Start-Up Charter School Application

Renewal

International Community School

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START-UP CHARTER APPLICATION COVER PAGES

Check one: _____ New Petition **X** Renewal Petition
Original charter term start date: August 1, 2000

Name of the Georgia nonprofit corporation that will hold the charter if granted:	International Community School, Inc.
Name of Proposed Charter School:	International Community School (ICS)
Local school system in which charter school will be physically located:	DeKalb County School District (DCSD)
School Address:	2418 Wood Trail Lane Decatur GA 30033
Contact Person:	Laurent Ditmann, Ph.D. Principal
Contact address:	International Community School 2418 Wood Trail Lane Decatur GA 30033
Telephone number of contact:	(404) 499-8969, Ex. 35
Fax number of contact:	(404) 499-8968
E-mail address of contact:	Laurent.ditmann@icsgeorgia.org

Charter School Name:	International Community School (ICS)
Type:	Startup (Renewal)
Date Approved by the DeKalb County School District Board of Education:	
Grade Levels Served:	Kindergarten through 5th Grade
Ages Served:	5 through 12
Proposed Opening/Renewal Date:	July 1, 2014
Proposed Charter Term:	10 years

Mission Statement

The International Community School (ICS) is an International Baccalaureate World School that welcomes refugee, immigrant, and local children and provides a rigorous and holistic education in an intentionally diverse community of mutual learners.

OCGA § 50-36-1(E)(2) AFFIDAVIT

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

1) **X** I am a United States citizen.

2) ____ 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 OCGA § 50-36-1(e)(1), with this affidavit.

The secure and verifiable document provided with this affidavit can best be classified as:
GA DL # 039766 EXP: 4/09/2013 _____.

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 OCGA § 16-10-20, and face criminal penalties as allowed by such criminal statute.

Executed in Decatur (city), Georgia (State).

Signature of Applicant

Laurent Ditmann, Ph.D.
Printed Name of Applicant

SUBSCRIBED AND SWORN
BEFORE ME ON THIS THE
15th DAY OF August, 2013

NOTARY PUBLIC



My Commission Expires: 12/30/2015

START-UP CHARTER APPLICATION

1.0 EXECUTIVE STATEMENT

The required overview of the school's performance for the duration of the 2009-2014 charter in fact corresponds to contents of the State Department of Education Renewal Charter School Addendum (please see Exhibit 9: GA DOE Renewal Charter School Addendum). This section contains:

1. A brief analysis of our past performance and during the 2009-2014 charter.
2. A description of our current financial situation, fiscal strengths, and weaknesses (see annex).
3. An overview of ICS' current organizational structure.
4. A summary of probable changes to our academic, governance, financial, and operational changes.

2.0 CHARTER SCHOOL/PETITIONER INFORMATION

The International Community School (ICS) was granted a Start-Up Charter by the DeKalb County School System (DCSS) in August 2000. The school opened for instruction in August 2002.

2.1 GRADE LEVELS

ICS serves students in Kindergarten through 5th grade. Number of students served per year of the proposed charter term is listed below.

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
Year 1	75	75	63	63	64	60	400
Year 2	75	75	63	63	64	60	400
Year 3	75	75	63	63	64	60	400
Year 4	75	75	63	63	64	60	400
Year 5	75	75	63	63	64	60	400
Year 6	75	75	63	63	64	60	400
Year 7	75	75	63	63	64	60	400
Year 8	75	75	63	63	64	60	400
Year 9	75	75	63	63	64	60	400
Year 10	75	75	63	63	64	60	400

2.2 DURATION OF CHARTER TERM

The current charter expires July 2014. ICS is respectfully requesting a ten-year renewal of the charter, although the standard renewal is five years. ICS has a ten-year lease under HB555, with two five-year renewable options from DCSD for the unoccupied Medlock Elementary facility. The new facility allows ICS to redirect resources to focus on improving instructional strategies. A ten-year charter renewal would allow operational continuity, better positioning with institutional donors. In addition, having a ten-year charter will enable the school to attract

the best talents for instruction and administration. The primary hurdle to our long-term stability in the past was always the location of the school on two separate, inadequate campuses. Under the last charter, grades Kindergarten through 4th were located in Avondale Estates, and 5th and 6th grades were in Stone Mountain. ICS would like to take advantage of our new, single location to stabilize and amplify its current programs, building on a ten-year legacy of achievement in order to prepare for a new strategic plan. The focus will be on academic excellence, but also possibly to open a discussion on expanding our pedagogic and community-building models either by creating a separate middle school or adding middle year grades (6th, 7th, and 8th) to our current Kindergarten through 5th program. Finally, the new facility and attached functionalities allow ICS to continue the on-going process of streamlining its business and operations model.

3.0 STATEMENT OF INTENT

GADOE Application: The Case

ICS is an International Baccalaureate World School that welcomes refugee, immigrant, and local children and provides a rigorous and holistic education in an intentionally diverse community of mutual learners. Fiscal year 2012-2013 has been its 11thyear of operation. This statement is relevant because most for-profit businesses or non-profit organizations such as start-up charter schools have a life expectancy of 5 to 7 years. In other words, if we have proven anything over the life of our expiring charter (2009-2014), it is that we constitute a viable and sustainable school and business model that has made a positive impact on the community we serve and garnered local, national, national, and international exposure for best practices. Indeed, the past year has been a year replete with success, progress, risks, difficulties, and occasional crises. In many ways, 2012-2013 has been an emblematic year in the life of ICS for the duration of the ending charter. The only certainty one can derive from the various episodes of this past year is that this school remains a workable, vibrant, and effective model adored by students, preferred by parents, noticed by journalists, and admired by scholars and researchers. ICS is a school that has worked to establish and maintain its place in the world for over a decade.

Neither the financial performance nor the academic performance of the school can be judged in a vacuum. We submit that in spite of the drastic decrease in DCSD funding due to the real-estate and fiscal crisis that started in 2008, unexpected expenses incurred by the school (e.g., busing fees, healthcare cost increases, 3% administrative service fee charged by DCSD), and significant decrease in philanthropic giving, ICS is proud to have kept its doors open, its annual independent audits clean year after year, its highly-visible, news-making presence not only national but international, its waiting lists brimming with children whose parents are captivated by our intentional diversity model, and a 2012-2013 budget year closing in the black.

Indeed, the life of this start-up charter is more perilous than that of a school belonging to management companies, such as KIPP, Mosaica, or Imagine Schools. Our circumstances are largely the result of our direct environment, of the condition of the charter school movement at a national level, and the circumstances of public education in Georgia. After four years spent on the barely adequate Avondale Estates Campus (grades K through 4th grade), in 2006 we divided our operations between two campuses, Avondale Patillo United Methodist in Avondale

Estates, and another church facility, Saint Michael Episcopal, located in Stone Mountain seven miles away (grades 5 and 6). For five years, this two-campus solution taxed our logistical, financial, and human resources to their very limit. This affected all aspects of our operations and academic programs, and certainly played no small part in our academic output and staff restructuring through reductions in force (RIF that we had to carry out on two occasions (spring 2011 and spring 2012). The desire to improve basic logistics (insufficient technology, insufficient space in classrooms of an average of 450sq.ft, lack of basic facilities, e.g., gymnasium or science room, etc.) was thwarted by fiscal challenges. Our patience, however, was rewarded while we continue faithfully to deliver on the school's mission.

Finally, in December 2011, we successfully negotiated a lease with DCSD under HB555 for the Medlock Elementary facility, where we moved in August 2012, thanks to a capital grant in the amount of $500,000 from the Woodruff Foundation with additional monies raised from, among others, the Tull and Pittuloch Foundations for a total capital campaign result nearing $900,000. The acquisition of a new facility brought our community together like never before but also brought certain increased costs related to insurance, landscaping, and air conditioning, for instance, adversely affecting the school's operating budget. Let us also mention our French and Spanish teachers, whose work is so germane to our curriculum, still in a less than ideal push-in configuration soon to be remedied by the installation of costly modular trailers. We, however, firmly believe that the move to Medlock eliminated significant struggles in our day-to-day operations and gave our teachers the space needed to optimize their teaching. Finally, careful resource re-allocation and increased involvement of the Finance and Audit Committee of the Board has allowed the instructional, administrative, and operational teams to better address the pedagogical, financial, personnel, and operational issues that the staff and children face on a daily basis. It also allowed us to be taken more seriously by the philanthropic community as exemplified by the gift from the Woodruff Foundation. This is not simply about a physical relocation of the school but about a profound modification of our business, financial, and community building models. Our five-year, renewable lease with DCSD, which in essence gives us a ten year renewable option on the facility, is the main reason we are requesting a 10-year charter. This is as much about our past, which we are entitled to be proud about, as it is about our future in which we have absolute confidence. Because the occupation of Medlock Elementary essentially brings to a successful end the Strategic Plan completed by the Board of Directors in 2009, ICS' new leadership is already at work to delineate and construct the school's next strategic cycle, one based on the maximized use of Medlock, an increase in funding through more strategic and systematic fundraising, possible feeder relationships built with local middle schools, and a feasibility study on the establishment of a middle school or middle grade component based on the ICS model. In a nutshell, this 2013-2018/2023 charter essentially constitutes the first stage of our next strategic school plan.

For the past eleven years, we have constantly faced challenges which could have but did not affect our children's performance on standardized testing and other academic measurements. These scores, however, are not the only indices of our success. We unambiguously contend this to be the very purpose of the school as resource in the community giving substance to Martin Luther King, Jr.'s concept of the "Beloved Community." The difference between such models is not simply an organizational or financial one. What is at the core of our socio-

educational philosophy is what our new mission statement captures so well: "ICS is an International IB World School that welcomes refugees, immigrants, and local children, and provides a rigorous and holistic education in an intentionally diverse community of mutual learners." It is ICS' mission to serve a population with a significant number of children who are not only English Language Learners, but are in many cases brand new to American culture as well as children without any prior experience of schooling (on the average 46 or 47%). Now, as 12 years ago when ICS opened its doors, there is considerable and urgent need to address the educational circumstances of the 50,000 refugees from over 40 countries relocated over the past few years in the Clarkston-Scottdale-Stone Mountain area. The students are no longer from Bosnia but from Myanmar or Bhutan. Next year they may be from Syria or the Congo. Their inclusion into American society and, therefore, the strength and productivity of their relationship to American children and families, remain the same vital issue as it has been in the past three decades. This issue is not simply an educational one. It goes to the very concept of schooling considered as a human right. While the DeKalb County School System has undeniably improved the process whereby it acculturates and educates new Americans, we, at ICS, believe that there remains a substantive need for a different and inspiring approach to the highly problematic issue of multifarious diversity in our classrooms, one that is more productive because it socially, ideologically, and pedagogically goes way beyond the walls of the classroom or school building. That approach is not solely based on education, but on community building. ICS possesses the infrastructure, the capacity, and the missions and vision to bring these elements together toward the school's, the state's, and the country's shared goals of academic excellence and a thriving base of young people who will be equipped to think globally for the greater good as future leaders. We all know, however, that test scores and budgets are only one facet of our children's story. We, therefore, sincerely hope that DCSD GADOE will continue to support our determined and difficult work. What is at stake here is not simply an educational model slightly different from a simple transfer of knowledge from teacher to student. We submit that our project has at its heart two fundamental and world-changing concepts: educational equity and peaceful social change through education. Both are germane to the very future and core identity of the United State of America as a nation of unequalled diversity.

3.1 SCHOOL MISSION STATEMENT

The International Community School (ICS) is an International Baccalaureate World School that welcomes refugee, immigrant, and local children and provides a rigorous and holistic education in an intentionally diverse community of mutual learners.

3.2 ICS EDUCATIONAL PROGRAMS INNOVATIVENESS

GADOE Application: Goals Specific to Charter Not Addressed By Regular Public School

The ICS curriculum, distinctive instructional methods, and educational programs are based on one crucial concept and unifying principle: ICS is not a school for refugees or a school for American children. Instead it is a school where community is built around both groups under the powerful pedagogical contention that neither group can properly learn without the other,

be it in academic areas as well as the social domain. ICS improves student learning for refugee, immigrant, and local children through its special education services, enhanced language instruction, and a variety of community building activities designed to offer exposure to other cultures and perspectives. In building community-focused special attention is given to issues of personal development, self-esteem, and the unique stresses experienced by children who have suffered catastrophic loss through war and other forms of violence programs. "The most important thing an adult can do for a child of war is to listen openly and empathetically to their story, no matter how horrible it seems," says Dr. Kathleen Kostelny, a senior research associate at the Erikson Institute for Advanced Study in Child Development in Chicago. She adds: "This informed attention from adults helps children of war recapture their self-esteem, which is the single most important factor in alleviating the serious depression from which one in three suffers. It also enables them to find significance in their suffering and to renew the ties that bind them to the human community."

ICS is an authorized International Baccalaureate Organization (IBO) World School. The Primary Years Programme (PYP) is the main curricular framework for teaching and learning in an inquiry-based, investigative approach. The teachers use textbooks, community education resources, and other learning materials in a selective way, as supports to the learning process rather than for reference. This is of course critical to the methodologies deployed in the classrooms; more importantly, it allows students, parents, and staff to focus on modeling for and instilling in the children the ethical and intellectual values that will make them not only good students, but more importantly, internationally-minded, life-long learners.

4.0 DESCRIPTION OF THE EDUCATIONAL PROGRAM

4.1 SCHOOL CURRICULUM

GADOE Application: Description of the Curriculum

The focus of the curriculum is learning through inquiry. AT ICS inquiry can be described as seeking knowledge, information or truth through questioning. This approach celebrates the student as an inquirer investigating, studying, qualifying, and contextualizing knowledge, skills, and perspectives. The purpose of the process is to shape the students' understanding and apply it to their world and the world around them. Buttressing the inquiry is the curricular framework of the IBPYP. Through this framework, students respond to the teaching and learning of standards through six overarching, trans-disciplinary themes serving as vectors of questioning: 1) "Who We Are;" 2) "Where We Are in Place and Time;" "3) How We Express Ourselves 4);" "How the World Works;" 5) and "We Organize Ourselves." These issues drive the inquiry and challenge the student to explore, research, analyze, and synthesize information. Each theme is addressed each year by all students. These trans-disciplinary themes help teachers to develop a Programme of Inquiries–Investigations (POI) delving into important ideas while students become active learners. From the IBPYP Curriculum Framework, teachers utilize curriculum materials that support the student as inquirer. The materials represent a wide range of tools that allow for the development of both conceptual and procedural knowledge.

For Reading and ELA, the DCSD scope and sequence is the foundation of the literacy curriculum used at ICS. ICS has adopted the Reading Street Common Core textbook series. The series is aligned to Common Core State Standards as it supports students in exploring, understanding, and using analytical skills that extend to identifying main ideas or themes in understanding character and plot development, and evaluating the impact of word choice through a rich selection of non-fiction and fiction texts. To further support emphasis on critical analysis and student engagement, ICS students also practice using the Georgia Standards ELA framework tasks. The tasks serve as activities allowing students to anchor their inquiries and respond firmly to the text, whether literary or informational, using increasingly specific and relevant evidence to support their claims and inferences. The common best practices that support the textbook series and framework tasks for the Reading/ELA program are Writer's Workshop, Guided Reading, read-alouds and Reader's Workshop.

For Mathematics, the curriculum is driven by the DCSD scope and sequence guide. It provides a conceptual framework for the development of unit/lesson plans. The guide focuses on standards, concepts and skills, essential vocabulary, long-term understanding, and critical, grade specific questions. Teachers use the guide as a critical resource for planning. There are two curriculum resources within the ICS Math program used to teach, support, and challenge the learner: the Math Expressions textbook series and the Georgia Standards Math Framework Tasks. Embedded within the math program are common best practices utilized by all teachers at ICS. These best practices are Number Talks, Guided Math, and Student Centered Math (based upon the Van De Walle books).

With the Social Studies and Science content, the standards are connected to the units of inquiry within the IPBYP. To support the units of inquiry, curriculum resources are implemented throughout the learning day to include the Houghton Mifflin Science Interactive text (3rd to 5th grades), Social Studies Weekly, Foss kits and teacher made science lab kits.

Our curriculum also incorporates an important technology component. Merging technology with instruction and assessment, ICS teachers have access to a limited inventory of Promethean Boards, Mimeo Boards, and one Smart Board used to differentiate lessons, which maximizes learning potential for all students. Different types of tablets, netbooks, and laptops can also be checked out by students for a more individualized approach meeting the needs of different learning styles and challenges.

Various streaming video sites, interactive educational websites, and games platforms are integrated into ICS. They are used to introduce a concept or provide, so to speak, a virtual hands-on experience bringing the material to life. Students are motivated to participate in lessons and are able to acquire technology skills they will need for future careers. ICS has subscribed to an online learning management system to enhance lesson planning and home-school communications: www.OnCoursesystems.com includes a lesson planner that links to a homework calendar for parents through teacher websites that are also generated through this subscription. ICS teachers also have access to many online resources as supportive teaching tools in the classroom. Some of these are:

1. NCTM (http://illuminations.nctm.org),
2. National Library of Virtual Manipulatives (http://nlvm.usu.edu/en/nav/vlibrary.html),
3. Discovery Education Streaming services (http://streaming.discoveryeducation.com),
4. PBS Learning Media (http://www.pbslearningmedia.org),
5. Studyjams (http://studyjams.scholastic.com/studyjams/index.htm),
6. Xtramath (http://xtramath.org).

As an IBPYP school, students are encouraged to research and create multi-media school wide projects and presentations, especially 5th graders preparing for the annual 5th IB Grade Exhibition. Our students are empowered to drive their own learning through exploration of world events and differing perspectives. The use of the Internet facilitates the establishment of their global view and supports their reach for information. Our Google Suite of services facilitates collaboration on group projects through email, instant messaging, Google Presentation and Google Docs. Technology also serves an important role in a more comprehensive assessment of student achievement. ICS has subscribed to a number of supportive online resources for each teacher to use as assessment tools:

1. Study Island (www.studyisland.com).
2. Reading A to Z (www.readinga-z.com).
3. Vocabulary Spelling City (www.spellingcity.com).
4. BrainPOP (www.brainpop.com).
5. BrainPOP Jr. (www.brainpopjr.com).

