 | 198,991 |
| Museum partnerships and student activities | 37,282 | 377 | 377 | 38,036 |
| Food program | 43,107 | - | - | 43,107 |
| Recruiting | 2,528 | - | - | 2,528 |
| Insurance | 26,701 | 2,009 | 1,249 | 29,959 |
| Rent | 149,138 | 11,223 | 1,668 | 162,029 |
| Telephone and Internet | 4,071 | 4,135 | 610 | 8,816 |
| Repair and maintenance | 42,778 | 4,622 | 276 | 47,676 |
| Fund-raising | - | - | 12,344 | 12,344 |
| Professional fees | - | 7,650 | 850 | 8,500 |
| Interest | - | 191 | - | 191 |
| Lease termination refund | (3,706) | (279) | (41) | (4,026) |
| Bad debt expense | 38,012 | - | - | 38,012 |
| Other | 50,933 | 13,569 | 5,677 | 70,179 |
| Depreciation | 161,814 | 12,177 | 1,810 | 175,801 |
| Postage and utilities | 54,580 | 4,135 | 610 | 59,325 |
| Total expenses | $ 2,880,840 | $ 258,806 | $ 51,381 | $ 3,191,027 |

See auditors' report and accompanying notes

AVONDALE EDUCATION ASSOCIATION, INC.
DBA THE MUSEUM SCHOOL OF AVONDALE ESTATES
AND THE MUSEUM SCHOOL FOUNDATION, INC.
COMBINED STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30,

| | 2015 | 2014 |
|---|---|---|
| Cash flows from operating activities | | |
| Change in net assets | $ 547,508 | $ 601,990 |
| Adjustments: | | |
| Depreciation | 311,030 | 175,801 |
| Donated rent | 202,852 | 162,029 |
| Change in allowance for doubtful accounts | (10,000) | 36,437 |
| Change in net present value discount of long-term pledges | (10,064) | 2,617 |
| Changes in: | | |
| Grants receivable | (57,392) | (24,579) |
| Pledges receivable | 95,426 | 83,402 |
| Prepaid expenses | (5,383) | 3,532 |
| Accounts payable and accrued expenses | (112,334) | 6,367 |
| Total adjustments | 414,135 | 445,606 |
| Net cash provided by operating activities | 961,643 | 1,047,596 |
| Cash flows used in investing activities | | |
| Purchase of property and equipment | (993,582) | (819,176) |
| Net change in cash and cash equivalents | (31,939) | 228,420 |
| Cash and cash equivalents, beginning of year | 733,535 | 505,115 |
| Cash and cash equivalents, end of year | $ 701,596 | $ 733,535 |
| SUPPLEMENTAL CASH FLOW INFORMATION | | |
| Cash paid for interest: | $ 2,500 | $ 191 |

SUPPLEMENTAL DISCLOSURES OF NON-CASH TRANSACTIONS
$247,334 of property and equipment purchases made during the year ended June 30, 2015 were included in accounts payable at June 30, 2015.

See auditors' report and accompanying notes

**Note A**
**Nature of Organization and Significant Accounting Policies**

Organization:

The Avondale Education Association, Inc. (the "AEA"), and its supporting foundation, The Museum School Foundation, Inc., collectively the "Organization", is a not-for-profit organization. The Avondale Education Association, Inc. was incorporated in June 2004 and was initially formed by a group of parents to study and implement different options to improve the quality of public education in the local community. In 2008, the State of Georgia passed a new law which created an independent charter school commission as an alternative authorizer to the local school boards. With support of the local community, the AEA changed its focus from supporting the local public school to organizing, applying and acquiring approval through the State of Georgia* to become a state-chartered commission school. The application was approved in December 2009 for the AEA to serve kindergarten through eighth grade. The AEA conducted its first year of operation in 2010-2011 as a state-chartered commission school and received most of its funding under the Quality Basic Education Act ("QBE") based on the number of students enrolled. In May 2011, the Georgia Supreme Court declared the State Charter Commission unconstitutional and the AEA applied for a charter with the local school system. In June 2011, the DeKalb County Board of Education approved the AEA for a one year charter and in July 2012, the DeKalb County Board of Education approved the AEA for an additional five year charter up for renewal June 30, 2017.

The AEA selected the museum concept as its instructional model. This proven school model provides project-based learning through partnerships with museums and other learning institutions to create a curriculum aligned with Georgia State Standards. The museum school model is based on the idea that children learn best through personal exploration and hands-on experience. Interactive learning expeditions to partner sites offer students a chance to ask questions, make observations, reflect on experiences and draw their own conclusions. Students examine the lesson themes from all angles and create museum-style exhibits to demonstrate what they have learned. Four times a year, they share these projects and their knowledge with parents and other community members at Exhibit Night. The AEA does business as "The Museum School of Avondale Estates". For the 2013-2014 academic years, the AEA served students in kindergarten through sixth grade and for the 2014-2015 academic years, the AEA served students in kindergarten through seventh grade.

* *The Georgia Charter Schools Commission was a state-level, independent charter school authorizing entity, which had the power to approve or deny petitions for commission charter schools and renew, non-renew, or terminate commission charter school petitions in accordance with Georgia law.*

Principles of Combination:

The accompanying combined financial statements include the accounts of Avondale Education Association, Inc. and its supporting foundation, The Museum School Foundation, Inc. The Museum School Foundation, Inc. was established in November 2011 to generate funds for the educational purpose of Avondale Education Association, Inc. The foundation received its 501(c)(3) status in November 2012 after which it effectively began operations. All significant intercompany transactions between these entities are eliminated in the combined financial statements.

**Note A**
**Nature of Organization and Significant Accounting Policies (Continued)**

Net Asset Classification:

The accompanying combined financial statements have been prepared in accordance with standards set forth in FASB ASC 958 and the associated industry accounting and audit guide. Under these guidelines, contributions of cash and other assets are classified as one of the following categories:

**Unrestricted** - The part of net assets that is neither permanently restricted nor temporarily restricted by donor-imposed stipulations.

**Temporarily Restricted** - The part of the net assets resulting (a) from contributions and other inflows of assets whose use by the organization is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the organization pursuant to those stipulations, (b) from other asset enhancements and diminishments subject to the same kinds of stipulations, and (c) from reclassifications to (or from) other classes of net assets as a consequence of donor-imposed stipulations, their expiration by passage of time, or their fulfillment and removal by actions of the organization pursuant to those stipulations.

**Permanently Restricted** - The part of the net assets resulting (a) from contributions and other inflows of assets whose use is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the organization, (b) from other asset enhancements and diminishments subject to the same kinds of stipulations, and (c) from reclassifications from (or to) other classes of net assets as a consequence of donor-imposed stipulations.

Functional Expenses:

The Organization allocates its expenses on a functional basis among its programs and support services. Expenses that can be identified with a specific program or support service are allocated directly. Expenses common to several functions are allocated according to the formula developed by management.

Basis of Accounting:

The combined financial statements have been prepared on the accrual basis of accounting. Contributions are recognized upon an unconditional promise to give by a donor to the Organization. Contributions that are restricted by the donor are reported as an increase in unrestricted net assets if the restrictions expire in the fiscal year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the donor restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets. Any contributions received from donors with permanent restrictions will be maintained as permanent restricted net assets in perpetuity. Expenses are recognized when incurred.

**Note A**
**Nature of Organization and Significant Accounting Policies (Continued)**

Revenue Recognition:

Special events revenue is recognized in the period in which the event is held.

Contributions (including unconditional promises to give such as pledges or private grants) are recognized as revenue in the year they are received or pledged, with allowances provided for pledges estimated to be uncollectible. Unconditional pledges or private grants that are expected to be collected within one year are recorded at net realizable value. Unconditional pledges or private grants that are expected to be collected in future years are recorded at the present value of their estimated future cash flows. The discounts on those amounts are computed using risk-free interest rates applicable to the years in which the promises are received. Amortization of the discounts (if any) is included in contributions in the accompanying statements of activities and changes in net assets. Conditional pledges or private grants are not included as support until the conditions are substantially met.

The Organization recognizes contributions as restricted support if they are received with donor imposed restrictions that limit the use of the donated assets. When a donor-imposed restriction is met or the passage of time expires, temporarily restricted net assets are reclassified to unrestricted net assets and presented in the accompanying statements of activities and changes in net assets as net assets released from restrictions.

Marketable securities acquired by gift are recorded at fair market value on the date of the receipt. Donated services received that either create or enhance non-financial assets or require specialized skills, which would need to be purchased if not donated are recorded as contributions with a corresponding expense.

Use of Estimates:

The preparation of the combined financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the combined financial statements and reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Income Taxes:

The Organization is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code, as amended, and accordingly pays no income taxes. In accordance with FASB ASC 740, the AEA believes that it has appropriate support for any tax positions taken, and as such does not have any uncertain tax positions that are material to the combined financial statements. The Organization is no longer subject to income tax examinations for fiscal years up to and including 2011.

Cash and Cash Equivalents:

The Organization considers all cash and highly liquid investments with maturities of three months or less to be cash equivalents. Cash and cash equivalents consist of cash held at banks, petty cash and money market funds held by other financial institutions at June 30, 2015 and 2014.

**Note A**
**Nature of Organization and Significant Accounting Policies (Continued)**

Property and Equipment:

It is the policy of the Organization to capitalize expenditures for property and equipment in excess of $1,000. Depreciation of leasehold improvements, furniture and equipment is provided over the estimated useful lives on the respective assets or the duration of the lease on a straight-line basis as follows:

| | |
|---|---|
| Leasehold improvements | Lesser of estimated useful life or life of the lease |
| Equipment, furniture and fixtures | 3 - 7 years |
| Signage | 5 years |

Concentrations:

In the normal course of business, the Organization may maintain balances in various accounts held in one bank in excess of the federally insured limit. The Organization has not experienced any losses in such accounts, and management believes it is not exposed to any significant credit risk on cash deposits.

Long-Lived Assets:

In accordance with FASB ASC 360, Property, Plant and Equipment, management reviews and assesses long-lived assets for impairment whenever events or changes in circumstance indicate that the carrying amount of an asset may not be recoverable. In performing the review for recoverability, management estimates the future cash flows expected to result from the use of the asset. If the sum of the undiscounted expected cash flows is less than the carrying amount of the asset, an impairment loss is recognized based upon the estimated fair value of the asset. As of June 30, 2015 and 2014, no assets were impaired.

Fair Value of Financial Instruments:

In accordance with the Fair Value Measurements and Disclosures Topic of FASB ASC, the carrying value of cash and cash equivalents and all other financial instruments, including prepaid expenses are carried at amounts which approximate fair value due to the short-term nature of these instruments.

**Note B**
**Receivables**

Receivables consisted of the following at June 30, 2015 and 2014:

| | 2015 | 2014 |
|---|---|---|
| Other grants | $ 98,291 | $ 40,899 |
| | $ 98,291 | $ 40,899 |

| | 2015 | 2014 |
|---|---|---|
| Net pledges receivable due in: | | |
| Less than one year | $ 269,509 | $ 286,561 |
| One to five years | 147,788 | 206,098 |
| | $ 417,297 | $ 492,659 |

At June 30, 2015 and 2014, the Organization reviewed the outstanding pledges receivable and recorded an allowance for doubtful accounts of $60,000 and $70,000, respectively.

Pledges that are to be received over more than one year are subject to discount. Total discounts amounted to $24,001 and $34,065 as of June 30, 2015 and 2014, respectively. The discount rate used was 4.50%.

**Note C**
**Operating Leases**

During November 2011, the AEA signed a new lease with the DeKalb County School District, effective July 1, 2012, and began renovations on the new school building. The AEA moved to the new location in July 2012 prior to commencement of the 2012/2013 school year. The lease is for a term of 10 years expiring on June 30, 2022, with two successive five year extension options. The lease stipulated that in lieu of monetary rent, the AEA is to pay all expenses relating to the operation and maintenance of the premises. The lessor can terminate the lease at any time by giving 18 months notice should certain other DeKalb County schools reach 115% of their capacity. Should the lessor terminate the lease, it would be required to pay a termination fee equal to the unamortized cost of any capital improvements made by the AEA at an interest rate of 4.5% over the term. Upon execution of the lease agreement in November 2011, the AEA recognized donated rent revenue of $1,986,028. The approximate fair value of the donated rent was $202,852 and $162,029, for the years ended June 30, 2015 and 2014, respectively. The deferred in-kind donation balances of $1,477,027 and $1,679,879 are shown on the statement of financial position as of June 30, 2015 and 2014, respectively. The balance of the deferred in-kind donation account is subject to significant management estimates.