The teachers also make use of many free online resources such as:

1. The Georgia Online Assessment System (www.georgiaoas.org)
2. The Birmingham Grid for Learning's Multiple Intelligences test (www.bgfl.org/custom/resources_ftp/client_ftp/ks1/ict/multiple_int/).

4.2 UNIQUE PROGRAM ELEMENTS

GADOE Application: Description of the Curriculum; Educational Innovations and Impact of Innovations

The ICS test scores demonstrate that much work remains to be done in the teaching of mathematics to Limited Language Proficiency (LEP) children ICS, which relies heavily on the *Math Expression* system. ICS has identified methods to address mathematics at ICS with the intention of improving and sustaining the Criterion-Referenced Competency Tests (CRCT) scores of our students. The CRCT data was disaggregated to determine all Levels 1, 2, and 3. All Level 1 students will receive Early Intervention Services that are driven by Level 1 plans. The plans address accelerated instruction through challenging, intensely focused instructional activities that target the learners' areas of deficiencies. Instruction designed to enable students to reach grade level standards in a compacted period of time as is defined in OCGA §20-2-282, 283, 284, and 285. ICS also emphasizes differentiated instruction, whereby lesson activities are

designed to meet individual student learning needs as defined in OCGA §20-2-282, 283, 284, and 285. ICS also practices Additional Instruction, instructional time allocated during school day, before school, and after school as defined in OCGA §20-2-282, 283, 284, and 285.

Additionally, ICS utilizes the following unique instructional programs:

1. Literacy groups for 5th and 6th grade students: All students receive literacy instruction 30 minutes per day in the first morning period. Students are grouped according to Developmental Reading Assessment (DRA) results. The DRA incorporates methods for assessing and documenting primary students' development as readers over time with a literature-based instructional reading program. The lessons are then tailored to a student's reading ability.
2. Study hall for students in grade 4: The practice of study hall is to review concepts taught, clarify any student misunderstandings, and have students complete unfinished classroom assignments.
3. Study groups for teachers: Opportunities for teachers to enhance their level of excellence in teaching mathematics. Study halls are offered by an instructional coach and are guided by grade level math standards.
4. Science enrichment for 2nd through 5th grades: At ICS, Science is an everyday curriculum as well as an enrichment program offered on a rotation basis with other specials. Each week every class has access to the Science Lab at least once. The science teacher endeavors to impart science education to students by employing techniques such as:
    - Inquiry-based Learning: Science is "inquiry-based," encouraging students to construct learning. The popular 5E (Engage, Explore, Explain, Elaborate and Evaluate) constructivist model is commonly practiced by ICS teachers.
    - Labs and Hands-on Activities: Labs are generally practiced in the class and integrated environments that engage students in enjoyable activities. Activities are structured within student groups followed-up by activities scheduled to reinforce concepts.
    - Formative and Summative Assessments: The instructor uses normative (class activities, homework, journals, self-evaluation) and summative (e.g., rubrics, online and paper quizzes) assessments
    - Project Based Learning (PBL): Project Based Learning is a practice encouraged at ICS and integrated classroom teaching and learning. PBL regularly involves parents in the development process, for instance in the case of parent mentors and the critical role they play in the grade 5th Grade IB Exhibition.
    - Science and Technology Integration: Use of technology is of great interest to students and teachers at ICS. Technology is used to introduce new concepts, take online quizzes, perform project based research, create citations for IB projects, or maintain study groups.

- Integration with Other Classes: Constructivist theory reinforces the importance of student collaboration in the learning process. Further, students learn better and develop a wider perspective when they come across the same concepts in different classes. Efforts are made to integrate science with other subject areas, e.g., language arts for spelling practice, social studies for popular monuments in different parts of the world, math used for measurement skills.
- Family Science Night: Held with the support of our International Parent Teacher Staff Organization (IPTSO), Science Family Night has been successful amongst students and parents alike. In 2012-2013 the event incorporated ten stations manned by parent volunteers with science-based occupation, covering concepts from chemistry and physics to earth science. It showed a great example of community building with parents actively involved in the event.

In addition, various strategies of differentiated instruction are practiced, e.g., flexible grouping, modifying content, varying support, and providing alternative instruction or assessment activities. The Science Class Website (http://sawasthi.weebly.com/) provides more information on homework, assignments updates, and additional website links.

GADOE Application: Summary of Main Innovations: a) Describe the educational innovations that will be implemented; b) Provide a clear explanation of how the innovations will increase student achievement; c) Describe why the innovations are appropriate for this unique school.

ICS' main innovative methodology hinges on the combination of the following best-practices:

1. Smaller Class Sizes: a) Having class of 22-25 students allows for more targeted instruction and stronger classroom communities. It is more conducive to cooperative learning and differentiated instruction especially with immigrant and refugee students. Since there a fewer voices in the classroom, all voices can be heard and included in class discussion. b) Since ICS is a school whose mission is predicated on welcoming refugee, immigrant, and local children, smaller class sizes allow us to serve our students' needs and focus instruction on particular groups. Within a smaller class, students are able to receive greater amounts of language modeling. Smaller classes allow educators to honor all students' backgrounds and histories in the classroom environment.
2. Teacher Assistant Program: a) ICS uses a Teacher Assistant Program to reduce the teacher to student ratio. With a paraprofessional in every early grade homeroom and at least one for three higher grade-level home-rooms, classroom teachers are able to minimize the number of students in groups and maximize the quantity and quality of learning interactions. We intentionally work with organizations that provide trained assistants who can provide high quality instruction, specifically TEAM AmeriCorps members who are trained in science and mathematics instruction. Members of the organization work with an academic goal of increasing math and science achievement by a minimum of ten percent. b) Members of our Teacher Assistant Program reflect the intentionally diverse community of our school. Many come from a refugee

background. Utilizing this teacher assistant program composed of community-service oriented members supports our initiative to create globally-minded citizens.

3. SIOP (Sheltered Instruction Observation Protocol) is an instructional model designed specifically to meet the needs of English Language Learners. a) It supports teachers in planning and delivering literacy focused instruction. Research shows that this model works with all students and increases academic achievement by improving students' ability to understand content. This is accomplished by the intentional use of literacy and language strategies throughout all content areas. b) SIOP also allows us to focus on instructional practices that directly support our refugee, immigrant. Since this instructional model is beneficial to all learners, it strategically supports academic achievement and a mutual learning environment including American-born students.
4. Daily Language Studying: Every student studies a world language daily. a) Participating in a world language daily increases students' sense of belonging to a globalized, internationally minded community, and ability to communicate across cultures. b) The daily study of a world language broadens students' understanding of the world and its components, thus increasing the individual student's ability to communicate across cultures.
5. Mindfulness: a) A concept close to IB's international-mindedness, Mindfulness in Education has shown to improve students' focus and concentration, executive function, and responses to difficult tasks. b) Mindfulness practices support our students' development of attention and focus. Mindfulness reconnects students to their five senses, bringing them into a moment-to-moment awareness of themselves and their surroundings. It increases attention skills, reduces test anxiety, and improves emotional regulation which is appropriate for students as they engage with a rigorous curriculum and address their various social and emotional environments.
6. Media Center: The ICS media center is central to providing all members of the school community support in teaching and learning. a) In particular, the IBPYP provides the media support necessary for full implementation of the curriculum (Common Core, GPS, and IBPYP). Finally, through fostering a love of reading, ICS teachers, staff, and administrators seek to help our students become lifelong readers and learners. b) Specifically, the IBPYP will:
    - Establish goals and objectives with input from the school community.
    - Teach information skills, with an emphasis on supporting teachers.
    - Actively promote the library and school-wide reading programs by bringing celebrated authors to the school for presentation and story-telling (e.g., Carmen Agra Deedy).
    - Communicate within the school community through newsletters and websites.
    - Complete short-range and long-range planning with on-going evaluation of programs, resources, and offerings.

- Promote learning through technology and provide leadership in planning in the area of technology.
- Acquire, develop, and distribute materials and sources for the GPS and for the IBPYP, especially for the thematic Units of Inquiry.

4.3 CLASS SIZES

ICS provides instruction to students from Kindergarten through 5th grade. They range in ages of students at ICS is 5 through 11. ICS opened in August 2002 with classes at the kindergarten through second grade levels. In subsequent years, the school added 3rd through 6th grades. When the school moved to its current location in the Medlock neighborhood, 6th grade was eliminated. ICS appreciates the specific needs and experiences necessary for the ICS student to have access to and engage with the teaching and learning process and ultimately demonstrate growth and development in academic, social, and emotional spheres. It is with this insight, that the classrooms have an intentional teacher to student ratio. At the present time, Kindergarten and 1st grade classes have a maximum of 21 children with one teacher and one paraprofessional; the three 3rd grade sections 3 have a maximum of 21 children with one teacher and one or two assistants (on rotational basis); and 4th and 5th grades have no more than 25 children with one teacher and one or two assistants (on a rotational basis). Historically, these class sizes were maximums because the room sizes at the two smaller campuses the school occupied from 2002 through 2012 could simply not hold more children (roughly speaking 450sq.ft to 500sq.ft). However, in the future ICS intends to determine programmatic priorities first and waive rule 160-5-1.08 to sustain language instruction, School within the School, additional classroom assistants, and other innovations fundamental to our mission but not funded by FTE earnings. ICS serves students with special needs and disabilities as specified in section 5.1. Upper grade classrooms identified as having more students that require additional supports will have more contact with the two assistants at that grade level. The rationale for maintaining the ratio is based on the premise that the students we serve benefit from smaller class sizes, one to one learning experiences and additional teaching staff in order to create a learning environment that is optimal for their success.

4.4 GIFTED AND TALENTED STUDENTS

GADOE Application: Meeting the Needs of Students Identified As Gifted and Talented

The mission of the ICS Gifted Education Program is to provide a dynamic, challenging, student-centered curriculum to meet the diverse needs of all students who have been identified as Gifted and Talented in a manner consistent with state standards as well as in the IBPYP guidelines. The vision of the ICS Gifted Education Program is to develop and utilize the unique and creative abilities of our exceptional and talented students.

4.4.1 ELIGIBILITY CRITERIA FOR THE GIFTED PROGRAM

To be eligible for gifted services, students must qualify in three of the following four areas:

1. Mental Ability: Minimum of 96% in at least one sub-test area.

2. Achievement: Minimum of 90% on the total reading, total math, or complete composite.
3. Creativity: Minimum of 90% on an assessment for creativity.
4. Motivation: From Kindergarten to 5th Grade - Minimum of 90% on an assessment for motivation.

A qualifying score on a nationally normed test is required to meet the criteria in at least one area. Any data used to establish eligibility in one area shall not be used to establish eligibility in another area. Assessment scores are valid for two years. Private test data may not be used to determine eligibility. It may be used as a referral for further evaluation. Additionally, please note that the CRCT test is a state test and cannot be used to identify gifted students.

4.4.2 GIFTED EDUCATION PROGRAM

ICS' Gifted Education Program follows the resource model below:

1. Students are "pulled out" for a minimum of 225 minutes per week.
2. Teachers are gifted certified.
3. The teacher/student ratio is 1:21. (subject to change).
4. Lessons are interdisciplinary and based on enrichment and extension activities.

4.4.3 CONTINUATION POLICY

All identified gifted students are given a Continuation Policy Form that must be reviewed and signed by the parent and the student. Students must maintain a minimum 80% or higher in the gifted class and regular classes.

4.5 EXTRACURRICULAR ACTIVITIES AND OTHER AUXILIARY EDUCATIONAL ACTIVITIES

ICS youth find common ground through extracurricular activities such as sports and performing arts, which are integral to building relationships because they often transcend the boundaries of language and culture. In fact, at ICS that English language learning occurs as often on the playground, the soccer field, or the cafeteria. Furthermore, that statement is valid for students but also, in many cases, for foreign-born parents.

4.5.1 VARIOUS AFTER-SCHOOL PROGRAMS

From 3:00pm to 6:00pm, parents may elect to enroll their children in our After-School Program. Each year, in excess of 200 students elect to participate in our After-School Program (i.e., on average enrollment has been an average of 50% to 60% of all ICS students). Numerous activities, both academic and enrichment, are available to the students. Offerings, however, can change annually or even each semester. Some examples are:

1. One-on-one tutoring with volunteer college students (usually from Emory University)
2. Drama
3. Dance

4. Arts (plastic and graphic arts)
5. Introduction to Refugee Student Cultures. This program offers on the languages and cultures of our refugee children (Bosnian, Burmese) in compliance with IB guidelines on the representations and preservation of students' original culture and language.
6. Basketball
7. Tennis, offered twice a week through a program developed jointly with the American Tennis Association (ATA). The program was developed by the ATA to offer an initiation to tennis to children from under-privileged or under-represented student populations.
8. Kilometer Kids, a running program developed conjointly with the Atlanta Track Club. Students train twice a week at school and participate in a competitive race with children from other a schools once per semester.

4.5.1.2 Soccer

In operation for ten years, ICS soccer is one of the best developed programs of its kind in the state of Georgia. About 100 children (Kindergarten through 5th Grade) are involved in a program run entirely by volunteers. ICS Soccer has two central components. 3rd to 5th graders play on the school's teams in the local YMCA weekend recreational leagues (parents pay a $90 fee to the YMCA). Kindergartners, 1st and 2nd graders play in an in-house soccer school during the week. The school is designed to build fundamental skills and footwork in a fun environment, before children move onto the school teams at the higher age groups.

ICS Soccer is designed to put into practice the school's mission of international community building. A network of team parents coordinate rides, most notably for our refugee children, while the games themselves become a place for parents to come together and mix in a social setting. The program thus often becomes a forum for wider issues and concerns affecting the welfare of the school's child and parent population. As well as supporting players, the ICS soccer program has also encouraged students to become soccer referees, which enables them to earn money while developing a sense of responsibility. The program has also produced exceptional athletes, two of whom have gone on to play on the United States Youth Soccer teams at the international level, while at least four former ICS players have won prestigious scholarships to private schools on the strength of their soccer skills first nurtured at ICS.

4.5.1.3 After-School Academy

The After-School Academy is an innovative After-School program focusing on fundamental academic skills in reading and mathematics and targeting students with lower scores. The After-School Academy is taught by Highly Qualified and fully-certified ICS teachers. Students experiencing difficulty in either math or language arts are identified by homeroom teachers. They participate in 45 minutes of additional instruction three times a week.

4.5.2 AUXILIARY EDUCATIONAL ACTIVITIES

ICS has developed unique services and programs to help students maximize academic achievement and enhance their social skills.

4.5.2.1 School Within the School (SWS)

The School Within the School (SWS) is a one-on-one tutoring program first established to meet the needs of immigrant and refugee children, and to ease transition into their new country.

SWS tutors commit to working with the same student at the same time and day for an entire school year. Working one or two times a week with one to three individual children, SWS tutors contribute approximately 65 hours per week to the school. The SWS program is aimed at helping children academically, emotionally, and socially. Teachers report improvements in performance and sociability that they attribute to the program and to the special bond that forms between tutor and child over weeks and even years.

Sessions last from 30 minutes to an hour. Emphasis is on math, reading, and English acquisition, according to homeroom teachers' requests. Materials and books are provided by the classroom teacher, pulled from the SWS collection, borrowed from Reading Recovery teachers with whom the program coordinates, or provided by tutors, many of whom are retired educators.

In school year 2012-2013, 40 volunteers worked with 63 Kindergarten through grade 5 children. Additionally, three tutors worked in the classroom with small groups, and one volunteered in the library. While this program is not limited to refugee children, many of the students chosen to participate in SWS are illiterate both in English and in their native languages. Because there is a large group of SWS tutor volunteers, many of them retired or former educators, many of whom return year after year, the program has expanded to include non-immigrant children.

4.5.2.2 Reading Recovery

Reading Recovery (RR) is a high-visibility, training-heavy, and trademarked early intervention program originally from New Zealand where it was developed to allow Maori children to enhance their English skills. The program is specifically designed to support first graders identified by homeroom teachers as unable to read at grade level. Research suggests that children who are still struggling with reading at the end of grade 1 will develop additional pedagogical challenges in other subject matters in later grades. RR teachers are specially trained and certified (usually through a partnership created with Georgia State University) to deliver the RR methodology that is based on a highly individualized, joint, and progressive approach to vocabulary and narrative often based on problem solving as well as individual writing activities. Students, most of the time non-English speakers, usually spend a year in RR before being released to grade 2. Budgetary restrictions have compelled us to curtail the program in 2013-2014, retaining only one teacher who will work with 6 to 8 children per semester.

4.5.2.3 Fine Arts Program

At ICS, our educators' goal is to give children the freedom to discover their unique passions and the support necessary to develop a strong, personal voice. A key component to meeting this goal is providing children with opportunities for learning through musical expression, creative arts, photography, and the visual arts, while increasing the community's understanding of the

importance of these experiences for healthy child development. All of our programs are designed to focus on the development of the whole child.

The visual arts program allows students to work with professional artists, visit museums, and develop portfolios and art exhibitions. This program is highly structured, with students choosing from: photography; printmaking; and graphic design and digital art from a variety of 2D and 3D media. The program:

1. Stimulates and develops the imagination and critical thinking, and refines cognitive and creative skills.
2. Develops a sense of craftsmanship, quality task performance, and goal-setting (i.e., skills needed to succeed in the classroom and beyond).
3. Motivates and engages children in learning, stimulates memory, facilitates understanding, enhances symbolic communication, promotes relationships, and provides an avenue for building competence.
4. Has a tremendous impact on the developmental growth of every child and has proven to help level the socio-economic "learning field."
5. Strengthens problem-solving and critical-thinking skills, adding to overall academic achievement and school success.
6. Plays a central role in cognitive, motor, language, and social-emotional development.
7. Teaches children life skills such as developing an informed perception; articulating a vision; learning to solve problems and make decisions; building self-confidence and self-discipline; developing the ability to imagine what might be; and accepting responsibility to complete tasks from start to finish.
8. Nurtures important values, including team-building skills; respecting alternative viewpoints; and appreciating and being aware of different cultures and traditions.