Rental expense for all operating leases was $202,852 and $162,029 for the years ending June 30, 2015 and 2014, respectively.

**Note D**
**Property and Equipment, Net**

| | 2015 | 2014 |
|---|---|---|
| Leasehold improvements | $ 2,679,125 | $ 1,669,006 |
| Furniture and fixtures | 111,218 | 66,264 |
| Equipment | 90,651 | 40,004 |
| Signage | 16,444 | 14,152 |
| | 2,897,438 | 1,789,426 |
| Less accumulated depreciation | (614,094) | (303,064) |
| | 2,283,344 | 1,486,362 |
| Construction in progress | 757,397 | 624,493 |
| Total property and equipment | $ 3,040,741 | $ 2,110,855 |

Construction costs consist of costs incurred on construction projects that have not yet been completed. The AEA begins depreciating completed construction projects in the month they are placed in service.

Depreciation expense for the years ending June 30, 2015 and 2014 was $311,030 and $175,801, respectively.

**Note E**
**Line of Credit**

The AEA established a line of credit agreement on June 16, 2014, that provides for maximum borrowings of $500,000. Borrowings under the line of credit bear interest at the bank's prime rate plus one percent with a floor of 4.5%. The line of credit is secured by $589,500 in personal guarantees provided by members of the AEA's Board of Directors, committee members and other donors and expires on November 30, 2015. Interest expense related to this line of credit was $2,500 and $191 for the years ended June 30, 2015 and 2014. At June 30, 2015, the outstanding balance on the line of credit was $0.

**Note F**
**Note payable**

On July 27, 2012, the AEA entered into a note payable for a maximum borrowing of $750,000 from an entity formed by certain supporters of AEA at a fixed interest rate of 5.25% per annum. The note expired on January 27, 2014. Interest was payable biannually commencing January 10, 2013. In August 2012, the AEA borrowed approximately $230,000 under the note which it repaid in full in January 2013. The interest on the loan of $6,157 was forgiven by the creditors. As of June 30, 2015 and 2014, the balance on the note payable was $0.

**Note G**
**Temporarily Restricted Net Assets**

Temporarily restricted net assets consist of the following at June 30:

| | 2015 | 2014 |
|---|---|---|
| Donated rent | $ 1,477,027 | $ 1,679,879 |

Temporarily restricted net assets were released from restrictions as follows:

| | 2015 | 2014 |
|---|---|---|
| Donated rent | $ 202,852 | $ 162,029 |

**Note H**
**QBE Funding**

The AEA, as a charter school, receives the majority of its funding under the QBE program, as discussed in Note A. For the years ended June 30, 2015 and 2014, the AEA reflected earnings from the QBE program of $3,734,109 and $3,139,225, respectively, which are included in the grant revenue in the accompanying statements of activities.

**Note I**
**Retirement Plan**

The AEA participates in the Teachers Retirement System of Georgia (TRS), a public retirement system that provides retirement benefits to Georgia's public school teachers. During the year ended June 30, 2015 and 2014, the AEA contributed 13.15% and 12.28%, respectively, of the eligible and participating employees' salaries or $293,999 and $210,467, respectively, as a contribution to the plan.

**Note J**
**Subsequent Events**

The Organization evaluated subsequent events through September 18, 2015, when these combined financial statements were available to be issued. Management is not aware of any significant events that occurred subsequent to the balance sheet date but prior to the filing of this report that would have a material impact on the combined financial statements.

# the museum school of avondale estates

An Exhibition of Excellence
Strategic Plan
2013-2018



# THE MUSEUM SCHOOL OF AVONDALE ESTATES: AN EXHIBITION OF EXCELLENCE

The mission of The Museum School of Avondale Estates is to inspire students, teachers, and the community to collaborate to develop strong critical thinking, interpersonal, and academic skills in our students, which will prepare them for real-world success. Our core values are: Responsibility, Respect, Cooperation, Sustainability, Creativity, and Kindness.

Our strategic plan is guided by our mission and values and is organized around five strategic elements. Each element has a set of measurable objectives and the supporting actions to achieve those objectives. This plan is designed to clarify priorities for the next five years as The Museum School develops from a newly established charter school with a strong reputation at the local and state level towards national recognition and leadership in innovative, data-driven public education.

*Strategic Element 1:* **ACADEMIC EXCELLENCE**

*Strategic Element 2:* **DISCIPLINED GROWTH**

*Strategic Element 3:* **STRONG GOVERNANCE**

*Strategic Element 4:* **FINANCIAL SUSTAINABILITY**

*Strategic Element 5:* **NATIONAL LEADERSHIP**

The development of the strategic plan began in the fall of 2012 with the formation of a strategic plan task force, under the leadership of the the Board Governance Committee, which included representatives from the governing board, board committees, parents, and educators. The team was tasked with the creating of our five year strategic plan based on best practices research. Over the course of a year-long program, the strategic plan was created, refined, vetted and approved. The strategic plan is supported by the implementation plan, which details the key projects and milestones to achieve the stated strategy and the strategic scorecard, which tracks progress towards plan objectives.

| | |
|---|---|
| *November 2012* | Strategic Plan task force formed; strategic plan best practices research, strategic plan framework and timeline for plan creation |
| *January 2013* | Key strategic elements identified by the task force |
| *February 2013* | Board Committees developed objectives and actions |
| *March 2013* | Board retreat focused on review of draft strategic plan, objectives and actions |
| *June 2013* | Second-level review and refinement of proposed objectives and actions by committees based on feedback from the Board |
| *August 2013* | Board approval of Strategic Plan |
| *November 2013* | Board approval of Implementation Plan |
| *January 2014* | Implementation of quarterly scorecard to track progress toward plan objectives |

## *Strategic Element 1:* **ACADEMIC EXCELLENCE**

# The Museum School students will achieve and sustain top tier academic results.

### OBJECTIVES:

- Perform in the top 10% of students as compared to charter and non-charter school statewide.
- Grow, academically, at a faster rate than a national norm of peers of kindergarten through eighth grade students.
- Perform in the top 1% of all charter schools when compared to other Georgia kindergarten through eighth grade charter schools.