(Source: *Young Children and the Arts: Making Creative Connections* (1998), Introduction)

We advocate respect for children's choices. In our creative arts programs children have the freedom to choose their own activities. We value the cultural experience and expressions in the lives of our children. We respect the individual thoughts, emotions, and words of each child. We believe that this enables them to develop trust in their own feelings and a high level of self-awareness. We have faith that in addition to helping them live satisfying lives, this self-awareness can help keep them safe in the world, by encouraging each one to pay attention to his or her own inner voice. Further, we understand that exposure to creative arts representing a vast array of artists from around the world also deepen their cultural competency and allow them to critique the world around them in ways that do not exist beyond college art studios.

4.5.2.4 Music and Music Technology

The ICS program provides meaningful training in the musical arts and guides students as they explore the history of music and create their own music. The program is designed for students with an interest in music history and songwriting. The music facility at ICS is a musically rich

environment, equipped with various pitched instruments such as keyboards, recorders, and guitars, and un-pitched instruments such as shakers, beaters, and an assortment of African, Latin, and Asian drums. Instruments from various cultures around the world are available to students. The classroom is a safe, friendly environment in which students are encouraged to take risks without fear of negative feedback from the students or teacher. The classroom is musically print-rich with a music word wall, posters, and music notes. The classroom routines and procedures are established, posted, modeled, and followed.

1. Students make music alone and with others through singing, and playing instruments. Students have opportunities to improvise and create music in various ensembles (band, world drumming, vocal ensembles).
2. Students are encouraged to use vocabulary and notation of music on the most skilled and appropriate levels.
3. The students are encouraged to make aesthetic judgments based on critical listening and analysis.
4. Students are provided opportunities to support the musical life of the community. (i.e., performances, field trips, and collaboration with business partners, etc.)
5. The students share responsibility for their own learning. They set goals, self-assess, and monitor their own performance. They are introduced to music theory and basic composition techniques
6. Students learn production basics (positioning of microphones and signal flow) and use their knowledge during live performance (e.g., 5th Grade IB Exhibition, UN Day, or other awards ceremonies).

4.5.2.5 Theatre

The theatre program at ICS focuses on monologue selection, on-stage performance, audition preparation, voice and movement strengthening, stage presence, and confidence. The students will conclude their study by performing a one-act production during the school year and the student awards ceremony.

The Creative Arts Program of ICS offers opportunities for students and their families to learn life skills, such as effective communication, conflict resolution, and problem-solving, in a creative, fun, hands-on, arts-based environment. In our theatre programs students create whole plays, developing the characters, dialogue, plot, costumes, and sets. We believe that this gift of freedom, coupled with loving adult guidance, helps children develop a deep and solid self-understanding.

4.6 CURRICULUM FRAMEWORK

GADOE Application: Innovations Specific to the School

ICS has adopted the Common Core Georgia Performance Standards (CCGPS) in addition to the GPS when still applicable. ICS delivers the GPS and Common Core Curriculum through the framework of the IBPYP. In February, 2008 the school was authorized as an IB World School for grades K-5. As such, ICS believes that the written curriculum can best be taught and learned if

the students are actively engaged in their own learning by working with teachers in setting goals, planning and carrying out learning activities, and assessing what they have and have not learned. Referring to the PYP, the IBO puts it this way: "Students bring to the learning situation their own prior knowledge and engage with the curriculum through the activities designed by the teacher. In the context of total learning environment, the students make sense of their experiences and construct meaning. Our responsibility is to identify the students' prior knowledge, provide appropriate experiences, assess their new learning, and begin the cycle anew."[1]

The ICS Media Center is central to providing all members of the school community support in teaching and learning. In particular, the IBPYP provides the media support necessary for full implementation of the curriculum (CCGPS, GPS, and IBPYP). Finally, through fostering a love of reading, ICS teachers, staff, and administrator seek to help our students become lifelong readers and learners.

4.6.1 DESCRIPTION OF THE INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME (IBPYP)

In the IBPYP, teachers plan activities, engage students in the learning process, assess the success of their students in reaching the goals established, and then reformulate the plan according to the results. IBPYP planning documents further this thoughtful approach. The "student as lifelong learner" is at the center of the IBPYP framework. Therefore, students in the IBPYP should become:

1. Inquirers: Who acquire the skills necessary to conduct purposeful, constructive research.
2. Thinkers: Who exercise initiative in applying thinking skills critically and creatively to make sound decisions and solve complex problems.
3. Communicators: Who receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.
4. Risk-Takers: Who approach unfamiliar situations without anxiety, have confidence and independence, are courageous and articulate in defending things in which they believe.
5. Knowledgeable: Who have spent time in school exploring theme with global relevance and importance, and have acquired a critical mass of significant knowledge.
6. Principled: Who have a sound grasp of the principles of moral reasoning, integrity, honesty and a sense of fairness and justice.
7. Caring: Who show sensitivity towards the needs and feelings of others, and have a sense of personal commitment to action and service.
8. Open-minded: Who respect the views, values and traditions of other individuals and cultures and who are accustomed to seeking a considering a range of points of view.

[1] Quotation from IBO, *Making the IBPYP Happen, 2006.*

9. Balanced: Who understand the importance of physical and mental balance and personal well-being.
10. Reflective: Who give thoughtful consideration to their own learning and who analyze their personal strengths and weaknesses in a constructive manner.

Furthermore, the IBO intends that primary-age children not only understand but also use an investigative, inquiry-based approach as they study any area worth learning. Those who developed the IBPYP identified certain key concepts. In the following list, a brief question follows the name of each concept in the IBPYP. The question should draw the student's attention to that particular perspective when trying to understand and appreciate a particular subject or theme: Form (What is it like?); Function (How does it work?); Causation (Why is it like it is?); Change (How is it changing?); Connection (How is it connected to other things?); Perspective (What are our points of view?); Responsibility (What is our responsibility?); Reflection (How do we know?)

For more details on all the above please consult *Making the PYP Happen* published each year by IBO

5.0 STATE AND FEDERALLY MANDATED SERVICES

GADOE Application: School's Plan for Educating Special Populations

5.1 SERVICES TO STUDENTS WITH DISABILITIES

GADOE Application: State and Federally Mandated Services for Students with Disabilities

State and Federally mandated services will be provided for students with disabilities as per the DeKalb County School District, the Georgia Department of Education, and the US Department of Education required statements. Students of ICS with a disability as defined by the Individuals with Disabilities Education Act (IDEA) will be provided with state and federally mandated services. Students identified for special education will receive an appropriate individualized program. The instruction will be driven by the student's IEP and in conjunction with the No Child Left Behind Act (NCLB) requirements. Students will be exposed to the grade level curriculum in the Least Restrictive Environment with necessary modifications, accommodations, and support in the general education setting. Learning will take place in accordance with IDEA and its amendments with a qualified special education teacher as the teacher of record. Services are limited to one full-time teacher dedicated to the teaching of children with disabilities.

5.1.1 ADA SECTION 504 PLAN

ICS will serve students that have or may require an *Americans with Disabilities Act* (ADA), Section 504 plan to the extent possible by ICS. Students include any child as defined by ADA as:

1. having a physical or mental impairment that substantially limits one or more activities.
2. having a record of such impairment.
3. is regarded as having such impairment.

Accommodations will be fulfilled by ICS through the provision of educational and related aids and services. A 504 Section team will be established in accordance with state guidelines, local board policies, and will use DCSD forms for Section 504. Appropriate ICS personnel will participate in workshops, in-service and/or training offered by DCSD for persons serving as SST and/or Section 504 chairpersons. ICS will immediately notify the DCSD Director of Charter Schools upon receipt of a complaint made by a parent or guardian or student concerning Section 504 and/or IDEA, furnish a copy of such complaint and cooperate fully in the investigation, defense, and resolution of such complaint.

5.2 EDUCATIONAL SERVICES FOR ENGLISH LANGUAGE LEARNERS

GADOE Application: State and Federally Mandated Services for English Language Learners (ESOL)

All students speaking a language other than English will be taught ESOL in compliance with state and federal mandates. Limited English Proficiency (LEP) students are at the core of ICS' identity and all possible and available resources will be deployed as a priority to support ESOL teachers and students. Classes of up to 10 students are taught by certified teachers. Currently, two full time ESOL teachers are in the employ of ICS but several other teachers are fully endorsed and certified to support their ESOL colleagues and to deploy ESOL strategies in the classroom. This allows for instance for excellent practices in the area of Differentiated Instruction. Teachers will use appropriate evaluative standards for measuring the linguistic and academic progress of ELL students, including program exit and criteria, as well as formative and summative assessments consistent with IB. A substantive budget line is also dedicated to the acquisition of specific pedagogical resources and manipulatives. The following will be in effect:

1. Supplemental educational services in required cases pursuant to SBOE Rule 160-4-5-.03 and NCLB.
2. Remediation in cases pursuant to SBOE Rule 160-4-5-.01 and NCLB.

It should also be noted that ELL students will not be excluded from any curricular and extra-curricular activities because of the inability to speak and understand the language of instruction.

5.3 STUDENT SUPPORT TEAM (SST)

ICS will utilize the Student Support Team (SST) process in accordance with state guidelines. Parents will be notified and updated throughout every step of this process. The Student Support Team will meet to develop strategies to address referred students' academic, behavioral, and speech and/or language concerns. The homeroom teacher will implement the strategies suggested. The SST will meet regularly to review and update the strategies under the direction of the SST Chair. In the event that reasonable classroom interventions of sufficient duration have been attempted without success, the SST including the school psychologist and/or Speech Language Pathologist may decide to refer students for evaluation. Parents will be asked to give written consent before the evaluation is started. If that evaluation indicates the possibility of a disability as defined by IDEA, the SST will refer on to the Special Education Department to determine eligibility for further services.

The school counselor or SST Chair will be responsible for coordinating additional support as may be required by the student, especially as regards ensuring that the school is following due process and maintaining all procedural safeguards. The special needs teacher, the school counselor, the Principal, the ESL teacher and the school psychologist assigned by DeKalb County School District form the SST whose responsibility it is to review all referrals from members of the staff. (1) Unless there is an emergency, before approaching the special needs teacher or the SST, the teacher or other person should (a) review the student's academic records; (b) consult with the other teachers at the grade level; (c) discuss the difficulty with the parent; (d) keep an anecdotal record of the behavior or difficulty observed and the means used to ameliorate the situation. (2) The teacher or teachers should then complete and submit a referral form to the SST.

The Student Support Team will then work with the teachers to support the student. This procedure may involve visits to the classes by one or more members of the team, strategy sessions with the teacher(s) and meetings with the parents. If there is already an Individualized Educational Program (IEP) or Behavior Modification Plan (BMP) in place, the team may suggest changes to that plan in order to better meet the needs of the student. If there is no IEP or BMP in place, the teachers and appropriate members of the SST must meet with parents, and together with parents develop a plan. It is very important throughout this process that parents be involved at every stage of decision making.

5.4 SUPPLEMENTAL EDUCATION SERVICES

Additionally, ICS has identified methods to address Mathematics at ICS with the intention of increasing the CRCT scores of our students. The CRCT data was disaggregated to determine all Levels 1, 2, and 3. All Level 1 students will receive Early Intervention Services that are driven by Level One plans. The plans address accelerated instruction through challenging, intensely focused instructional activities targeting areas of deficiencies. Instruction designed to enable students to reach grade level standards in a compacted period of time as defined in OCGA §20-2-282, 283, 284, and 285. ICS also emphasizes differentiated instruction, whereby lesson activities are designed to meet individual student learning needs as defined in OCGA §20-2-282, 283, 284, and 285. ICS also practices Additional Instruction, instructional time allocated during school day, before school, and after school as defined in OCGA §20-2-282, 283, 284, and 285.

Students are explicitly taught the math language integrated throughout the CRCT in conjunction with our math curriculum of choice. Data is also analyzed in order to be in alignment with Common Core. Those standards not evident in the curriculum are taught through the Common Core content descriptors. Lesson domain Mathematic instruction is taught in isolation and as cross disciplinary approach to ensure student learning and meaningful connections. Students are to engage in a daily Math sponge activity that incorporates the new component of the math portion of the CRCT: multi-step word problems. In some cases the Title I Instructional Coach from DCSD may be asked to support in Math.

Much work remains to be done in the teaching of mathematics to Limited Language Proficiency (LEP) children. It is not surprising that language-heavy problems may prove challenging to LEP students. Students are explicitly taught the math language integrated throughout the CRCT in

conjunction with our math curriculum of choice. Data drives instruction at ICS and is also analyzed in order to be in alignment with Common Core. Those standards not evident in the curriculum are taught through the Common Core content descriptors. Lesson-domain Mathematic instruction is taught in isolation as well as cross disciplinary approach to ensure student learning and to make meaningful connections. This concept of connection between discrete parts of knowledge is also critical to IB Primary Years Programme inquiry methodology. Students are to engage in a daily Math sponge activity that incorporates the new component of the math portion of the CRCT: multi-step word problems.

Students who receive School-within-the-School, one-on-one tutoring and are also Level One students have tutorial lesson tailored to the Mathematics domain. The focus incorporates the new facet of CRCT Mathematics questions with practice of multi-step word problems. Because of ICS' status as a *Title I* school, an instructional coach from DCSD will provide service to teachers in the area of math, focusing on the Common Core, its curriculum map and content descriptors and the alignment to the math curriculum. The coach will offer instructional support through model lesson teaching, collaborative teaching, study halls for teachers (in areas of concern specific to the teaching of math), and math staff workshops. As our financial resources grow, we intend to hire additional coaches in both math and reading. We have also begun to invest in three-day professional development workshops developed in collaboration with the College of Education at Georgia State University. The purpose of these training programs is to link central concepts to specific exercises and activities.

In order to analyze the current methods used to address math and the College and Career Readiness Performance Index (CCRPI), students take math benchmark assessments before and after ITBS and CRCT. The assessments are used for progress monitoring, analyzing data and identifying children that are making gains in math and those that need further instructional support.

Additionally, students selected at all grade levels will be tested in pre-test Student Learning Objectives (SLO) and post-test SLOs as part of the new Teacher Keys Effectiveness System (TKES) state-wide teacher evaluation platform.

In order to analyze the current methods used to address math and CCRPI, students take math benchmark assessments before and after ITBS and CRCT. The assessments are used for progress monitoring, analyzing data and identifying children that are making gains in math and those that need further instructional support.

Additionally, select students will be tested in pre-test SLOs (Student Learning Objectives) and post-test SLOs as part of the TKES state-wide teacher evaluation platform.

5.5 REMEDIATION SERVICES

ICS continues its commitment to Response to Intervention (RTI), a multi-tier approach to the early identification and support for students who struggle with learning or behavior issues. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing intensity levels to accelerate their learning. Progress is closely monitored to assess both the

learning rate and performance level of individual students. ICS has structured its RTI activities around the following elements:

1. Research-based interventions.
2. Data acquisition to determine learning rate over time and level of performance.
3. Educational decisions made and executed regarding student progress.
4. Tiers 1 and 2 of the 4-tier pyramid:

   Tier 1: High quality instruction delivered to all students; Success rate of no less than 80% of student; Regular progress monitoring; Progress monitoring includes probes and assessments that mark the student's current level of performance is specific academic area.

   Tier 2: No more than 20% of students should continue into tier 2; Supplemental, evidence-based intervention for groups of students not responding to general instruction; Interventions for remediation at ICS include after school tutorials, EIP, Reading Recovery, SWS; Progress monitoring recommended at least every 2 weeks; Frequency, duration, and intensity of interventions and numerical value of results from progress monitoring must be recorded by the teacher; All data must be graphed by the teacher; Interventions target specific foundational needs (no benchmarks, specific areas of concern such as phonetics, letter recognition, addition etc.)

5. Support System

   Tier 1: Administration

   Tier 2: Counselor providing access to available resources; evidence-based interventions; websites for assistance with interventions, progress monitoring, and graphing data.

6. Goal of Tier 2 Intervention

   Provide research-based interventions that close the achievement gap for specified groups of students.

   Success of tier 2 interventions rather than referral to SST

6.0 GOALS AND OBJECTIVES

ICS Leadership, from the Board of Directors to the administrators and teachers, sets and reviews goals and measures progress against objectives regularly.

6.1 PERFORMANCE-BASED GOALS AND MEASURABLE OBJECTIVES

6.1.1 GOAL 1

ICS will perform above the level that would place it on the Priority Schools list, the Focus Schools list, or the Alert Schools List. ICS will also meet all targets (currently CCRPI and State Performance Targets), as defined by Georgia state requirements and the state's waiver of no Child Left Behind, subject to any amendment, waiver or reauthorization thereof. Students will

demonstrate proficiency and improvement over prior years' performance.

1. Measure 1: During each year of the charter term, ICS will meet or exceed State Performance Targets and all other statewide accountability requirements as established by SDOE for all content areas of the CRCT.
2. Measure 2: During each year of the charter term, the percentage of students who meet or exceed state standards on each content area of the CRCT will be greater than the State or local district Average, whichever is higher, by at least 2% in all subjects in the grade levels used for CCRPI content mastery scoring for each category of students measured.

6.1.2 GOAL 2

ICS will demonstrate proficiency and improvement on national norm-referenced assessments. The composite percentile score on the ITBS for each first grade class will be used as a cohort baseline each year.

1. Measure 1: Of the children in each cohort, by the year that cohort is tested in grade 3 a 6% increase in composite percentile score will be achieved on the ITBS over the established baseline.
2. Measure 2: Of the children in each cohort, by the year that cohort is tested in 5th grade a 10% increase in composite percentile score will be achieved on the ITBS over the established baseline.