### SUPPORTING ACTIONS:

Continue to recruit highly effective teachers by investing in recruitment and offering competitive salary and benefit packages. Retain our brightest by providing meaningful and relevant professional development opportunities, and fostering collaboration among staff through common planning periods, focus groups, and school community events.

Ensure effective, differentiated curriculum delivery by focusing on real-world, hands-on learning and providing students and staff with innovative, research-based materials and resources which integrate music, art, health, and physical education.

Use assessment data to improve student achievement. Analysis will occur at the student, teacher, grade, and school level to determine areas of strength and areas for improvement. Execute an ongoing process to determine effectiveness and make appropriate changes to instructional strategy.



*Element 2:* DISCIPLINED GROWTH

# The Museum School will ensure that the growth of our student body and facility over the next five years provides the resources needed for learning while maintaining exceptional educational quality.

## OBJECTIVES:

- Execute five-year phased facility renovation plan.
- Implement site master plan.
- Develop plan for next major facility growth initiative, focused on middle school campus.
- Ensure adequate resources are dedicated to facility management as the building grows.
- Develop sustainable school initiatives.

## SUPPORTING ACTIONS:

Continue revisions and execution of multi-year construction project.

Establish process for internal and external groups to execute projects in accordance with the site master plan.

Establish middle school facility task force to assess needs and objectives and develop options for future facility growth.

Develop short and long-term plans for facility management, defining roles, responsibilities, and budget impacts.

Execute an energy audit and use the findings to maximize energy efficiency and use of sustainable practices throughout the school.



## *Element 3:* STRONG GOVERNANCE

# The Museum School will establish and execute protocols designed to maximize the sustainability and effectiveness of the Governing Board.

### OBJECTIVES:

- Identify a diverse group of future contributors and leaders through strategic board recruitment efforts and succession planning.
- Verify that board and committee members understand organizational goals and policies and optimize their effectiveness.
- Ensure consistent effectiveness of committees and improve communication between various elements of the organization.
- Verify that key documents are available and accessible to all when needed, while maintaining security.

### SUPPORTING ACTIONS:

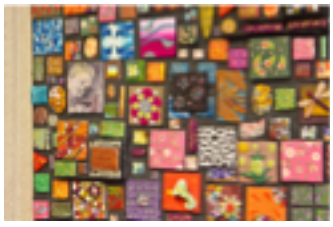
Document and execute a recruitment plan for committee members, board members, and succession planning strategies.

Develop an onboarding package for all committee and board members and implement a fall retreat orientation for board members.

Establish operating procedures for all committees, including standard reporting structures to ensure timely action and updates to the governing board.

Create an electronic document repository and implement formal procedures for document access, updating, and storage, including compliance with applicable law.








## *Element 4:* FINANCIAL SUSTAINABILITY

# The Museum School will maintain financial sustainability by managing revenue and expenditures effectively and executing fundraising in support of school growth needs.

### OBJECTIVES:

- Manage funds to ensure an operating profit annually.
- Obtain an unqualified audit annually.
- Develop a financial reserve.
- Support The Museum School Foundation in executing the Exceeding Expectations Capital Campaign.
- Continue annual giving campaigns targeting 100% board and staff participation and 80% parent participation.

### SUPPORTING ACTIONS:

Develop and annually revise a five-year financial forecast.

Ensure strong internal controls by strengthening existing protocols and practices.

Develop a formal stewardship plan to identify and retain support prospects.

Build lasting relationships with philanthropic individuals, foundations, and corporations.





## *Element 5:* NATIONAL LEADERSHIP

# The Museum School will impact students and teachers at the state and national level by disseminating best practices.

### OBJECTIVES:

- Share our strategies for success and learn from other successful educators across the nation.
- Contribute to the training of high-quality teachers, knowledgeable in educational best practices.
- Share our developed curricular materials with other elementary and middle schools through the "Museum in a Box" program.
- Develop a nationwide network of museum schools.

### SUPPORTING ACTIONS:

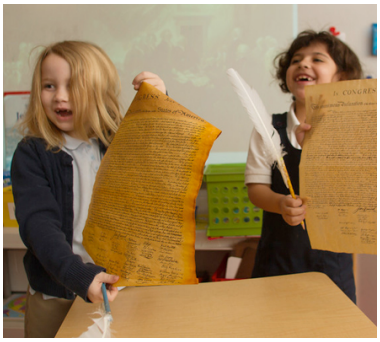
Present annually at statewide or national conferences.

Establish partnerships with Education departments to expand our current programs to host and support pre-service teachers from multiple colleges and universities.

Establish a database of museum schools nationwide and create a medium for communication through web-based tools and school visits.







IRS Department of the Treasury
Internal Revenue Service
P.O. Box 2508
Cincinnati OH 45201

In reply refer to: 0248222395
Mar. 21, 2011 LTR 4168C E0
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BODC: TE

AVONDALE EDUCATIONAL ASSOCIATION
% KATHERINE KELBAUGH
3191 COVINGTON HIGHWAY
AVONDALE ESTATES GA 30002

07245

Employer Identification Number: 57-1212862
Person to Contact: Miss Converse
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Mar. 10, 2011, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(03) of the Internal Revenue Code in a determination letter issued in February 2005.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

0248222395
Mar. 21, 2011 LTR 4168C E0
57-1212862 000000 00
00014814

AVONDALE EDUCATIONAL ASSOCIATION
% KATHERINE KELBAUGH
3191 COVINGTON HIGHWAY
AVONDALE ESTATES GA 30002

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

S. A. Martin, Operations Manager
Accounts Management Operations

DeKalb County School District

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

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

Superintendent
Dr. R. Stephen Green

## Charter School Letter of Assurances

This Letter of Assurances (hereinafter "Assurances") is made effective the 11th day of July, 2016, by and between DeKalb County School District (the "District" or "DCSD") and the petitioner of a proposed charter school: The Museum School of Avondale Estates, in which the petitioner assures that, if approved, the following procedures and obligations will be followed throughout the term of the charter in accordance with the terms of the Charter and all applicable federal, state, and local laws, rules, and regulations. These Assurances enumerate all of these requirements and, the Petitioner hereby provides the legal assurance that the proposed charter school understands and will do these things.