6.1.3 GOAL 3

ICS will demonstrate middle school readiness consistent with elements in the CCRPI

1. Measure 1: ICS will demonstrate a yearly average attendance rate of 98%.
2. Measure 2: % of students score at Meets or Exceeds on the Grade Five Writing Assessment.

6.1.4 GOAL 4

Goals of innovation and that are derivative of the ICS mission.

1. Measure 1: All students that are not assigned to ESL classes will receive daily classes in a world language (currently French or Spanish).
2. Measure 2: ICS will demonstrate proficiency and improvement in reading at a rate that is greater than the national average as determined by yearly gains in Lexile measurement. The average Lexile score for first grade will establish a baseline cohort group. In subsequent years, 1.2 years of growth will be obtained over the prior year's average for each cohort.

6.2 ORGANIZATIONAL GOALS AND MEASURES

In a context of increased accountability, ICS utilizes a variety of organizational goals and performance metrics to assure mission and vision accomplishment, monitor the effective

allocation of precious resources, facilitate meaningful organizational decision-making and track progress towards selected goals. The end-game is directing school leadership to organizational effectiveness and other key outcomes that raise donor and stakeholder confidence.

At the center of ICS' learning and teaching enterprise is the core relationship between students, their parents, and teachers. Parents are attracted to ICS because of its mission, vision, and commitment to a rigorous, but well-rounded education overall intentionally diverse community. ICS parents want a well-rounded learning experience for their children that resulting in academic achievement, human development, and good positioning for the next steps in the child's educational journey.

6.2.1 GOAL 1

By end of the second year of the charter term ICS will develop a dashboard with performance indicators relevant to the schools mission. For ICS, the most challenging element of developing its dashboard will be calibrating the most relevant performance indicators to its stage of organizational development given its ambitious vision and an environment of variable funding. Still, goals and metrics will reflect the school's ambitions for board governance effectiveness, financial health, and resource development as articulated in the school's strategic plan.

6.2.2 GOAL 2

ICS will attract and retain highly qualified staff.

1. All teachers will hold a Georgia Teaching Certificate.
2. All teachers will participate in annual training in IB and their respective curriculum content areas.
3. ICS will maintain its current status as an IB World School.

6.2.3 GOAL 3

The ICS governing board members will receive effective training and will set the school's strategic direction.

1. All governing board members shall participate in at least one annual training. In rotation, the training will cover:
    - Basic governance best practices in fiduciary oversight.
    - Strategic planning.
    - Open Meetings-Open Records statutes, the specific requirement of the ICS bylaws and charter, and basic tenets of local and federal educational law.
2. By the end of the first year of the charter term, ICS will produce a new strategic plan to supersede the original 5-year plan developed in 2009.

Please see the waivers section below and Appendix for examples of waivers necessary for the organizational structure. A waiver of the School Councils law is necessary to give the ICS board direct responsibly for carrying out the terms of this charter.

6.3 FINANCIAL GOALS AND MEASURES

GADOE Application: Financial Objectives, Plans, and Waivers

For ICS, the most challenging element of developing the dashboard was selecting the performance indicators most relevant for their stage of organizational development given its ambitious vision and an environment of variable funding. Still, the goals and metrics reflect the school's ambition for operational efficiency, organizational stability, and long-term sustainability. ICS' new Executive Committee has a vision for the school's operational efficiency, organizational stability, and long-term sustainability. To reach these goals, diversifying the school's financial resources will a big challenge to tackle. In light of this:

1. ICS will meet Generally Accepted Accounting Practices (GAAP) as demonstrated by external, independent, annual audits. These audits will be submitted in the annual report required by the state in a timely manner.
2. Yearly balance sheets will demonstrate that the school is fiscally sound.
3. Budgets that are approved by the board annually will demonstrate effective allocation of resources.
4. Financial and material resources will be properly assessed and managed to enhance staff compensation

Please see the waivers section below and Exhibit 16 for examples of waivers necessary to maintain a structure that separates ICS from the DeKalb County School District in terms of finances. These include waivers of some DCSD's fundraising restrictions and hiring and benefits policies. The specific waivers delineated in the appendix separate those waivers pertinent for the academic innovation from those that are necessary for the organizational and fiscal autonomy.

7.0 WAIVERS

State Start-Up Application: Requirements of Waiver of State Law, Rules or Guidelines

In light of our goals (see section 6.3In light of our goals (see section 6.3), we will maintain our business and finance personnel and Board members focused on the following goals:

1. ICS will meet Generally Accepted Accounting Practices (GAAP) as demonstrated by external, independent, annual audits. These audits will be submitted in the annual report required by the state in a timely manner.
2. Yearly balance sheets will show that the school is fiscally sound.
3. Budgets approved by the board annually will demonstrate effective allocation of resources.
4. Financial and materials resources will be properly assessed and managed to enhance staff compensation.

5. Developing Priority Performance Metrics: Development of key metrics in three critical domains of nonprofit organizational performance; a) Board Governance Effectiveness; b) Financial Health and Resource Development.
6. Sharpening Focus on IB Primary Years from Kindergarten through 4th Grade with a strong Middle School Transition strategy for 5th Grade. The school's current revenues sharply focus on providing a world-class education from K through 4th Grade. Still, there may be opportunity to both deepen the quality of these core activities and also explore the potential for a stronger handoff to Middle School partners and perhaps one day build out a program a fully funded K-8 program.
7. Student & Teacher Retention/ Parent & Teacher Satisfaction.
8. At the center of ICS' learning and teaching enterprise is that core relationship between students, their parents, and teachers. Parents are attracted to ICS because of its mission, vision, commitment to a rigorous, but well-rounded education overall intentionally diverse community. ICS parents want a well-rounded learning experience for their children that result in academic achievement, human development and good positioning for the next steps in their educational journey.
9. New Fundraising Approaches and Resource Development Campaign: For the duration of this new Charter, the Board has turned its attention to bolstering the school's overall fundraising and development function, staffing, and strategy. We will seek to develop our relationships with the Hume Foundation, the Rich Foundation, the General Mills Foundation, the Sartain Lanier Family Foundation, the Muzak Heart & Soul Foundation, Harland Foundation, KaBoom!, and Catholic Charities, who, over the years, have contributed over $800,000 to ICS' operations, to say nothing of the $500,000 capital dollars received from the Robert Woodruff Foundation. Additionally, we are seeking to nurture nascent and promising relationships with corporations such as Keller Williams Realty, Turner Broadcasting System, Kroger, Publix, and United Parcel Service

Please see the waivers section for examples of waivers necessary to maintain a structure that separates ICS from the DeKalb County School District in terms of finances.

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

The following actions describe some of the innovations aimed at improving ICS' institutional performance in select areas. Realizing that clarifying, selecting, and then implementing these kinds of measures and indicators takes significant thoughtfulness, planning and effort, these innovations would be implemented in sequence after periods of deliberation, development and pilot testing. The Board recognizes that ICS provides irreplaceable value to DeKalb County and its school district as it relates to quality educational outcomes, intentional diversity, inclusion, and equity goals for all students with particular excellence in the service of refugee, immigrants and New Americans.

However, this model of schooling requires resources in other key areas not typically supported by District or State funding. Still, these resources fuel the school's unique ability to perform

and achieve educational excellence. Given these unique requirements, the Board during the life of this new Charter will turn its attention to both deepening the school's educational impact in select areas and bolstering the school's overall fundraising development function, staffing, and strategy.

See Exhibit 16 for specific waivers supporting academic and organizational objectives.

8.0 DESCRIPTION OF ASSESSMENT METHODS

ICS ensures that all students enrolled take all applicable District and State standardized tests. This includes the CRCT, or any successor testing instrument, the Iowa Tests of Basic Skills (ITBS) in 3rd and 5th grades, and the 5th grade writing assessment. ICS administers said tests in accordance with state and district guideline and regulations. The DCSD will provide these tests at no cost to ICS. In the event that ICS chooses to do additional testing, ICS will be responsible for the cost.

The DCSD Board agrees to provide ICS with a listing of all district and state tests, and a calendar of all testing dates. The DCSD Board has the right to send proctors or take other measures to ensure the integrity of the testing program. ICS will ensure that its calendar aligns with the district and state testing calendar.

In order to analyze the current methods used to address math and the College and Career Readiness Performance Index (CCRPI), students take math benchmark assessments before and after ITBS and CRCT. The assessments are used for progress monitoring, analyzing data and identifying children that are making gains in math and those that need further instructional support. Additionally, students selected at all grade levels will be tested in pre-test Student Learning Objectives (SLO) and post-test SLOs as part of the new Teacher Keys Effectiveness System (TKES) state-wide teacher evaluation platform.

8.1 ASSESSMENT GUIDELINES

8.1.1 STUDENT PERFORMANCE DATA

GADOE Application: Assessments the School Will Administer to Obtain Performance Data for Each Student

In addition to the assessments mentioned in section 8.0, ICS' Assessment plan to obtain student performance data for each student includes other baseline achievement data which will be used in connection with the academic performance-based goals and measurable objectives are listed in Exhibit 10:Performance Benchmarks, Target Report, Academic Performance Goals.

1. Student Learning Objective (SLO, Kindergartner through 3rd grade) administered at beginning and end of each school year to measure growth in Reading, Writing, Mathematics, Art, Music, and Physical Education.
2. Teacher-created pre and post-assessment (Kindergartner through 5th grade); Language Arts and Mathematics given at the beginning and end of IB units; these may be written tests, student presentations, group or individual projects most often administered in 6 or 9 week periods.

3. Universal Screener for Reading, Comprehension, Fluency, and Mathematics (Kindergarten through 5th grade; e.g., Developmental Reading Assessment (DRA), STAR Reading or STAR Math); Assessment given at set times throughout the school year to measure student growth in comprehension and fluency over time.
4. Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESSS test); assessment given to English Language Learners to measure proficiency in reading, writing, speaking and listening. Students are given scores of 1-6 in each area and this assessment serves as one of the tools to determine exit from English language remediation.
5. World-Class Instructional Design and Assessment ACCESS Placement Test (W-APT), an English-support permitting placement assessment for Kindergarten and other new ESOL students

By way of cognitive testing, ICS administers or use:

1. G-Kids (Georgia Kindergarten Inventory of Developing Skills).
2. IBPYP Student Portfolio, a collection of student work during their PYP K-5 years.
3. IBPYP trans-disciplinary, thematic student reflections, completed at the end of each unit.
4. IBPYP 5th Grade Exhibition, a culminating action-research project to showcase 5th grade IBPYP understanding.

ICS administers said tests in accordance with all relevant and applicable state and federal statutes. DCSD will provide these tests at no cost to ICS. In the event that ICS chooses to do additional testing, ICS will be responsible for the cost.

8.1.2 MEASURES OF STUDENT IMPROVEMENT

GADOE Application: Benchmarking student growth

ICS assesses the needs of all students at the beginning of the school year through careful observation, written, and oral testing. At the end of this period, teachers can form reading and math groups according to the students' needs. ICS will analyze the SLO assessment for students Kindergarten through 3rd Grade and CRCT for 3rd through 5th grades to determine student's areas of strength and areas for development. Teachers will then determine the growth between those two points in time that the SLO is given (August and May) and the growth for each student on the CRCT, prior year and current year. Homeroom teachers and support teachers will participate in vertical and horizontal grade level meetings to discuss the student performance, strategies to increase growth and mastery and develop a plan of action for students demonstrating minimal growth or regression.

ICS homeroom and support teachers engage in data meetings to review student pre and post tests for Reading/ELA and Math at the close of each Reading/ELA and Math unit. The units span a period of 6 to 9 weeks. These assessments are aligned to the Common Core Standards and each question is reflective of the standard(s) covered within that given unit. Grade level teachers discuss class performance and grade level performance. Teachers create a plan of

action to address re-teaching, remediation and extension for students based on student performance on the teacher created pre/post assessments.

8.1.3 MONITORING AND IMPROVING STUDENT ACHIEVEMENT

The International Community School will provide Early Intervention Programs (EIP) services to children who did not pass the CRCT in reading and or math or were assessed through an EIP checklist. The homeroom teacher will then create Level I plans that may include EIP services as instructional support. The program is used as a tier of Response to Intervention (RTI).

It is ICS' goal to support students and nurture their development so that they will live meaningful, self-fulfilling lives within their community. ICS services both students with special needs and students with disabilities. As already seen in section 5.0, ICS will follow all federal and state guidelines for students with disabilities.

8.1.4 RECORDS OF ASSESSMENTS

Teachers and administrators keep records of assessments of student work. IB prescribes that portfolios be kept for each student. They can include writing samples, drawings, informal assessments, tests, and other materials as deemed appropriate by the teacher and IB coordinator.

8.2 REQUIRED ACCOUNTABILITY PROVISIONS

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 assessment guidance manuals and participate in all state-mandated assessments.

8.3 ASSESSMENT CALENDAR

See Exhibit 12: Annual Testing Calendar.

9.0 DESCRIPTION OF SCHOOL OPERATIONS

9.1 ATTENDANCE ZONE

GADOE Application: Attendance Zone

ICS will openly enroll any student (including students with disabilities and ESOL students) who reside within the limits of the DeKalb County School District and who submits a timely application, unless the number of applications exceeds capacity. In such cases, applicants will have an equal chance of being admitted through a random selection process unless otherwise prohibited by law. Students residing in incorporated Decatur, which has its own school system, are not eligible for enrollment at ICS.

Applicants will not be required to submit letters of recommendation, essays, résumés, or evidence of community activity. Residence in the area of selection will be documented and verified. If additional information must be provided by the applicant, ICS must make it clear that there is no obligation for the applicant to comply with the request.

9.2 ADMISSIONS

A copy of the Admissions Application is in Exhibit 3: Pre-Lottery Student Application.

9.2.1 STUDENT ENROLLMENT PRIORITIES

GADOE Application: Enrollment Priorities As Per OCGA § 20-2-2006(A)(1))

It will be critical for ICS to provide applicants and their parents with substantive information on the school's mission, vision, curriculum, and behavioral expectations. ICS is at liberty to request up to 18 volunteer hours per semester per parent. ICS will give enrollment preference to the following categories in the order of priority specified below:

1. Any student who resides within the limits of the DeKalb County Schools District.
2. A student whose parent or guardian is a member of the ICS Board of Directors or is a full-time teacher, professional, or other employee at ICS.
3. A student whose sibling(s) is/are already enrolled at ICS.

9.2.2 STUDENT ADMISSION PRE-LOTTERY PROCESSES AND FORMS

GADOE Application: General Process of Admission

Families can submit application forms at any time for the current school year (see Exhibit 12: Annual Testing Calendar). Applications for the following school year will be accepted from December on for entrance into the school the following August. The school will process the forms as of January every year for the entrance into the school in August of that year. Siblings of currently enrolled students will be given first priority. Siblings (including twins and triplets) who share the same birth date will be considered as simultaneous placement at the option of the parent or guardian.

Applications from families who wish to enroll their children in the school are accepted as long as there are places available. The application form requires the families to provide basic information (name, address, telephone number, previous schooling, linguistic competence in English and other languages, etc.). Application forms are available to the public at the school, at resettlement agencies, and on our web page (www.icsgeorgia.org).

9.2.3 STUDENT REGISTRATION POST-LOTTERY PROCESSES AND FORMS

GADOE Application: General Process of Registration

In light of the public ICS lottery held around mid-March by the ICS Core Administrative Team (Principal, Assistant Principal, Business Manager) and Registrar, ICS will, after April 1, inform the families who have submitted their applications from the beginning of the process through mid-March. Parents will then be informed whether space is available and the student is accepted or space is not available at that time at the appropriate grade level, student placed on waiting list. If spaces do become available at a grade level for which there is a waiting list, entrance of children is determined by the waiting list resulting from the mid-March lottery drawing from among those eligible for entrance. These waiting lists are updated on a daily basis and the school's registrar is responsible for communicating relevant information to potential parents. Once a student is accepted, the school will ask the parents to provide records from the previous

school and/or health records, proof of residence and proof of child's birth date and to complete all necessary documents, including:

1. An enrollment form with information to be entered into eSIS, the DCSD student data management system.
2. A Parent Contract Statement (to be signed by the parents) of what the school expects from the parents and from the children who attend the school.
3. A free and reduced cost lunch form.
4. A transportation form.

Families will be given a deadline for submission of all documents. If, after that date the school has not received the required documents, the student will no longer be considered as enrolled and her or his place will be offered to a student on the waiting list. ICS will maintain records in locked files at the school, and provide DCSD and GADOE with required information about the students in a timely manner.

9.2.4 RACIAL-SOCIO-ECONOMIC DIVERSITY (NON-DISCRIMINATION POLICY)

The school does not discriminate based on intellectual or athletic ability, aptitude, disability, English proficiency, or any other basis prohibited by law. ICS will administer placement tests upon admission, but does not administer admissions tests.

9.2.5 WITHDRAWAL

The procedure for a student to withdraw or transfer:

1. Parent completes a student withdraw request form that includes student's name, grade, new school name, address, phone, parent's signature.
2. Registrar processes into student database system (ESIS), i.e., extracts student account to withdraw entering date of withdrawal, reason for withdrawal and the name, address, phone of the school student will be attending.
3. All data entered then generates an official withdraw form of the above information to be signed by parents.
4. Registrar sends a "Confirmation of Enrollment Form" to the school in which the student is transferring.
5. Fourteen days are allotted to receive and return the "Confirmation of Enrollment" from receiving school, upon which the permanent documents or a copy of student's records are released to receiving school.

9.3 STUDENT RECRUITMENT AND DIVERSITY OUTREACH PLAN

GADOE Application: Racial and Socio-Economic Diversity of the School; Student Recruitment and Enrollment Increase

The school utilizes traditional marketing methods (brochures, leave-behind literature, and presence in local, national, and even international media outlets such as CNN or *Parade*

Magazine). The school reaches out to the refugee/immigrant population by maintaining formal relationships with the following organizations:

- Refugee Family Services of Atlanta
- World Relief, Atlanta
- Culture Connect, Inc.
- Immigration Rescue Committee
- Catholic Charities
- Lutheran Volunteer Charities
- Refugee Resettlements Services and Immigration

ICS relies heavily on its relationships with these and other non-profit organizations and agencies to bring new American families to the school. However, the school cannot be *per se* construed as a school for refugees alone. It is a school where community is built around both groups, i.e., refugee families and American families. Consequently, our marketing events (e.g., arts shows, musical productions, theater shows, etc.) are characterized by their highly multicultural qualities. So are our long-standing partnerships with organizations such as Girls Scouts of Greater Atlanta and the Decatur YMCA. Over the years, the school has produced numerous brochures, informational sheets, and newsletter consistent with the mission and vision of the school, especially in terms of intentional diversity. Additionally, the school relies on its high media profile through articles in the *New York Times*, *Christian Science Monitor*, *Parade Magazine*, *The Atlanta Journal-Constitution*, by news segments produced by CNN and the transnational European channel ARTE, and by the production of and ICS-centered documentary, *A Place in the World* currently in competition in film festivals across the country.

It should be also noted that our recruitment efforts bear mostly on grades 4 and 5, which are traditionally under-populated. Should our outreach strategies, which also include neighborhood churches and cultural organizations (e.g., Indian organizations), succeed in attracting international neighborhood children, ICS will be very close to capacity.

9.4 GENERAL PROVISIONS REGARDING STUDENT DISCIPLINE

In all matters of discipline involving adjudication processes, including Discipline Provisions and Students with Disabilities, ICS adheres to the policies, procedures, and protocols defined in the DeKalb School District Code of Conduct. Please also note that ICS will handle discipline issues regarding Section 504 in accordance with federal regulations, state guidelines, and local school Board policies including the DCSD Code of Student Conduct.

9.5 GRIEVANCE POLICY (SUMMARY)

The ICS Grievance Policy is not designed to supersede or supplant federal law or parent rights under the Individuals with Disabilities Education Improvement Act of 2004 or the Family Educational Rights and Privacy Act (FERPA) as amended, 1996. Furthermore, the Grievance Policy does not, and is not intended to prevent or delay employees or parents from pursuing claims under any state or federal law.

ICS is committed to providing the best possible working conditions for its employees. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from ICS supervisors and management. ICS strives to ensure fair and honest treatment of all employees, parents, and students. If employees disagree with established rules of conduct, policies, or practices, they can express their concern through the problem resolution procedure. No employee will be penalized, formally or informally, for voicing a complaint with ICS in a reasonable, business-like manner, or for using the problem resolution procedure. It is the intent of the Board of Directors of ICS to achieve equitable solutions to grievances that may arise from time to time at the lowest possible administrative level. If a grievance is a complaint of discrimination of harassment, the Principal will take prompt action to resolve the complaint.

Please see Exhibit 27: Complete Guidelines for Resolving Grievances.

10.0 GENERAL CONDITIONS OF EMPLOYMENT (SUMMARY OF RELEVANT POLICIES AND PROCEDURES)

In conformity with the law and in accordance with the ICS Mission, it is the school's policy to afford equal opportunity to all qualified faculty and staff and applicants for employment without regard to race, color, sex, sexual orientation, religion, age, special challenges or national origin. ICS is an Equal Opportunity Employer.

ICS intends for work conditions, wages, and benefits it offers to its employees to be comparable with those offered by other employers in the area and in elementary education. To provide equal employment and advancement opportunities to all individuals, employment decisions at ICS will be based on merit, qualifications, and abilities. ICS does not discriminate in employment matters on the basis of race, color, religion, sex, national origin, age, sexual orientation, disability or any other characteristic protected by law. Employees with questions or concerns about any type of discrimination in the workplace are encouraged to bring these issues to the attention of the Principal, Assistant Principals, Accounting Services Coordinator (ASC), or members of the Board of Directors.

ICS desires to provide a drug-free, healthful, and safe workplace. While on ICS premises and while conducting business-related activities off ICS premises, no employee may use, possess, distribute, sell, or be under the influence of alcohol or illegal drugs. The legal use of prescribed drugs is permitted on the job only if it does not impair an employee's or volunteer's ability to perform the essential functions of the job effectively and in a safe manner that does not endanger other individuals in the workplace. ICS reserves the right to conduct a drug and/or alcohol test on any employee whom it reasonably suspects is at work under the influence of drugs and/or alcohol.

ICS is also committed to providing a work environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive, including sexual harassment. Actions, words, jokes, or comments based on an individual's sex, race, color, national origin, age, religion, disability, sexual orientation, or any other legally protected characteristic will not be tolerated. Sexual harassment is defined as unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature.

ICS is committed to complying fully with the Americans with Disabilities Act (ADA) and ensuring equal opportunity in employment for qualified persons with disabilities. Hiring procedures have been designed to allow persons with disabilities meaningful employment opportunities. Upon request, job applications are available in alternative, accessible formats, as is assistance in completing the application. Pre-employment inquiries are made only regarding an applicant's ability to perform the duties of the position. Reasonable accommodation is available to any disabled employee or applicant for employment whose disability affects the performance of his or her essential job functions.

10.1 TERMS OF EMPLOYMENT CONTRACT

The normal period of employment for non-administrative personnel is for one year, August 1 through July 31. The numbers of work days for staff are as follows: teachers and teaching assistants: 192, administrative staff: 229. The school reserves the right to change the terms and conditions of employment from time to time as it deems necessary except as otherwise provided by any applicable employment contract. Faculty and staff whose work is not satisfactory or whose behavior and conduct are deemed to be detrimental to the school's mission and values will not be retained in the employment of the school.

Though the normal term of employment is for one academic year, the ICS reserves the right to terminate the employment of any teacher or member of staff at any time for the following serious reasons:

1. Use of drugs or alcohol on campus.
2. Conviction of a felony crime.
3. Theft of any property.
4. Willful destruction of school property.
5. Reporting to work under the influence of any alcoholic or illegal substance.
6. Possession of firearms or other illegal weapons on school premises.
7. Deliberately making or using false records, material requisitions, passes, etc.

10.2 EMPLOYEE EVALUATION PROCEDURES

ICS will fully comply with all procedures and protocols pertaining to the TKES-LKES state evaluation platform. All teachers, paraprofessionals, and instructional support personnel (e.g., media specialist, counselor) will be submitted to TKES while administrators (e.g., assistant principal, IB coordinator) will be submitted to LKES. Employees whose functions do not exist in a regular public school (e.g., Business Manager, Accounting Services Coordinator) will be evaluated annually by their supervisor(s) on the basis of their job descriptions. Their assessment will unfold as follows:

1. A self-assessment and goal statement submitted at the beginning of the school year.
2. Periodic meetings with supervisor.
3. Fall and spring formative performance reports.

4. Meeting with the Principal at the end of the school year.

10.2.2 PRINCIPAL'S PERFORMANCE APPRAISAL

As Head of School reporting to the ICS Board rather than DCSD leadership, the ICS Principal can be construed as a the Executive Director of ICS, Inc., 501(c)3. As such, the Board of Directors is responsible for the Principal's evaluation. The principal's performance will be measured against achievement of ICS' goals and organizational operations on an annual basis. The results of the performance review will inform the board's decision on any salary and benefits/compensation changes for the principal. The performance evaluation report and compensation changes document, along with the expectations for the coming year, shall be placed in the Principal's personnel file.

10.3 SALARY AND BENEFITS (SUMMARY)

ICS does not use the same salary scale as the DeKalb County School District. Please refer to Exhibit 23: 2013-2014 Salary Scale for ICS salary scale for teachers.

ICS pays salary on a twelve-month basis beginning in July or August, depending on the contract year. The school pays by direct deposit into each employee's bank account by the 5th of each month. Employees of ICS are responsible for completing all necessary Federal, State and other forms to ensure payment of salary and administration of benefits. All new employees must see the ASC before the beginning of the school year. Returning employees must see the ASC if there are any changes in personal information (address, phone number, etc.), W2 or benefits information, etc. Benefit programs available to eligible employees include but are not limited to: flex spending, personal/sick leave; major medical, dental, and vision care health insurance; pension plan; short and long term disability; family leave.

10.3.1 PERSONAL OR SICK LEAVE BENEFITS

Personal or sick leave benefits will be calculated based on the employee's base pay rate at the time of absence and will not include any special forms of compensation, such as incentives, commissions, bonuses, or shift differentials. Personal/sick leave benefits are intended solely to provide income protection in the event of illness, injury, or certain personal reasons discussed below, and may not be used for any other absence including vacation. Unused personal/sick leave benefits will not be paid to employees while they are employed or upon termination of employment. Employees may choose to use any or all of their 10 personal/sick days per year for personal reasons such as religious observances, bereavement, a child's school business, or the like. They are not to be used as vacation days. Employees should not attach personal days before or after holidays or school breaks except for FMLA-qualifying incapacity due to serious health condition. Employees may not take personal leave during testing periods. Request for personal leave time off should be made on a leave request form and turned in to the Principal at least one week in advance of the day(s) requested.

10.3.2 FMLA

ICS shall comply with all provisions of the FMLA and with the related Department of Labor regulations. Eligible employees of ICS are entitled to take unpaid leave for a period of up to 12

workweeks in any 12-month period for certain family and medical reasons which are defined in the Family and Medical Leave Act of 1993, as amended (FMLA). Employees are eligible if they have worked for ICS for at least one year and for 1,250 hours during the 12-month period immediately prior to the beginning of the leave. Unpaid leave shall be granted for any of the following reasons:

1. Birth of a son or daughter, and/or care of a newborn child.
2. Placement with the employee of a son or daughter for adoption or foster care.
3. Care for the employee's spouse, son, daughter, or parent with a serious health condition.
4. the employee's own serious health condition that that makes the employee unable to perform the functions of the employee's job.
5. A qualifying exigency arising out arising out of the fact that the employee's spouse, son, daughter or parent is a covered military member on active duty (or has been notified of an impending call or order to active duty) in support of a contingency operation.

In addition, an employee may take unpaid leave of up to 26 weeks within a single 12-month period to care for a covered service member with a serious injury or illness if the employee is the spouse, son, daughter, parent, or next of kin of the service member.

An employee must provide at least a 30-day advance notice to the (ASC) before FMLA leave is to begin if need for the leave is foreseeable based on an expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of the employee or of a family member. If a 30-day advance notice is not possible, then verbal notice should be provided to the ASC within two business days of when the need for leave becomes known to the employee. Following an absence for a serious health condition, an employee must provide the ASC with a fitness-for-duty report completed by an appropriate health care provider prior to being restored to duty.

An employee requesting leave must explain the reasons for the leave so as to allow the ICS administration to determine that the leave qualifies under the FMLA. An employee giving notice of the need for leave is not required to assert rights under FMLA or even mention the FMLA to meet the obligation to provide notice; however, the individual will need to state a qualifying reason for the leave. The employee will also need to provide sufficient information to establish the FMLA-qualifying reason for the leave so that ICS administration is aware of the employee's entitlement. In all circumstances, it is the ICS administration's responsibility to designate leave as paid or unpaid and as FMLA-qualifying based on information provided by the employee.

ICS will maintain an employee's medical insurance for the duration of the FMLA leave. If an employee paid all or part of the premium payments prior to leave, then the employee must continue to pay the same premium payments during the leave period. Upon return from FMLA leave, an employee will be restored to either the former position held by the employee or to an equivalent position with equivalent pay, benefits, and other employment terms.

10.4 TERMINATION OF EMPLOYMENT

Termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Below are examples of some of the most common circumstances under which employment is terminated:

1. Resignation: voluntary employment termination initiated by an employee.
2. Discharge: involuntary employment termination initiated by the organization.
3. Layoff: involuntary employment termination initiated by the organization for non-disciplinary reasons.
4. Retirement: voluntary employment termination initiated by the employee meeting age, length of service, and any other criteria for retirement from the organization.

Terminated employees will receive their final pay in accordance with applicable state law. All accrued, vested benefits that are due and payable at termination will be paid. Some benefits may be continued at the employee's expense if the employee so chooses.

10.5 RECRUITMENT AND MANAGEMENT OF PERSONNEL

In order to address the needs of our unique and complex student population, we must look nationally as well as internationally for individuals whose credentials are consistent with the American bachelor's, master's or Ph.D. degree and whose experience preferably includes one following criteria:

1. Three years of teaching at a public or private school.
2. Fluent command in a language other than English as per ACTFL guidelines.
3. One year of experience with an NGO or refugee assistance organization.
4. Level 2 IB training.

ICS shall submit certified personnel information no later than October 1, May 1, and July 1 and any other time requested by Human Resources. As already noted, as of the beginning of this charter, ICS teachers, and paraprofessionals must fulfill all Highly Qualified and Clear-Renewable certification under NCLB and other relevant DCSD and GADOE guidelines. Certification by the Georgia Professional Standards Commission (GAPSC) is required.

10.5.2 RECRUITMENT PROCEDURES

ICS believes that its staff should be representative of the community it serves. Many of the teachers are foreign nationals, while many of the Paraprofessional classroom assistants come from a refugee background, which supports acculturation efforts among refugee children. In addition, the staff should form a community of adults who offer the children and each other the support necessary for the accomplishment of the school's mission. ICS provides every opportunity for the development of a cohesive, committed, and effective staff.

As of the expiration of our previous charter (2009-2014), all teaching employees of the school, including paraprofessionals, as well as instructional support personnel (e.g., counselors, media specialist), and administrators (e.g., principal, assistant principals) will have to fulfill all Highly

Qualified requirements under NCLB and will be required to be fully certified (clear-renewable certification) as documented by the Georgia Professional Standards Commission.

ICS recruits its employees as follows:

1. The school identifies candidates through ads in local newspapers or journals, receipt of unsolicited applications, job fairs, and on-line services.
2. Candidates will fill out a comprehensive employment application to be completed with release forms for drugs and criminal background as well as three (3) professional references including a former direct supervisor.
3. The school then interviews selected candidates. Teacher applicants will have to present a sample lesson.
4. Once a tentative decision has been made, a contract-offer is extended by the school to the applicant.

10.5.3 FINGERPRINTING AND BACKGROUND CHECKS

All potential ICS employees must have a criminal background check executed online by www.lexis-nexis.com. Additionally, potential employees must go through the DCSD background check which includes fingerprinting. Qualified employees who have fulfilled both requirements can begin to work at ICS. They, however, may not begin to work at ICS without the DCSD ID card that confirms fingerprinting. Additionally, the background screen process of all applicants will also incorporate verification through the National Sex-Offender Database.

In the event ICS obtains credible information that an employee or volunteer has engaged in prior conduct that would render him or her unfit for his or her position, ICS will consider the nature and gravity of the conduct in question; the time that has passed since the conduct took place, and the nature of the individual's job or volunteer position. Conduct culminating in a criminal conviction may be considered conclusive evidence of the underlying conduct. Conduct culminating in an arrest but not a conviction will be given further inquiry. Regardless of the legal consequences of the behavior, any determination by ICS that an employee has engaged in conduct involving violence or abuse will result in the termination of employment with ICS. All school employees must obtain an identification badge from DCSS and wear it at all times while on campus.

10.6 INSURANCE COVERAGE

See Exhibit 21: Insurance Forms.

10.7 TRANSPORTATION

Transportation to and from school is a critical factor for many of our refugee children, whose families often do not own a car. The ICS facility is located within five miles of numerous apartment complexes in the Clarkston area with large refugee populations. The school has previously paid the DeKalb County School District to run three bus routes from several of the apartment complexes in Clarkston and from locations from Stone Mountain to Clarkston. DCSD is now requiring that a contract between DCSD and ICS be signed to provide transportation. ICS

will continue to maintain its commitment that transportation not be a barrier for attendance. ICS will comply with all applicable law especially is specialized transportation is needed for a student with disabilities; this will be provided, if it is determined by the IEP team that this is necessary. We will ensure enrollment is not limited by transportation issues.

10.8 FOOD SERVICES

ICS makes available a cold breakfast and hot lunch for all students, and participates in the Federal School Nutrition Program offering free and reduced price lunches and breakfast to those who qualify. ICS has a food service permit that allows for the storage, holding and serving of food that has been cooked elsewhere and transported by a properly-licensed caterer. ICS has contracted with a licensed caterer, Preferred Food Services, Inc., who provides a daily hot lunch that meets the FSNP guidelines as "reimbursable." Breakfast consists of pre-packaged individual portions of milk, juice, cereal etc. to comply with FSNP guidelines. The school purchases these items directly from the same vendors that have won bids to serve the rest of the DeKalb County School District, at the bid prices but using separate billing and ordering procedures. ICS is fully responsible for payments to these vendors. ICS requests that the Local Board allow the school to participate in whatever special pricing contracts are arranged by the district. This participation does not negate any of the responsibilities outlined in the indemnification clause.

All full-time employees are provided with one meal period each workday. Supervisors will schedule meal periods to accommodate operating requirements. Non-teaching employees will be relieved of all active responsibilities and restrictions during meal periods and will not be compensated for that time. Homeroom teachers must accompany their classes to the cafeteria unless otherwise permitted by the Principal or Assistant Principal. Lunch duties may also rotate between members of staff. All employees handling food at ICS have received the appropriate training and hold the appropriate credentials.

10.9 STATE HEALTH BENEFIT PLAN PARTICIPATION

ICS has selected to not participate in the State Health Benefit Plan as provided pursuant to O.C.G.A§20-2-880 and §20-2910. At the time of composition of this Petition, ICS has contracted with Kaiser-Permanente as provider of health benefits for 2013-2014.

Benefits eligibility is dependent upon a variety of factors. The following benefit programs are available to eligible employees:

- Flexible spending or "Cafeteria plan"
- Personal/Sick leave
- Major medical, dental, and vision care health insurance
- Jury duty leave
- Life insurance
- Pension plan
- Short-term disability

- Long-term Disability
- Vacation benefits
- Family Leave

Some benefit programs require contributions from the employee, but most are fully paid by ICS. Any question about the benefits program should be directed to the Accounting Services Coordinator. ICS provides a comprehensive workers' compensation insurance program, covering injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment. Subject to applicable legal requirements, workers' compensation insurance provides benefits after a short waiting period or, if the employee is hospitalized, immediately.