**Students, Academic Performance & Student Growth**

1. The charter school understands that as a public school, it cannot charge tuition or fees for attendance.

2. The recruitment of students is the responsibility of the petitioner and the charter school. During the recruitment process, the charter will provide parents of potential students with accurate information about the programs, services and amenities available at the school.

3. The charter shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41, and federal accountability requirements, and participate in statewide assessments. Additionally, the charter school will adhere to all assessment guidelines and procedures as outlined by the State Assessment Handbook, the State Accommodations Manual, and other state and local guidance on assessment.

4. The charter school agrees to unannounced visits and announced instructional audits conducted by the DeKalb School District's Charter School Office, or the Internal Audit Team, as needed.

5. The charter school will adopt the DCSD Student Code of Conduct, and modify this document to meet the due process needs of the school. An electronic copy of the charter school's Student Code of Conduct will be submitted to the Charter Office by August 1st, each school year.

6. The charter school shall comply with federal due process procedures regarding student discipline and dismissal.

**Student Support Services**

1. The provision of services and due process procedures will be implemented for students with disabilities and English Language Learners in accordance with all relevant Federal and State laws, rules, and regulations.

2. Establish a Student Support Team (SST) in accordance with state guidelines and local school board policies manual and use DCSD forms for SST.

3. Establish a Section 504 team in accordance with state guidelines and local school board policies.

4. Use DCSD forms for Section 504, special education, counseling services, psychological services, social services and health services.

5. Handle all discipline issues regarding Section 504 students in accordance with federal regulations, state guidelines, and local school board policies.

Petitioner's Initials:_____

6. Comply with Section 504 by providing the appropriate accommodations and equipment.

7. Immediately notify the DCSD Charter Office, upon receipt of a complaint made by a parent/guardian or student concerning the Individuals with Disabilities in Education Act or §504 Plan, furnish a copy of such complaint and cooperate fully in the investigation, defense and resolution of such complaint.

8. Hire or contract certified Special Education teacher(s), a licensed school counselor, a licensed certified school psychologist or a licensed clinical psychologist, a licensed school social worker, a licensed school nurse, and special education paraprofessionals, to provide services to eligible students (in accordance with State guidelines and DCSD policy). We would appreciate the opportunity to discuss this expectation.

9. Develop, maintain, and implement an Individualized Education Plan (IEP) for each student identified as needing special education services.

10. If the charter school does not have a certified or Hi-Q identified special education teacher, the school must employ substitute teachers as required by state guidelines until a certified/Hi-Q teacher is hired, and the substitute must be able to knowledgably maintain and implement students' Individualized Education Plans.

11. Handle discipline issues regarding special education students in accordance with federal guidelines, state rules and DCSD policy.

12. Report all allegations of child abuse and/or neglect to the charter school social worker and to the persons required to receive such reports pursuant to state law.

**Governance**

1. The charter school shall be subject to the control and management of the local board of the local school system in which the charter school is located, as provided in the charter and in a manner consistent with the Constitution.
2. The charter school's governing board members shall receive initial training and annual training thereafter.

3. The local governance of the charter school shall operate under a structure that retains a local school level governance body of parents, teachers, administrators, and others who are involved in school level governance within the charter.

4. Charter school board members will not constitute a voting majority on any other charter school board, will be voluntary and fully insured and bonded prior to final approval of the charter, and will maintain fully bonded status throughout the term of the charter.

5. No Petitioner and no member of the governing board of the Petitioner or the charter school shall sell, lease, or receive payment for providing textbooks, supplies, services, equipment, facilities, or land to a charter school or other public school in this school system. Nor will the board members receive payment for services as board members.

6. All meetings of the charter governance board are subject to the provisions of O.C.G.A. § 50-14-1 et seq. (Open and Public Meetings) and O.C.G.A. § 50-18-70 et seq. (Inspection of Public Records).

7. The governing board will be held accountable for the school's operational functions including, but not limited to fiscal oversight and facilities planning.

8. The charter school's governance board members may only receive compensation for reasonable and actual expenses incurred in connection with performance of their duties.

9. The charter school will have a written grievance procedure to resolve student, parent, and teacher complaints, and a written procedure for resolving conflicts between the charter school and the local board of education.

**DeKalb County School District**
**Letter of Assurances for The Museum School of Avondale Estates Charter School**

**Financial**

1. Any surplus funds remaining at the close of each fiscal year, may be placed in a reserve fund, but the reserves should be used to enhance the charter school's academic program, facilities, or personnel plans, in the following school years.

2. The charter school's annual audit will meet GASB guidelines and will contain a complete asset inventory.

3. The charter school is subject to an audit by the District's Internal Audit Department.

4. The DeKalb County School Board requires an annual financial audit by an independent Georgia-licensed Certified Public Accountant, in accordance with O.C.G.A. § 20-2-2065(b)(7), at the school. The financial reporting format shall be in conformity with generally accepted accounting principles.

5. The school will comply and adhere to the State's October 1 financial audit deadline, and forward a copy of the school's annual audit to the DeKalb County School District's Director of Finance and Charter Office no later than November 1st of each year.

6. The school will be responsible for providing various financial reports to the DCSD Charter Schools Office and DeKalb County Board of Education, including but not limited to monthly budget status report, monthly cash reports and quarterly statements.

7. Any qualified audit findings, or non-conformity with generally accepted accounting principles, may result in termination of the charter after review of by the DCSD Finance Department.

8. The charter school will comply with the federal monitoring requirements for schools receiving federal funds.

9. Any deficit occurring during or at the end of a fiscal year shall be eliminated by funds to be provided by the Petitioner. The charter school shall not request any additional funds from the DCSD to cover any deficit created by the charter school and the DCSD shall not allocate funds for the charter school for the next fiscal year until the deficit has been resolved satisfactorily.

10. The charter school is solely responsible for all debts incurred by the charter school and its governing body, and the DCSD shall not be contractually bound to the charter school or to any third party with whom the charter school has a contract or from whom the charter school has purchased goods or services, except as otherwise agreed in the charter contract.

11. The charter will provide evidence that it has obtained appropriate bonding of the governing board and administrators by October 1st of its first year of operation.

12. In the event the charter school ceases operation for any reason, the charter school and its governing body shall be responsible for closing out the business affairs of the charter school. The charter school shall cooperate with the DCSD to the extent necessary to provide an orderly return of the students to the appropriate schools for which they are zoned. Any surplus remaining at the time any charter school ceases operations shall be remitted to the DCSD. Any furniture and equipment purchased with state or local funds shall be delivered to DCSD.

13. If the charter school plans to cease operation, the school will notify the DCSD Charter Office within 24 hours of the governing board's decision and include the name and contact information for the person responsible for the closing procedures. Unless an emergency closure is necessary, the charter school will ensure that a transition plan is developed, and the school will close at the end of the fiscal year in which it is operating, or another mutually agreed upon date. The charter school shall submit a financial audit for the final year of operation, prepared by an independent Georgia-licensed certified public accountant. This audit shall include a detailed inventory of all assets. Further, should the charter school not have sufficient funds to pay all of its bills, invoices, or other evidence of indebtedness at the time it ceases operation, DCSD shall not be responsible for any debts incurred or contracts signed by the charter school.

Petitioner's Initials:_____

14. The petitioner acknowledges that a charter may be terminated or non-renewed by the DeKalb Board of Education if the Board determines that the charter school failed to meet generally accepted standards of fiscal management as described by the District's financial division.

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

**Facilities**

1. The school will comply with the Uniform Building Code Inspection and the Standard Building Code, Standard Plumbing Code, Standard Mechanical Gas Code, Americans with Disabilities Act as Amended (ADAAA) access requirements and other applicable fire, health and structural safety requirements, local state, and federal laws.

2. The charter school will meet all applicable codes for sanitation, fire, construction, stability, temperature, ventilation, and suitability of physical space. The charter school will maintain a certificate of occupancy from the required government agency. The charter school will grant access to local health and fire department officials for inspection of the premises or operations of the school for purposes of ensuring the health, safety, and welfare of students and employees pursuant to Georgia Statutes and National Fire Protection Association Life Safety Code, N.F.P.A. 101.

3. The charter school is subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of physical health and safety of school students, employees and visitors; conflicting interest transactions; and the prevention of unlawful conduct.

4. Any future facilities, beyond those proposed in the petition, which will be used to educate students are subject to approval by the local board of education and the State Board of Education prior to occupancy.

**School Nutrition & Transportation**

1. If the charter elects to participate in the National School Breakfast and Lunch Program, the charter will submit its own application to the GADOE and will be responsible for accurately counting meals and submitting financial reimbursement claims to the GADOE for meals meeting specified nutrient standards. We would appreciate the opportunity to discuss this expectation.

2. The charter school agree to provide the system with transportation safety documentation, if any, as required by the GADOE no later than June 1 for the pending school year.

3. The charter school's transportation program will comply with applicable law and any vehicles or drivers used for transporting students will meet the same safety standards applicable to public schools in this State.

**Personnel**

1. The charter school shall submit the Certified Personnel Index (CPI) survey to the DeKalb County School District's Human Resources Department no later than October 1, May 1 and July 1, and other times upon request by Human Resources personnel.

2. The charter school will provide documented annual professional development for all instructional staff.

3. The faculty, instructional staff and all other personnel necessary for the operation of the Charter School shall be employees of the Charter School. Charter School instructors of core subjects shall be certified in those subjects by the Georgia Professional Standards Commission, and any applicable state or federal laws. Teachers will meet all other GAPSC requirements for highly qualified teachers working at charter schools. Paraprofessionals with instructional support duties will meet guidelines and regulations of the Georgia Professional Standards Commission, and any applicable state or federal laws.

4. The charter school shall comply with O.C.G.A. §20-2-210(b)(1) and implement an evaluation system as adopted and defined by the State Board of Education for elementary and secondary school teachers of record, assistant principals, and principals.

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

**Administrative**

1. Representatives from the charter school will attend any workshop, in-services and/or training and other meeting(s) as required by the DeKalb County School District. Charter school administrators are responsible for informing the charter staff of all required meetings. Charter school administrators will use the school district's email system and will check the email system daily to ensure they stay informed on all required events and information by DCSD, as this will be DCSD's primary means of communication with the schools. We would appreciate the opportunity to discuss this expectation.

2. No administrator will be directly responsible for the supervision or evaluation of a member of his/her immediate family.

3. The charter school may not open except at the beginning of each school year. The charter may commence the school year at an earlier or later date than DCSD, however, the charter school's school year must begin no more than two weeks before or two weeks after the beginning of the District's school year.

4. The charter school shall report daily attendance to the DeKalb County School System (DCSD) using the standard, approved method of data collection. Master schedules and student schedules must exist for students in grades K-12, as well as final marks for each course after each semester. DCSD will provide the necessary software and training for the student information system application while the charter school shall provide hardware and the necessary internet service connection. The DCSD Student Information System is to be used for the collection of all data and information required by O.C.G.A. 20-2-320 for mandatory reporting to the State Department of Education (SDOE) and federal agencies (example: discipline). The method of data collection will be that which is currently in use by DCSD and may be changed from time to time based on technology currently in use. Existing periodic and end-of-year checklists provided by DCSD will be used to define when progress reports, report cards and other verifications that are to be produced.

5. The charter school shall maintain all student records in accordance with applicable federal and state laws, regulations, rules and policies. The charter school shall maintain all student records on behalf of the Board during each student's enrollment in the charter school. Upon a student's withdrawal or other matriculation from the charter school, the student's educational records shall be returned within ten (10) business days to the Board's student records center for retention. The charter school shall maintain and ensure the privacy and confidentiality of each student's educational record in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and shall not disclose to any unauthorized third party any personally identifiable information concerning any student enrolled in the charter school without first obtaining prior written parental permission.

6. Petitioners must ensure that they adhere to all standards as set forth by the Southern Association of Colleges and Schools (SACS) and AdvancED.

**Maximum Flexibility**

1. Local charter schools are subject to the control and management of the DCSD Board of Education and are expected to abide by and enforce all laws and regulations governing the health, safety, and welfare of its students.

2. Pursuant to O.C.G.A. §20-2-2065(a), the charter school will meet or exceed the performance-based goals and measureable objectives, in exchange for maximum flexibility afforded by the law from the provisions of Title 20 of the Official Code of Georgia Annotated and from any state or local rule, regulation, policy, or procedure established by a local board of education, the State Board of Education, or the Georgia Department of Education. Notwithstanding this maximum flexibility, the charter school shall comply with the terms of the Charter, the Charter Schools Act, and compliance with all applicable federal and state and local laws that may not be waived, pursuant to O.C.G.A. §20-2-2065, and any rules, regulations, policies, or procedures established by the State Board consistent with the Charter Schools Act.