ICS provides paid personal/sick leave benefits to all eligible employees for periods of temporary absence due to illnesses, injuries, or personal reasons as stated below. Eligible employee classification(s) are as follows: 1) Regular full-time employees; 2) Regular part-time employees. Eligible employees receive ten (10) personal/sick leave days at the beginning of each school year. Paid personal/sick leave can be used in minimum increments of one hour. An eligible employee may use sick leave benefits for an absence due to his or her own illness or injury, or that of a child, parent, or spouse of the employee.

Employees who are unable to report to work due to illness or injury should notify their direct supervisor before the scheduled start of their workday if possible. Teachers who are absent must either find their own substitutes or ask the Assistant Principal to find one. ICS provides a list of available persons for this purpose. Verification of illness or injury by the employee's physician may be requested for certain sick leave absences and may be required as a condition to receiving sick leave benefits. Before returning to work from a sick leave absence of 10 calendar days or more, an employee must provide a physician's verification that he or she may safely return to work.

Personal/sick leave benefits will be calculated based on the employee's base pay rate at the time of absence and will not include any special forms of compensation, such as incentives, commissions, bonuses, or shift differentials. Personal/sick leave benefits are intended solely to provide income protection in the event of illness, injury, or certain personal reasons discussed below, and may not be used for any other absence including vacation. Unused personal/sick leave benefits will not be paid to employees while they are employed or upon termination of Staff Qualifications, Recruitment and Hiring Practices and Procedures.

10.10 MISCELLANEOUS OPERATIONS POLICIES

10.10.1 USE OF ICS COMMUNICATION DEVICES AND NETWORK

Computers, computer files, the email system, and software furnished to employees are ICS property intended for business use. For that reason, employees should not have any expectation of privacy with respect to such use. Employees should not use a password, access a file, or retrieve any stored communication without authorization. Employees must use their ICS email addresses whenever they are communicating in their capacity as ICS employees.

10.10.2 WEB SITE POLICY

10.10.2.1 Privacy

ICS respects the privacy of each visitor to its website. ICS may use cookies. Any personal information provided by a visitor will be used solely by ICS for internal purposes and, where appropriate, to contact individuals directly. Personal information will not be sold to or shared with third-party service providers.

10.10.2.2 Copyright

The contents of all materials contained on ICS's website are owned by ICS (unless otherwise indicated) and are protected by U.S. and international copyright laws. All rights are reserved by ICS, and visitors may not copy, reproduce, download, upload, republish, disseminate, post, distribute, or transmit by any means the contents of the website, except with the prior express written permission of ICS.

10.10.2.3 General Information

The information contained on the ICS website is provided by the organization for general informational purposes only. None of the information on the website is intended or should be construed to be legal advice or a legal opinion. While every effort has been made to ensure that the information contained on the Web site is as accurate as possible, omissions and errors may occur. Also, because of the nature of Web site development, maintenance, and updating, the information contained on the Web site may not reflect the most current developments. ICS and its contributing authors expressly disclaim all liability to any person with respect to the consequences of any act or omission committed based upon reliance, in whole or in part, on any of the contents of the website.

10.10.3 ELECTRONIC MAIL PRIVACY POLICY

Through enrollment in ICS, students and their families are establishing a business relationship with ICS and authorizing use of their email addresses provided to the organization. The ICS may utilize the email addresses provided by its students and their families for communication and promotion of ICS events, meetings, education programs, products, and services, unless specifically instructed otherwise by the parent or guardian of a student. ICS shall provide recipients of all mass email communications the opportunity to unsubscribe from email distribution lists. ICS will not provide the email addresses of student and their family contacts to third parties through its website, sale of mailing lists and directories, and/or direct communication.

10.10.4 MEDIA RELATIONS

Only the principal, board chair, or other individual(s) designated by the board are authorized to speak with the media. The principal and the board-designated representative shall collaborate on message development and coordinate who will handle any press inquiries. Employees, board members (other than the chair) and employees or volunteers within a committee shall not make statements, provide information for distribution, or provide background information to any media source unless specifically directed to do so by the principal and/or the board.

Failure to comply with The International Community School's media policy shall be grounds for disciplinary action for both employees and volunteers/board members.

10.10.5 CRISIS COMMUNICATIONS

In case of any emergency event, situation, or investigation regarding an inquiry by the media, including radio, TV, web source, social media source, or newspaper, into issues relating to The International Community School, the following guidelines shall be followed to assist in The International Community School's response to the media. The International Community School will prepare staff for preventive awareness by:

1. Establishing positive media relations throughout the year with all local media and news sources, outlets, and reporters
2. Establishing the International Community School as a resource for information about charter schools, public education, and student achievement
3. Helping the media when media sources are conducting research on local stories
4. Providing training to The International Community School staff and board on media crisis and emergency media relations, and informing staff not to comment on inquiries, but to refer inquiries to those designated individuals who may release information to the media. Such training shall be provided at least once every three years.

10.10.6 LOBBYING AND POLITICAL ACTIVITY

The International Community School encourages individual participation in civic affairs. However, as a 501(c) 3 nonprofit corporation, The International Community School will not make contributions to any candidate for public office, any political action committee, or any political party, and may not intervene or provide an endorsement in any political campaign on behalf of or in opposition to any candidate for public office. We therefore:

1. Refrain from making any contributions to any candidate for public office or political committee on behalf of the International Community School.
2. Refrain from making any contributions to any candidate for public office or political committee in a manner that may create the appearance that the contribution is on behalf of The International Community School.
3. Refrain from using any organizational financial resources, facilities, or personnel to endorse or oppose a candidate for public office.
4. Clearly communicate that we are not acting on behalf of the organization, if identified as an official of The International Community School, while engaging in political activities in an individual capacity.
5. Refrain from engaging in political activities in a manner that may create the appearance that such activity is by or on behalf of The International Community School.

10.11 SCHOOL CALENDAR AND WORK HOURS

The ICS calendar contains 180 school days with 192 days of service for teachers and classroom assistants. ICS follows a "Year-Round Education" calendar model, with DeKalb County holidays included. Students arrive at school as early as 7:45am but due to the late arrival of the DCSD buses with which ICS contracts, many students are not available until 9:00am. Students arriving earlier can participate in the Springboard Program that allows them to review major math and ELA facts.

Teachers and assistants are present for 192 days per year (i.e., 180 school days and 12 days of in-service/professional development). They are also present for Open Houses, Back-to-School Night, Parent-Teacher Conferences, and other special events. Hours for teachers are from 7:50am-3:45pm Monday through Friday and teacher assistants have a schedule of 7:30am-3:30pm or 9:00am-5:00pm Monday through Friday depending on their participation in the After School Program. Teachers are to pick up their students from the "before school" areas at 8:10am and begin the day at 8:15am. Teacher assistants will be in their respective classrooms at those beginning times unless performing other duties as assigned by supervisors.

The daily schedule for all Assistants depends upon their assigned duties but will be uniform for each position. Supervisors will advise Assistants of the times their schedules will normally begin and end. Staffing needs and operational demands may necessitate variations in starting and ending times, as well as variations in the total hours that may be scheduled each day and week. Assistants have 30 unpaid minutes for lunch and two 15-minute paid breaks per day which they will arrange with their assigned teacher and record on the weekly payroll time sheet.

Some teachers and staff are present each morning to supervise students from 7:30am to 8:10am There is an early morning supervised activity for students whose parents have enrolled them for a fee. Breakfast is served from 7:45am to 8:10am. ICS also requires a certain number of staff to supervise afternoon carpool from 3:15pm to 3:45pm each day. The normal work schedule for all administrative employees is 8:00am to 5:00pm, weekdays. Administration and office personnel serve full calendar years but have official Federal and school holidays as indicated in the calendar as well as 20 days per year of vacation. Full-time administrative employees generally have nine hours of presence per day, with a half-hour for lunch and two 15-minute breaks. After the last day of school for students through June 30 and from August 1 until the first day of school for students, the administrative staff will work 8-hour days. A similar schedule will apply for days when the administrative office is open during school breaks.

If an employee must leave the school premises for any reason during the day, s/he must complete a personal leave form and sign out and back in when s/he returns. In an emergency, the staff member should inform one of the office staff and complete the form on return.

Flexible scheduling, or "flextime," is available in some cases to allow employees to vary their starting and ending times each day within established limits. Flextime may be possible if a mutually workable schedule can be negotiated with the supervisor involved. Such issues as staffing needs, employee performance, and execution of professional duties will be considered before approval. Employees should consult their supervisor to request participation in the flextime program.

Although unused vacation time may not generally be "rolled over" from year to year, with prior approval, employees may use a portion of their previous fiscal year's vacation days in the month of July, the first month of the new fiscal year.

ICS permits administrative employees to make up days of absence in special circumstances. The employee should give written notice to his/her supervisor at least one week in advance. The hours missed must be made up in one or more days of the same week in which the planned absence occurs and the employee must keep a running record of hours missed and made up for each school year. This record must be approved by the employee's supervisor on a quarterly basis. A copy of each approval must be provided to the ASC.

10.11.1 RECESS PROCEDURES FOR TEACHERS ON DUTY

Supervisors on duty are responsible for the play equipment. On-duty staff supervisors should not remain in one place or spend time talking to each other but should circulate constantly, especially keeping an eye on large group play and on areas that cannot be easily supervised. Children should always play within view of a supervisor and within the barrier lines on the field. On-duty supervisors must complete accident reports for any accidents, injuries and incident reports for any serious disputes or fighting. Supervisors will line-up students at the end of recess; students sit (if possible) quietly until it is time to enter the building

10.11.2 LUNCH

At the beginning of lunch, one teacher or other member of staff supervises the cafeteria line, and one other supervises the children. Once all children have their food, the first supervisor joins the second. Teachers eat with their students. Once children are finished eating, and before sending them to recess, teachers should guide students in the basic cleanup of the tables.

10.11.3 SCHOOL VISITORS

To provide for the safety and security of employees, students and the facilities at ICS, only authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures security of equipment, protects confidential information, safeguards employee welfare, and avoids potential distractions. All visitors should enter ICS at the reception area and check in. Authorized visitors will receive a visitor badge and directions and/or may be escorted to their destination. Employees are responsible for the conduct and safety of their visitors. If you see anyone you do not know, please ask that person if you can help her/him, and then direct that person to the office. If an unauthorized individual is observed on ICS's premises, employees should immediately notify their supervisor or, if necessary, direct the individual to the reception area.

Parents cannot pick up their children directly from the classrooms prior to a day's dismissal. To remove a child early, the parent must report to the office, sign out the child, and a member of the ICS staff will bring the child to the office. Parents also may not bring a late child to the classroom without having first gone to the office for a tardy slip. Unless the parent has a tardy slip, he/she and the child will be sent back to the office to get one.

ICS policy is that parents (either our own or prospective parents) may not observe classes. This is to ensure that children will focus on their class work and not be distracted by an observing parent. However, teachers may invite parents to participate in classroom activities and to assist the teacher in any way the teacher thinks appropriate.

Teachers should not allow parents to discuss issues about a child when they are supposed to be teaching. The parent should be asked to make an appointment by leaving a message in the office.

For security reasons, except on occasions of a general meeting, individual visitors must report to the School Office to sign the Visitors' Book and to receive a visitor's badge. If you see anyone you do not know, please ask that person if you can help her/him, and then direct that person to the office. This is a very important security matter.

11.0 FACILITIES

11.1 FACILITY DESCRIPTION

GADOE Application: Location of the School

In December 2011, ICS entered into a leasing agreement with the DeKalb County School District over an unused DCSD facility known as Medlock Elementary, a facility fully zoned to be used as an elementary school. This agreement was executed under the auspices of State Statute HB555, which ensures that unused district facilities shall be made available to district startup charter schools at no rental or leasing cost. As a result of this 5-year, renewable lease, ICS relocated to 2418 Wood Trail Lane, Decatur GA 30032 in August of 2012.

The school, built in the 1950s on a 10 acre lot, offers 47,000sq.ft of usable teaching space, including a cafetorium with stage and a multi-purpose building (gymnasium). The average classroom size is 750sq.ft versus about 500sq.ft on our previous campuses. The school also has basketball courts (to be renovated), a baseball field, and a nature trail on its northern edge.

11.2 FACILITY RENOVATIONS AND MODIFICATIONS

When ICS took possession of Medlock Elementary School, the facility had been unused only for one year and was, therefore, in excellent condition. The facility, however, has always been covered by the various permits covering all DCSD facilities. This entails that ICS had to have the school re-inspected and approved. As a result of this process:

1. The upper structures of both hallways were entirely fire-caulked.
2. ADA-compliant units were added (outside access ramp and elevator next to the cafetorium stage).
3. Numerous window panes were replaced.
4. Numerous acoustic tiles were replaced.
5. Interior of the school was repainted.
6. Carpet was installed on top of older carpet to avoid asbestos abatement issues.

In order to execute this plan, ICS launched into a capital campaign that garnered $900,000 in eight months, including a $500,000 capital grant from the Woodruff Foundation. While some improvements are still needed (e.g., new audio-visual system, additional modular space, additional landscaping work), the facility is fully and safely usable as is.

There remain several projects to be completed to make the school fully functional:

- Roof repair
- AC cooling tower replacement
- Resurfacing of basketball/tennis course
- Full reseeding of soccer field

The Business Manager is in charge of the various projects with support of a Facilities Sub-Committee of the Board of Directors led by the Treasurer/CFO.

Any future facility used to house students, such as modular buildings, will be subject to approval by the local Board of Education and the Department prior to occupancy.

11.2.2 STATEMENT OF FUTURE FACILITY APPROVAL

Any future facility used to house students will be subject to approval by DCSD and GADOE prior to occupancy.

11.3 CERTIFICATE OF OCCUPANCY AND LEASE OF MEDLOCK PROPERTY

GADOE Application: Certificate of Occupancy

The Certificate of Occupancy, issued on August 7, 2012, and the lease of the Medlock property are provided in Exhibit 22: Certificate of Occupancy and Exhibit 18: Lease for Medlock Elementary School Facility.

11.4 MEMORANDUM OF UNDERSTANDING

GADOE Memorandum of Understanding

There is no MOU or need for one for the current facility.

11.5 SCHOOL SITE SELECTION FORM

Not applicable.

12.0 SAFETY AND HEALTH REQUIREMENTS

12.1 EMERGENCY SAFETY PLAN

ICS has an emergency safety plan and it is provided as Exhibit 25: Safe School Plan.

12.2 STATEMENT ON WORKPLACE SAFETY

ICS is committed to preventing workplace violence and to maintaining a safe work environment. ICS has adopted the following guidelines to deal with intimidation, harassment, or other threats of or actual violence that may occur during business hours or on its premises.

Firearms, weapons, and other dangerous or hazardous devices or substances are prohibited from the premises of ICS. Conduct that threatens, intimidates, or coerces another employee, a parent, or a member of the public at any time, including off-duty periods, will not be tolerated. This prohibition includes all acts of harassment, including harassment that is based on an individual's sex, race, age, or any characteristic protected by federal, state, or local law. All violence or threats of violence, both direct and indirect, should be reported as soon as possible to your immediate supervisor or any administrator. Any employee determined to be responsible for violence or threats of violence or other conduct that is in violation of these guidelines will be subject to prompt disciplinary action up to and including termination of employment.

13.0 PARENT AND COMMUNITY INVOLVEMENT

Since its inception, there has been and continues to be a will among the members of the ICS community to devote their time, skills, creativity and resources to the advancement of the school. Families and community members alike have found numerous ways to channel their energies into volunteering and leading a wide array of events and activities that constitute the foundation of community, including;

1. A soccer program that serves as a vehicle for connecting families though the universal language of sports, a conduit for communication.
2. A food co-op that helps dozens of ICS families meet the gap between what they can provide and what they need.
3. The Clean Air School Program, which aims to reduce air pollution on or near school grounds by encouraging parents, teachers, students, and others to limit unnecessary idling in the carpool lane.
4. Community partnerships with the Atlanta Track Club and the American Tennis Association.
5. ICS Spirit Nights organized with local restaurants such as Chick-Fil-A and Coyote's Mexican Grill.
6. Campus projects developed with volunteers from numerous local concerns (e.g., Turner Broadcast System; Keller-Williams Realty; the Atlanta Hawks, the Atlanta Falcons).
7. Outreach to the Medlock Area Neighborhood Association (MANA)

13.2 PARENT INVOLVEMENT IN DEVELOPING THE PETITION

GADOE Application: Parents, Community Members, and Other Interested Parties Involvement in Developing the Petition

ICS parents and direct stakeholders (e.g., staff, volunteers, etc.) have been heavily involved in the research and development of the petition at various levels. First, parents have traditionally represented a significant segment of the Board of Directors. During most of the preparation of the charter petition, the Chair and Vice-Chair of the Board were ICS parents. There was a

membership transition in the weeks preceding the submission of this document and while the Vice-Chair remained in office, the Chair was replaced by a parent of two ICS alumnae. The Board leadership has paid close attention to the level and type of information provided to the community by the Principal, mostly through the monthly Principal's report presented during the monthly Board meeting. Parents were periodically apprised of the unfolding of the charter renewal process both in terms of contents and in terms of timeline.

The most critical part of the community's involvement came about when the Board decided to re-examine the mission and vision statements of the school. The Board first organized several strategic sessions of the Executive Committee of the Board during which Board members initiated a reflection on the components of the mission and vision statements. Drafts were prepared and submitted to the general public during two separate town hall meetings. Attendance was excellent, the presence of staff members, parents, former parents, school founders, and even alumnus testifying to the involvement of the entire community in the re-chartering process.