**DeKalb County School District**
**Letter of Assurances for The Museum School of Avondale Estates Charter School**

**Annual Report and Monitoring**

1. The charter school shall and will, by November 1st or the date published by the GADOE, submit an annual report to the Georgia Department of Education, the DeKalb County Board of Education and parents/guardians of students enrolled in the school. This report shall include all state-mandated assessment and accountability scores and comply with all requirements set out in O.C.G.A. § 20-2-2067.1(c)(1)-(6). The annual report must indicate the progress made in the previous year in meeting the performance based goals identified in the charter and include all state-mandated assessment scores and state mandated accountability indicators.

2. The charter school must use the template provided by the Georgia Department of Education to complete and submit the annual report, but will adhere to any additional survey or questionnaire requirements provided by the District. The District may exercise its right to include notice of deficiencies or provide comments and feedback in the annual report.

3. The charter school shall complete annual reports and surveys, as mandated by the DeKalb County School District, and shall be supervised and monitored by the DeKalb County School District's Charter Office.

**Charter Adherence of State and Federal Laws**

1. The charter school will not waive and is not exempt from Federal law, nor the following state laws:
    a. School Accountability Provisions, Part 3 of Article 2 of Chapter 14 of Title 20 O.C.G.A. § 20-14-30 through O.C.G.A. § 20-14-41
    b. Shall Not Charge Tuition, O.C.G.A. § 20-2-133
    c. Unlawful Conduct in or near a Public School, O.C.G.A. § 20-2-1180 through O.C.G.A. § 20-2-1182
    d. Reporting Requirements – Student Data Collection, O.C.G.A.§ 20-2-320
    e. Brief Period of Quiet Reflection, O.C.G.A. §§ 20-2-1050, 20-2-1051
    f. Open and Public Meetings, O.C.G.A. § 50-14-1 et seq.
    g. Inspection of Public Records, O.C.G.A. § 50-18-70 et seq.
    h. Fingerprinting and Criminal Record Check of All Personnel Employed by the Charter School, O.C.G.A. § 20-2-211
2. The charter school shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations.
3. The charter school shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability or age. Moreover, the charter school will seek to ensure that a diverse representation of DeKalb students is enrolled in the charter school.

4. The charter school will provide documentation that the school has applied for accreditation and received probationary status by the Southern Association of Colleges and Schools (SACS), Georgia Accrediting Commission (GAC), or other recognized accrediting commission approved by the State Board of Education no later than October 1st of its first year of operation. The charter school understands if it does not receive full accreditation by the end of its second year of operation, DCSD may pursue termination of its charter.

5. The charter agrees to complete registration for the upcoming school year and provide the names, addresses and home school of all accepted students to DCSD no later than April 1st annually. It is understood that the school can continue to accept students after this date and will continue to update the system on the number of students registered and all other student information as requested. If the charter school does not meet its projected enrollment within twenty percent (20%), DCSD may pursue termination of its charter. If the enrollment levels create a financial hardship that puts student achievement in jeopardy, DCSD may pursue termination of its charter unless the charter school can document additional independent financial support.

6. The charter agrees that if any significant expansion is to occur at the school after its 1st year of operation, the charter will provide in writing to the GADOE and DCSD, by April 1st of the preceding year the school's plans to significantly expand. The Charter understands that if this action does not occur with timely notice, the SEA or LEA is relieved of most of its obligation to provide the federal funds.

    a. In order for a charter school in the state of Georgia to meet qualifications for status as a significantly expanding school, a charter school must meet at least one of the following:

i. Projected enrollment growth must exceed 33% of the previous year's October FTE-1 enrollment.
ii. Expansion of more than one grade level as outlined in a predetermined program growth design in the charter school approved charter or a newly approved charter school amendment.

7. The charter school shall provide an electronic copy of the complete charter school petition and contract to every parent as a part of the student enrollment procedures.

**Assurances for Charter Schools with an EMO/CMO Agreement**

1. No provision of the [EMO/CMO] agreement shall interfere with the Charter Board's duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of the charter school.

2. No provision of the [EMO/CMO] agreement shall prohibit the Charter Board from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with the Open Meetings Act.

3. Upon termination of the agreement, the charter school governing board shall ensure that the management company immediately turns over all student, personnel, fiscal, and other charter school records to the governing board.

4. Nothing in the agreement between the charter school and the [EMO/CMO] shall be construed in any way to limit the authority of the DeKalb County Board of Education including, but not limited to, the authority to take and enforce action pursuant to O.C.G.A. § 50-14-1 et seq. and O.C.G.A. §50-18-70 et seq.

5. To the extent there are any conflicts between the terms of the charter school's charter and the terms of the management agreement, the terms of the charter will control.

6. The Governance team of the school will solely retain authority over the budget. Representatives of the [EMO/CMO] will not serve on the Governing Board.

7. This [EMO/CMO] is the charter school's only management partner.

8. The term of the contract with the [EMO/CMO] does not exceed the term of the charter agreement.

9. If an [EMO/CMO] purchases equipment, materials and supplies for the use of, on behalf of or as the agent of the charter, the [EMO/CMO] agreement shall provide that such equipment, materials and supplies shall be and remain the property of the charter. The [EMO/CMO] shall not charge additional commission, mark-up or similar fees, for the items purchased for the use of, on behalf of or as the agent of the charter. Any such purchases must be made from a third party supplier, unless set forth in the charter petition.

10. The governing board must ensure that, while management partners may make recommendations to the governing board, the Board will not be under any contractual obligation to accept these recommendations.

11. The governing board will ensure that the management agreement contains a section that will reasonably permit either party to terminate the contract.

12. The contract should include provisions dealing with ownership of physical and intellectual property developed by the [EMO/CMO] or by the charter school's employees.