13.3 CONTINUING INVOLVEMENT OF PARENTS AND THE COMMUNITY

GADOE Application: Parents, Community Members, and Other Interested Parties Involvement in the School

A high level of parental involvement in demanded of ICS parents as per the parental contract every year. Parents participate in academic activities (e.g., room parents, classroom reading program) as well as non-academic ones (e.g., productions of shows or events, sports events, etc.). Every year, each "family unit" will have participated in at least one parent-teacher conference. 100% of our parents participate in at least one parent-teacher conference. Every year, each "family unit" will have participated in at least one school-wide activity or celebration. Sign-in sheets for activities and celebrations will serve as evidence of participation. Our statistics suggest that 96% of our families participate in one or more school-wide activity (orientation, school-wide potlucks, grade-level potlucks, performances, UN Day, Read Across America, spring fair, etc.). Many of the parent sponsored activities are sponsored and produced (usually as fund-raising events) by the International Parent Teacher Staff Organization (IPTSO), our staff-parent organization.

14.0 DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS

GADOE Application: School Financials Performance Objectives, End of Charter Goals

ICS is fully responsible for the establishing and management of its budget. The operational responsibility of the budgets rests on the shoulders of the Business Manager in collaboration with the Finance and Audit Committee of the Board. The Budget Manager reviews the Year to Date budget monthly under the supervision of the Board's Finance and Audit Committee. A report is prepared on the basis of this meeting's proceeding and presented during the monthly Board meeting by the Chair of the Finance and Audit Committee. It should also be noted that ICS provides DCSD with monthly summaries of its fiscal situation and provides similar documentation to GADOE upon demand.

14.1 ANNUAL AUDIT

Since its inception in 2002, ICS has contracted for its annual audit with Brooks, McGinnis & Company, LLC, Certified Public Accountants, 5871 Glenridge Drive, Suite 200, Atlanta, Georgia 30328. The charter school's annual audit will meet GASB guidelines and will contain a complete asset inventory. The charter school agrees to submit monthly financial statements to the DCSD Charter Schools Office. The charter school is subject to an audit by the District's Internal Audits Department.

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 eliminated.

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.

The charter will provide evidence that it has obtained appropriate bonding of the governing board and administrators by October 1 of its first year of operation.

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.

If the charter 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. Any surplus remaining at the time any charter school ceases operations shall be remitted to the DCSD. 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. Any furniture and equipment purchased with DCSD funds shall be delivered to the school system. Further, should the charter school not have sufficient funds to pay all of its bills, invoices, or other evidence of indebtedness at the time it ceases operation, the DCSD shall not be responsible for any debts incurred or contracts signed by the charter school.

14.2 CHIEF FINANCIAL OFFICER

The Chief Financial Officer of the International Community, Inc. is Mr. Paul Littleton; Chair, Finance and Audit Committee; Treasurer, ICS Board of Directors.

Professional Credentials: Mr. Littleton has over 25 years of professional experience in fiscal and fiduciary matters. His previous positions allowed him to fine-tune his skills in Accounts Payable and Payroll, Construction Accounting, and Accounting Management for a regional shopping mall. He was also a Financial Analyst for seven years at MetLife, holds an MBA from Georgia

State University, passed the CPA examination in 1993, and holds a current State of Georgia Brokerage license

Professional Address:

Mr. Paul Littleton
Director, Asset Management
The American Cancer Society
250 Williams Street
Atlanta, Georgia 30303

14.3 STUDENT RECRUITMENT

Because enrollment is the primary condition of ICS's financial health and fiduciary sustainability, the school actively recruits students through targeted marketing operations and, as far as refugee and immigrant students are concerned, in collaboration with organizations and agencies specifically addressing the needs of the refugee community.

14.4 ENROLLMENT COUNT

The school's enrollment count as reported daily to DCSD by our Registrar will be used for purpose of calculating charter school funding pursuant to OCGA § 20-2-2068.1.(c). The proposed budget will be calculated upon a projected enrollment. Revenue items will be adjusted to reflect actual enrollment upon the school's opening and enrollment reporting on eSIS. Adjustments will be made monthly up or down and FTEs by program will adjust at the October FTE count. Payments from State and local earnings will be paid monthly beginning June 30. Projected expenditures will adjust up or down to provide for actual instructional requirements and other expenditure items.

14.5 SCHOOL BUDGET

The ICS budget is the result of a highly collaborative and community-oriented process. The basic assumption when establishing the budget is that our resources are limited and to be shared equitably. The budget process consists of several broad principles and processes that stem from the definition, mission, and vision of our school. Developing our budget, therefore, is a financial, political, and managerial process that has its own technical dimensions. The functions covered by these principles are usually sequentially ordered, but they can often be performed concurrently to some extent if so decided by the Principal, Budget Manager, or Board member (e.g., Chair, Chair of the Finance and Audit Committee). Developing broad goals to be carried out by the school and identifying the services that are needed to reach the goals must be part of a separate strategic planning process. The budget is the centerpiece of an ongoing, decision-making process for allocating resources and setting priorities and direction for the entire school.

The major phases in the composition of the budget are as follows:

During spring and summer, the Business Manager establishes a set of assumptions based mostly on: 1) salary and benefit costs; 2) capital costs of building management; 3) other costs; 4) Estimate of DCSD allotment; 5) Estimate of other funds (e.g., Title I, food reimbursements,

etc.); estimate of competitive grants (e.g., state facilities grant); estimate of ICS fundraising. Usually, by the end the summer, we receive specific information from DOE and DCSD regarding amounts to be used for our actual budget. At that point, the budget can be fine-tuned and approved by a vote of the ICS Board of Directors. Once the budget is voted on and approved, it is managed by the Business Manager and Principal. They are themselves monitored by the Finance and Audit committee of the Board, which meets once a month and presents a summary of the school's financial position during each monthly Board meeting.

The staff is heavily involved in the control of spending. Grade Level Coordinators (usually teaching staff members) manage a line item (or sub account) in collaboration with the other teachers concerned. The person responsible for each account consults with her/his group in establishing priorities for spending during the year. Barring unforeseen circumstances, once the money allotted has been spent, there will be no other money available for that account (e.g., grade level, language section, etc.). It is also very important to budget amounts for the year. The school will issue a monthly statement that shows the account balance for each sub account. However, the monthly statement will show only paid items. That is why the Coordinator for the account should keep records, carefully check this statement against the records, and inform the other teachers concerned about the status of the account. Any surplus funds remaining at the close of each fiscal year will be used to enhance the charter school's academic program the following year.

14.5.1 TIMING OF STATE AND LOCAL FUNDING

Because this is a Charter Renewal Petition, we expect that our funding will follow the same timeline and rhythm as the past years.

14.5.2 FEDERAL MONITORING

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

14.6 SECURING GRANTS AND FUNDRAISING

ICS depends on the support of the Atlanta metropolitan community to provide a high quality of education to our students. Since its inception, ICS has enjoyed success in our efforts to secure support from the funding community, as recently evidenced through our capital campaign to move to our new location. At the same time, for the past few years our budget has presented us with a number of challenges, some dependent on our enrollment, some of other problematic sources of revenues (e.g., facilities grants, busing costs, administrative fees charged by DCSD for the occupation of the Medlock facility). Another reality is that the tax digest for DeKalb County Schools, on which we rely for the lion's share of our funding, has declined by 24% since 2008. At the same time, nongovernmental and philanthropic giving have become less available and money available for charters has been directed toward either launching new ones or toward nationally managed school networks (e.g., KIPP Schools, Mosaica, etc.).

Neither the financial performance, nor the academic performance can be judged in a vacuum from one another. In today's environment, mere financial survival has been a major challenge.

ICS's major success over the last charter term has been the move to a single campus, which was supported by $900,000 in private capital fundraising.

ICS will continue to use a variety of strategies and resources to secure funding that will allow us to be more progressive in enhancing educational programming:

1. Seeking grants with the hopes of obtaining is a powerful funding source. Funders such as, but not limited to, the U.S. Department of Education, Target Corporation, National Education Association (NEA) and the National Endowment for the Arts will certainly put us on the radar for the grants in which we apply for and those grant funders that are seeking organizations like ours to actually fund.
2. Securing partnerships on local and global levels that share in our driven mission and complements our vision will catapult us to the forefront of education. Local partners like Milestone Pediatrics and globally connected affiliate CORE Education and Consulting Solutions will give potential partners the positive sentiment they expect from a relationship based on education and community engagement.

Because fundraising is a participatory, intimate way to grow resources, this base will allow for students, parents, staff, and community to become engaged in the process and importance of creating opportunities to bring financial stability to the center of the community. ICS will produce stakeholder reports and maintain a development function. Well-organized gift-giving campaigns, which include philanthropic individuals and/or groups like the Southeastern Council of Foundations, in-kind donations, and sponsorships, make way for long term relationships to be fostered. Over the next ten years, ICS will continue to reach out to the community to secure support. We will strengthen our relationships with top funders of charter schools, education reform, and international support in Atlanta. This will include seeking funding from local and national foundations and corporations aligned with our mission.

In addition, we will continue to seek support from individual donors that have helped ICS in the past and seek new individual donors. These efforts will include an Annual Campaign letter, as well as major gifts fundraising through personal visits and asks. We will raise money from parents through our parents' campaign and work collaboratively with our parent-teacher-student organization, IPTSO to engage parents and students in our efforts to raise money. Each year we will determine the feasibility of a major special event and, when the right opportunities present themselves, we will engage the community and business sponsors for special events that also raise funds for the school. The Development Committee of the Board of Directors will remain actively involved in these fundraising efforts through personal solicitations and visits, assistance in the special event and through each making a financial contribution to the school every year. The Finance and Audit Committee of the Board is currently elaborating a resources development strategy and a fundraising plan to stabilize the school's finances and create sustainability through bolstered reserves and an endowment. The Board imagines a multi-million dollar campaign similar to the one in Table 2

Table 2 - $1.5 million Fund-Raising Campaign

Annual Fund	$300,000
Operational/Core Support Fund	$900,000

Legacy & Sustainability Fund (Endowment)	$300,000

15.0 DESCRIPTION OF GOVERNANCE STRUCTURE

GADOE Application: Autonomous Governing Board of ICS

ICS is incorporated as a 501(c)3 non-profit organization under the laws of the State of Georgia. ICS is currently governed by a Board of Directors composed of at least nine members. 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. The operation and support of the charter school under the control and management of DCSD will be the sole function of the local school level governance body.

The charter school board members will not constitute a voting majority on any other charter school board, will be voluntary and fully and insured and bonded prior to final approval of the charter, and will maintain fully bonded status throughout the term of the charter.

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.

All meetings of the charter governance board are subject to the provisions of OCGA § 50-14-1 et seq. (Open and Public Meetings) and OCGA § 50-18-70 et seq. (Inspection of Public Records).

15.1 GOVERNING BOARDS OR SCHOOL COUNCILS

ICS does not follow the local school council format. The Board of Directors of ICS is responsible for carrying out the terms of the charter, as approved by the DeKalb County Board of Education.

ICS has a 6-year limit on board service. Parents, many of whom occupy influential executive and leadership positions in the Atlanta community's for-profit and non for-profit spaces, have traditionally made up the majority of the board throughout the life of the school.

15.2 GOVERNING BOARD ROLES, FUNCTIONS, AND COMPOSITION

GADOE Application: Composition of the Governing Board; Selection of Membership; Term of Service

The Board of Directors of ICS is responsible for carrying out the terms of the charter, as approved by the DeKalb County Board of Education. Therefore, the Board sets and then reviews the mission and policies of the school, approves the annual budget, raises additional funds and oversees the Principal to ensure compliance with the mission and vision of the school. A copy of the minutes from Board meetings will be sent to the DCSD Charter School Office within 20 days of their approval by the Board.

The school is responsible for its own operations and has the authority to independently exercise, consistent with federal and state law, all powers granted to a non-profit corporation under state and federal law.

The Board of ICS is responsible for overseeing the mission and purpose of the organization. Its duties include leading the strategic planning and establishing strategic direction for the organization, establishing and implementing policies that guide decision making in the organization, securing funding for the implementation of the strategic plans and operation of the organization, and monitoring the implementation of all Board-approved plans and policies. Board members must be willing to attend the requisite meetings, follow through on commitments, and participate fully in the decision making process. The Board also represents the organization to the community, and solicits the community's support to achieve ICS's goals.

Board members of ICS shall serve without compensation. Board members shall be allowed reasonable reimbursement of expenses incurred in the performance of their duties, including attendance at out of town, board-authorized meetings, training sessions, and conferences (but not regular or special meetings of the board of directors. Any member of the Board may be removed for cause by a two-thirds (2/3) vote of the entire Board of Directors.

15.2.1 BOARD MEETINGS AND AGENDAS

ICS does not follow the local school council format, and, in order to keep its current governance structure has requested a waiver.

There were no known conflicts of interest among the founding board members. Further, ICS has a 6-year limit upon board service, so the school has now existed for long enough that there has been a complete turnover of board membership from the founding board.

The Board Chair leads and facilitates board meeting by making sure that the agenda is closely followed ensuring that every Board member has the opportunity to participate in discussions, and that the board uses proper decision-making procedures. The Chair also ensures that all Board members understand those decision making procedures that are in the organization through an annual orientation to and discussion of those procedures. The Chair also ensures that the board meeting agendas and materials are sent by ICS's principal and his/her designee to the Board at least one week prior to each board meeting.

15.3 PARENT AND COMMUNITY INVOLVEMENT ON THE GOVERNING BOARD

GADOE Application: Board Diversity

Parents have made up the majority of board members throughout the life of the school, and four of the nine current members are parents or former parents. Members of the community and others with useful connections and professional backgrounds make up the balance of the board.

15.4 CONFLICT RESOLUTION BETWEEN LOCAL BOARD AND CHARTER SCHOOL

As a unique member of the Premier DeKalb system, ICS is committed to ensuring compliance with all relevant DCSS rules and regulations. In the event, however, that a disagreement arises between ICS and DCSS, ICS will make every effort to resolve any difference in a spirit of cooperation and good faith. Should this not lead to immediate resolution, ICS will accept any mediation made available by the Georgia Department of Education. In addition, ICS will comply with State Board of Education Rule 160-4-7-.12 for Dispute Resolution.

15.5 BUSINESS ARRANGEMENTS OR PARTNERSHIPS

GADOE Application: Contracts with Educational Service Providers

ICS has never contracted and does not intend to contract with an Educational Management Organization.

ICS has recently contracted with Georgia State University's Education Department, which will allow future teachers still in training to work at ICS as classroom assistants (see Exhibit 24: TEAM AmeriCorps Program Agreement). We intend to expand our collaboration with Georgia State University in a number of domains (e.g., arts, community building, etc.).

15.6 BOARD OFFICERS

GADOE Application: Governing Board's Functions; Budget; Resource Allocations, Leadership Selection; Evaluation and Termination; Establishing and Monitoring, School Achievements, Curriculum and School Operations

15.6.1 BOARD CHAIR

The Board Chair is the leader of the Board of ICS and presides at all meetings of the Board, the executive committee, and other organization meetings as required. The chair is elected by the Board of Directors for a one year term, and is eligible for an additional one year term. Commitment to the mission and vision of ICS, leadership skills, and influence in the community are crucial requirements for a Board chair.

The chair is an ex-officio, non–voting member of all committees of ICS. The Board chair oversees implementation of ICS' policies and ensures that appropriate administrative systems are established and maintained. The Board chair represents the board at key staff planning sessions, at the requests of the Principal. He/she ensures the effective action of the Board in governing and supporting ICS board affairs. He/she ensures that that the Board uses proper decision-making procedures based on *Robert's Rules*. He/she builds and maintains a strong Board by ensuring that the Governance Committee recommends and monitors expectations for the Board. He/she ensures that the Governance Committee offers opportunity to the board to reflect how regularly and how well it is meeting its responsibilities to ICS. With the Executive Committee, he/she oversees the hiring, evaluation, and compensation of the principal, and works to develop a succession plan for the principal's position. Finally, he/she, with the Development Committee, guides the work of the Board to secure funds by overseeing the development of fundraising policies, and encouraging and supporting the fundraising effort of the Development Committee and individual Board members. He she is the spokesperson for the organization in the event of a controversy or crisis. He/she ensures that the Communications Committee develops communications plans and policies.

15.6.2 VICE-CHAIR

The Vice-Chair attends all Board meetings, being prepared to preside in the absence of the chair. He/she serves on the Executive Committee. He/she carries out special assignments as requested by the Board of directors. He/she understands the responsibilities of the Board chair

and must be able to perform these duties in the chair's absence. He/she participates as a vital part of the Board leadership

15.6.3 TREASURER

The treasurer chairs the Finance and Audit Committee and ensures that current records are maintained accurately reflecting the financial condition of ICS. These records will include cash flow projections, outstanding advances, investments, account receivable, statement of activities, accounts payable, and other assets and fund balances (net assets). The Treasurer must possess financial management skills and experience as well as a clear understanding of the ICS mission and vision.

With the Finance and Audit Committee's members he/she oversees ICS's management of available funds according to the Board-approved annual budget. With the principal, he/she participates in the preparation of the budget. He/she serves as chair of the Finance and Audit Committee. He/she ensures that accurate books and records are maintained. He/she ensures that assets are protected and invested properly. He/she ensures that ICS complies with organizational and statutory and regulatory reporting requirements to DCSD and GADOE. He/she ensures that comprehensive financial reports are prepared and reviewed prior to distribution to Board members. He/she must ensure that complete records of ICS are available for the annual audit.

15.6.4 SECRETARY

The secretary ensures that accurate minutes are recorded of all Board and committee meetings, overseeing the preparation of meeting minutes and the maintenance of on-site written records of all meetings. These records will be made available to the auditors as needed. He/she ensures that the minutes of all Board and committee meetings are distributed to Board members and committee participants in a timely manner. He/she certifies and keeps at the ICS office the original or a copy of the bylaws as amended to date. He/she keeps at the ICS office a book of minutes of all meetings of the Board as well as committees. Minutes shall record time and place of meeting, whether regular or special, how called, how notice was given, the names of those present, and the proceedings thereof. He/she ensures that all notice is given in accordance in accordance with the law as well as the ICS bylaws.