**Indemnification Rights & Responsibilities**

1. The charter school agrees to indemnify, defend and hold harmless the DeKalb County Board of Education, the DeKalb County School District, and the DeKalb County School System (hereinafter collectively referred to as "DCSD"), their officials, officers, employees, agents, volunteers, and assigns (all of whom hereinafter may collectively be referred to as "Indemnitees"), from any and all claims, demands, suits, actions, legal or administrative proceedings, losses, liabilities, costs, interest, and damages of every kind and description, including any attorneys' fees and/or litigation and investigative expenses, for bodily injury, personal injury, (including but not limited to the charter school's employees), patent, copyright, or infringement on any intellectual property rights, or loss or destruction of property (including loss of use, damage or

destruction of DCSD owned property) to the extent that any such claim or suit was caused by, arose out of, or contributed to, in whole or in part, by reason of any act, omission, professional error, fault, mistake, or negligence whether active, passive or imputed, of the charter school, its employees, agents, representatives, or subcontractors, their employees, agents, or representatives in connection with or incidental to the charter school's performance of the charter contract, regardless of whether such liability, claim, damage, loss, cost or expense is caused in part by an Indemnitee.

2. The charter school shall be excused from its indemnification obligations, as stated in Paragraph 1 above:
    b. If the claims, demands, suits, actions, proceedings, losses, liabilities arise solely and exclusively out of the negligence of DCSD or one of the Indemnitees; or
    c. If DCSD fails to:
        i. provide written notice of the third party claim or suit as soon as practicable;
        ii. cooperate with all legally reasonable requests of the charter school; or
        iii. assists the charter school with the defense and/or settlement of such claim or suit.

3. The charter school's obligation to indemnify any Indemnitee shall survive the completion, expiration, or termination of the charter contract, for any reason.

**Insurance**

1. The charter school shall procure and maintain throughout the term of the charter contract, a policy or policies of insurance providing coverage as set forth below that shall protect the charter school and the Indemnitees from any and all claims as set forth in the Indemnification clause that may arise out of charter school's operations under the charter contract.

2. The policies shall be obtained from insurance companies approved to do business in the State of Georgia or companies acceptable to DCSD. The Charter School shall procure the insurance policy(ies) at it's own expense and shall furnish to DCSD a certificate(s) of insurance containing the following information:
    a. Name and address of agent/broker;
    b. Name and address of insured;
    c. Name of insurance company, underwriting syndicate, or other insuring entity;
    d. Description of coverage in standard terminology;
    e. Policy period;
    f. Policy Number;
    g. Limits of liability;
    h. Name and address of certificate holder;
    i. Acknowledgment to the DCSD of notice requirements of material adverse change;
    j. Signature of authorized agent/broker;
    k. Telephone number of authorized agent/broker; and
    l. Details of policy exclusions applicable to this Agreement in comments section of Insurance Certificate.

3. In addition to the Certificates of Insurance, the charter school's broker/ insurer shall provide copies of the policy endorsements evidencing the coverage(s) for DCSD through the Indemnification and Insurance obligations assumed by **the charter school.** All certificates/endorsements evidencing primary and excess layers shall be renewed and kept current and up to date on an annual or lesser time basis as needed.

4. The charter school is required to maintain the following insurance coverage(s) during the Term of this Agreement:

    a. **Workers' Compensation Insurance** in the amount of the statutory limits established by the General Assembly of the State of Georgia. The charter school shall have the ability to self-insure its required workers compensation coverage if it is an approved self-insurer in the State of Georgia.

    b. **Comprehensive General Liability Policy** (CGL) including Products and Completed Operations, or equivalent coverage, to include the contractual obligation of the charter school for any liability assumed hereunder.

c. **Business Auto Policy** to include but not be limited to liability coverage on any owned, non-owned and hired vehicle used by **the charter school** or charter school's personnel in the performance of this Agreement and their operations.

d. **Educators Professional Liability Insurance (Errors and Omissions)** in the amount of $1,000,000 per Insured per Wrongful Act and $3,000,000 in the annual aggregate per Insured for all Wrongful Acts.

e. **Crime and Fidelity Insurance** in the amount of $500,000 per loss subject to a deductible of not more than $10,000 per occurrence covering Employee Theft and Dishonesty, Forgery or Alteration, Theft of Money and Securities, Robbery or Safe Burglary, Computer Fraud, and Money Orders and Counterfeit Currency.

5. Should the charter school desire to structure their insurance program utilizing a Commercial Umbrella or Excess Liability Policy, all such policies shall have sufficient limits to provide that there is no gap in coverage between an underlying policy and the secondary layer;

6. All **Risk Property Insurance** in sufficient amounts to cover the replacement cost of all structures and contents to their full value for property owned or leased by **the charter school.** Policy(ies) shall be endorsed to name DCSD as a Loss Payee as their interest may appear. Deductible or Self-Insured Retentions shall not exceed $250,000 per claim;

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

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

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

**Other Obligations**

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

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

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

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

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

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

7. **Governing Law.** This Letter of Assurances shall be governed by and construed and enforced in accordance with the laws of the State of Georgia.

8. **Notices.** Unless otherwise provided in the charter contract, or this Letter of Assurances, all notices shall be in writing and shall be sent by electronic mail, U.S.P. regular mail, personally delivered, overnight delivery service or certified mail, postage prepaid. Notices shall be deemed given (a) on the date delivered if delivered personally or by electronic mail, (b) on the first business day following the date of dispatch if delivered by overnight delivery service, certified mail, or regular mail, or (c) on the earlier of confirmed receipt or the fifth business day following the date of mailing if sent by certified mail.

   Notices shall be addressed as follows:

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

   With a copy to:
   Chief Legal Officer
   DCSD Office of Legal Affairs
   1701 Mountain Industrial Boulevard
   Stone Mountain, Georgia 30083

   Charter School Office
   1701 Mountain Industrial Boulevard
   Stone Mountain, Georgia 30083

9. **Counterparts.** This Letter of Assurances may be executed in counterparts, each of which shall be deemed an original, and all counterparts so executed shall constitute one agreement binding upon all the Parties.

**DeKalb County School District**
**Letter of Assurances for The Museum School of Avondale Estates Charter School**

| **The Museum School of Avondale Estates** | **DeKalb County Board of Education** |
|---|---|
| *Charter School Representative* | *Signature* |
| Andrew G. Huff<br>*Name (Please Print)* | *Name* |
| Chair, Board of Directors<br>*Title* | Chair, DeKalb Board of Education<br>*Title* |
| *Date* | *Date* |

**DeKalb County School District**

*Signature*

*Name*

Superintendent, DeKalb County School District
*Title*

*Date*

Petitioner's Initials:_____