15.7 SUB-COMMITTEES OF THE BOARD

The Board is divided into sub-committees each chaired by a board member. It is, however, possible for a non-board member to belong to a sub-committee with approval of the membership. The sub-committees are as follows:

- Executive Committee (Chair, Vice-Chair, Secretary, and Treasurer of the Board)
- Finance and Audit Committee
- Development Committee
- Communications Committee
- Teaching and Learning Committee

- Governance Committee

15.8 EXECUTIVE COMMITTEE

The Executive Committee shall consist only of individuals who are members of the Board of Director and are the Chair, the Vice Chair, the Secretary, and the Treasurer. The Executive Committee shall transact all regular business of the Board during the period between meetings of the Board. These duties shall include the review of daily operations and planning for ICS, the implementation of the policies of ICS as established by the Board of Directors, and the attendance to any other matters delegated to the Executive Committee by the Board of Directors.

The Executive Committee leads the performance management process for the principal, including setting annual performance expectations, ongoing counseling and evaluation, and the end-of-year performance evaluation of the Principal. This is done with input from and in communication with the entire Board.

The Executive Committee ensures that an annual board and committee meeting schedule is published no later than the first month of each fiscal year (for the entire coming year), and distributed to all Board members and committee members.

The Principal's staff designee shall provide administrative support to the Executive Committee and the Principal shall serve as an ex-officio, non-voting member of the Executive Committee.

The Executive Committee shall not have the authority to:

1. Adopt a plan of merger or consolidation with another organization.
2. Authorize the sale, lease, exchange of mortgage of all substantially all of the property and assets of ICS.
3. Authorize the voluntary dissolution of ICS or revoke proceedings therefore, or adopt a plan for the distribution of assets of ICS.
4. Fill vacancies on the Board of Directors, or elect new members of the Board of Directors.
5. Adopt, amend, or repeal the Bylaws, Board policies, committee charters, or the Article of Incorporation.
6. Amend, alter, repeal, or take action inconsistent with any resolution or action of the Board of Directors when the resolution or action of the Board of Directors provides by its terms that it shall not be amended, altered or repealed by action of any committee.

15.9 ROLE OF BOARD MEMBERS

The ICS Board is responsible for overseeing the mission and purpose of the organization.

The Board members' general responsibilities are:

1. Fiscal: The Board review revenues and expenses on a monthly basis to ensure that the mission of the organization is being upheld. It strengthens ICS' financial base by participating in and contributing to its fundraising efforts. It participates in strategic

planning and the setting of the short-term and long-term goals.

2. Legal: The Board acts on behalf of ICS and its interests, putting aside personal concerns, affiliations, or constituencies. If sets procedures and policies to ensure that ICS is organized and administered in compliance with applicable law.
3. Ambassadorship: The Board promotes ICS' mission, generating goodwill for the organization and encouraging support for the efforts of the staff and volunteers. It makes introductions to new communities, donors, foundations, and other personal supporters.
4. Staff: The Board hires and supervises the ICS Principal and reviews his/her performance annually, based on expectations agreed to between the Board and the Principal.
5. Board members represent the Board at staff and Board functions, including discussions, forums, staff meetings, and other staff-related activities requested by the Principal.

ICS is also responsible to its board members in the following ways:

1. The Board member will be sent without request monthly financial reports.
2. The Board member can call on the paid staff to discuss strategic plan, goals, and objectives.
3. The Board member and the staff will respond in a straightforward and thorough fashion to any questions that Board members may ask to carry out their legal, fiscal, or moral responsibilities.
4. Director and Officer Insurance will be purchased by the organization to assure coverage for its Board members and officers in additional to the general liability insurance of the organization.

15.9.2 INTERNATIONAL BACCALAUREATE AND THE BOARD

As the Board of an IB World School, the ICS Board aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. It is therefore one of the responsibilities of the ICS Board to ensure that the school is in compliance with the IB Programme: The Board must consider the school as a community of learners and act as such in all areas of operations.

1. The Board must ensure that the mission statement of the school is aligned with that of the IBO principles
2. The Board must prescribe a curriculum framework consistent with the IB Learner Profile.
3. The Board will promote a set of attitudes that contribute to the IB Learner Profile

4. The Board will utilize IB implementation standards, all of which are supported by a set of required practices within the school.
5. The Board will embrace the IBPYP key concepts (form, function, causation)
6. The Board's responsibility also includes encouraging attitudes within the school. Students and adults within the school should demonstrate appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect, and tolerance. These attributes should be part of the everyday vernacular of the Board in its interactions with students, parents, and other community members.

15.9.3 FUNDRAISING

Each Board member must make a personal financial contribution (i.e., cash, not in kind) commensurate with his/her means, ensuring that the Board achieves 100% of Board members making such a contribution. In addition, Board members are asked to participate in making connections that result in raising revenue from public and private sources to ensure that the school can operate in an optimal fashion. The Development Committee of the Board oversees giving patterns of the Board membership.

15.10 CERTIFICATE OF INCORPORATION

See Exhibit 1: Certificate of Incorporation for the Required Georgia Nonprofit Corporation.

15.11 BYLAWS

See Exhibit 2: By-Laws for the Nonprofit Corporation.

15.12 CONFLICTS OF INTEREST POLICY AND FORM

GADOE Application: Potential Conflicts of Interest and Avoidance of Future Conflict of Interest

The board expects of itself and its members ethical and businesslike conduct. This commitment includes proper use of authority and appropriate decorum in group and individual behavior when acting as directors. Directors must represent non-conflicted loyalty to the interests of the school. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staffs. This accountability supersedes the personal interest of any director who is a parent of children at the school. Directors must avoid any conflict of interest with respect to their fiduciary responsibility. There must be no self-dealing or any conduct of private business or personal services between any director and the school except as procedurally controlled to assure openness, competitive opportunity, and equal access to otherwise "inside" information. Directors must not use their positions to obtain for themselves or for their family members employment within the school. Should a director be considered for employment, s/he must temporarily withdraw from board deliberation, voting, and access to applicable board information.

Directors may not attempt to exercise individual authority over school or any individual staff member except as explicitly set forth in board policies. Directors' interaction with the principal

or with staff must recognize the lack of authority in any individual director or group of directors except as noted above. Directors' interaction with the public, press or other entities must recognize the same limitation and the similar inability of any director or directors to speak for the board. Directors will deal with outside entities or individuals, with clients and staff and with each other in a manner reflecting fair play, ethics, and straightforward communication

The Board shall not enter into any contract or transaction with (a) one or more of its directors, (b) a director of a related organization, or (c) an organization in or of which a director of Organization is a director, officer, or legal representative, or in some other way has a material financial interest unless:

1. That interest is disclosed or known to the Board of Directors.
2. The Board approves, authorizes or ratifies the action in good faith.
3. The approval is by a majority of directors (not counting the interested director).
4. At a meeting where a quorum is present (not counting the interested director).
5. The interested director may not be present for discussion to answer questions, but may not advocate for the action to be taken and must leave the room while a vote is taken. The minutes of all actions taken on such matters shall clearly reflect that these requirements have been met. There is at this time no conflict of interest to report at the Board level.

Board members of ICS shall serve without compensation. Board members shall be allowed reasonable reimbursement of expenses incurred in the performance of their duties, including attendance at out of town, board-authorized meetings, training sessions, and conferences (but not regular or special meetings of the board of directors).

15.13 GOVERNANCE BOARD RESUMES

See Exhibit 26: ICS Board of Directors Résumés and Conflict of Interest Form.

15.14 GOVERNANCE TRAINING, RECRUITMENT, AND RETENTION OF QUALITY GOVERNING BOARD MEMBERS

The ICS Board is committed to assessing its own performance as a board in order to identify its strengths, and areas in which it may improve its functioning. While the Board sees its role of assessing its own performance as ongoing, it sets time at least every other year to conduct a self-evaluation among its members.

The purpose of the ICS' Board self-evaluation is to identify those areas of Board operations that are working well, and those that may need improvement. The Board self-evaluation speaks to the Board as a whole, not to individual members. It is the evaluation process of the overall effectiveness of the board as a decision-making group. The following process will used:

1. A self-evaluation survey will be distributed to all Board members.
2. The survey will be submitted to the Governance Committee at least four weeks before the meeting or retreat during which the self-evaluation will be discussed.

3. Based on the results of the self-evaluation and subsequent discussion, the Governance Committee will be charged with developing a plan of action and presenting it to the Board within 8 weeks of the meetings during which the survey results were discussed and based on those discussions.

Table 1 - Board Effectiveness and Development Dashboard

BOARD GOVERNANCE & LEADERSHIP				
Indicators	Target		Range Key	
		Celebrate	Monitor	Danger
Board Meeting Attendance	90%	90%	80%	70%
Total Board Members				
Quorum at Board Meeting	100%	100%	75%	50%
Board Action Follow-Up Completed	80%	80%	70%	60%
Board Skill Sets Filled (Key Skilled Identified)				
Board Composition (Constituent Groups)				
Leadership Positions Filled				
Committee Leadership Positions Filled				
Advisory Board Members				
New Board Member Recruitment				
New Nominee Review (Criteria-Based)				
% Board Member Giving	100%	100%	95-100	95 or <
Board Member Participation in Annual Giving/Fund	100%	100%	90%	<80%

15.15 GOVERNING BOARD'S ROLE IN STUDENT, PARENT, AND TEACHER GRIEVANCES

In the event the complaint is not resolved at Level Two, the aggrieved person may submit the grievance in writing to the Board's secretary (see Section I, numbers 1-6) and request a hearing before the Board of Directors. The Board secretary will be responsible for notifying all of the parties in interest of the need for a hearing and with obtaining whatever due diligence and legal counsel may be necessary for the Board to be properly educated as to the legal issues of the case. The Board secretary will be recused from participating with the board in deliberations/decision making in the case due to his or her necessary contact with the parties in interest prior to the hearing. The Board of Directors shall review the grievance in executive session at the next regularly scheduled Board meeting provided the aggrieved person has given forty-eight (48) hours' notice of the need for such a hearing, or in a special Board meeting within thirty (30) calendar days after the hearing request is received, whichever meeting constitutes the shorter time period. The Board of Directors will act upon the grievance within thirty (30) calendar days of the initial hearing and provide a written decision to the aggrieved person within ten (10) calendar days of Board action. The Board's decision shall be final and binding.

In the event that either party in interest is dissatisfied with the decision rendered during the process outlined in Level Three of this policy, such party may pursue the grievance through the legal system.

16.0 STATEMENT ON ANNUAL REPORT

ICS shall provide an annual report to parents/guardians of students attending ICS, the DeKalb County Board of Education, and the State Board of Education. ICS shall make available to the community copies of the annual report. 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 indicators. This report will include all state-mandated assessments and accountability scores and complies with all requirements set out in OCGA § 20-2-2067.1 (c) (1)-(6).

ICS shall also submit by the date imposed by the State Department of Education (usually the last day of September), a written report produced using the template provided by GADOE concerning its operation, including progress made toward improving education, policy development issues, student attendance and personnel matters. The school will be responsible for collecting and reporting student data including attendance and FTE data.

17.0 OTHER ADDITIONAL DCSD REQUIREMENTS AND REQUIRED ATTACHMENTS AND APPENDICES

17.1 LEGAL COUNSEL

ICS is not *per se* represented by legal counsel. If, however, legal representation or action is needed (exclusive of litigation), ICS, as a 501(c)3 non-profit organization, has been selected to receive the support and services of the Pro Bono Partnership of Atlanta. The PBPA is an organization functioning as a clearing house for attorneys providing pro bono work to potential client organizations. For each case or project, an agreement is signed specifying the terms of services between a pro bono attorney and a client organization. The attorney will remain at the service of the client organization until completion of the project. It is for instance through the PBPA that ICS secured the services of a real estate attorney who negotiated with DCSD the lease on the unused facility of Medlock Elementary under HB555. Please note, however, that no attorney, commissioned by the PBPA or otherwise, participated in the preparation and editing of this Charter Renewal Petition.

The PBPA can be reached as follows:

Ms. Rachel Epps Spears, Executive Director
Pro Bono Partnership of Atlanta
999 Peachtree St., NE, Suite 2300
Atlanta, GA 30309
(404) 407-5059, (404) 853-8806 (fax)
www.pbpatl.org

17.2 REQUIRED INSURANCE/INDEMNIFICATION INFORMATION (1)

ICS agrees to indemnify, defend, and hold harmless the DeKalb County School System (hereinafter collectively referred to as DCSD) their officials, officers, employees, agents, volunteers, and assigns (all of who hereinafter may collectively be referred to as Indemnitees), from any and all claims, demand, suits, actions, legal or administrative proceedings, losses,

liabilities, costs, interests and damages of every kind or description, including any attorneys' fees and/or litigation and investigative expenses, for bodily injury, personal injury, (including but not limited to ICS employees), patent, copyright, or infringement on any intellectual property rights, or loss or destruction of 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 of, or contribute to, in whole or in part, by reason of any act, omission, professional error, fault, mistake, or negligence whether active, passive or imputed, or ICS, its employees, agents, representatives, or subcontractors, their employees, agents, or representatives in connection or incidental to ICS' performance of this Agreement regardless of whether such liability, claim, damage, cost, or expense is caused in part by an Indemnitee.

17.3 REQUIRED INSURANCE/INDEMNIFICATION INFORMATION (2)

ICS shall be excused from its indemnification above: a) If the claims, demands, suits, actions, proceedings, losses, liabilities arise solely and exclusively out of the negligence of DCSD or one of its Indemnitees; or b) If DCSD fails to (i) provide written notice of the third party claim or suit as soon as practicable, (ii) cooperate with all reasonable requests of ICS; or (iii) assist ICS with the defense and/or settlement suit of such claim or suit.

17.4 REQUIRED INSURANCE/INDEMNIFICATION INFORMATION (3)

ICS' obligation to indemnify any Indemnitee shall survive the completion, expiration, or termination of this agreement for any reason.

Each insurance policy required by the DeKalb County Board of Education the DeKalb County Board of Education be included as an additional insured.

Copies of each policy shall be provided to the DeKalb Charter Schools Office prior to the opening of school; ICS shall hold harmless and indemnify DeKalb County School District, the board of education, its members, officers and employees for every liability, claim or demand upon the charter school. ICS also agrees to defend and indemnify the DeKalb County Board of Education in any action from the charter school's activities.

17.5 INDEMNIFICATION AND INSURANCE REQUIREMENTS

1. ICS shall procure and maintain throughout the term of this Agreement a policy or policies of insurance providing coverages as set forth below that shall protect ICS and the Indemnitees from any and all claims as set forth in the Indemnification clause that may arise out ICS's operations under this Agreement. The foregoing policies shall be obtained from insurance companies approved to do business in the State of Georgia or companies acceptable to DCSD. ICS shall procure the insurance policy(ies) at ICS' own expense and shall furnish to DCSD a certificate(s) of insurance containing the following information:

    - Name and address of agent or broker
    - Name and address of insurer

- Name of insurance company, underwriting syndicate, or other insuring entity
- Description of coverage in standard terminology
- Policy period
- Policy Number
- Limits of liability
- Name and address of certificate holder
- Acknowledgment to the DCSD of notice requirements of material adverse change
- Signature of authorized agent broker
- Telephone number of authorized agent or broker
- Details of policy exclusions applicable to this Agreement in comments section of Insurance Certificate. In addition to the Certificates of Insurance, ICS' broker / insurer shall provide copies of the policy endorsements evidencing the coverage(s) for DCSD through the Indemnification and Insurance obligations assumed by ICS herein. All certificates or endorsements evidencing primary and excess layers shall be renewed and kept current and up to date on an annual or lesser time basis as needed.

2. ICS is required to maintain the following insurance coverage(s) during the Term of this Agreement:

- ICS is required to maintain the following insurance coverage(s) during the Term of this Agreement:
- Workers Compensation Insurance in the amount of the statutory limits established by the General Assembly of the State of Georgia. ICS shall have the ability to self-insure its required workers compensation coverage if it is an approved self-insurer in the State of Georgia
- Comprehensive General Liability Policy (CGL) including Products and Completed Operations, or equivalent coverage, to include the contractual obligation of ICS for any liability assumed hereunder
- Business Auto Policy to include but not be limited to liability coverage on any owned, non-owned and hired vehicle used ICS or ICS personnel in the performance of this Agreement and their operations
- 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
- Should ICS 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

- 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 ICS 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
- 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
- Under all coverages required hereunder, the pol icy(ies) shall be endorsed to include the following terms and conditions:

  (i) Except for Professional Liability policies, all coverages shall be on an "occurrence" not "claims made" basis:

  (ii) The foregoing policies shall contain a provision that coverage afforded under the policies will not be canceled, allowed to lapse, fail to be renewed, or endorsed to 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

  (iii) Shall waive all right of subrogation against Indemnitees for any losses arising out of this Agreement

  (iv) All such coverage shall remain in full force and effect during the Term and any renewal or extension thereof

  (v) Except for any acceptable secondary layer of protection, the policies shall be primary and not excess to any other coverage provided by or available to the Indemnitee

  (i) Under coverages required under Sections 2 (b), (c), (d) and (e) above, the policy(ies) shall be endorsed to include the following terms and conditions:

  (i) 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

  (ii) Contractual liability coverage, specifically referencing this Agreement and the Indemnification herein

  (iii) Shall include Indemnitees as Additional Insureds

(iv) A severability of interest or cross liability clause or endorsement applicable to Comprehensive General Liability, Auto, and any Excess Liability policy(ies).

3. ICS shall require any and all subcontractors performing work under this Agreement to carry insurance of the type and with limits of liability as <<Charter School>> shall deem appropriate and adequate for the work being performed. However, the obligations of ICS to the Indemnitees assumed Sections "Indemnification," and "Insurance" shall not be reduced or diminished by the standards set for the subcontractors. Further, ICS 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 ICS. ICS shall obtain and make available for inspection by DCSD, current certificates of insurance evidencing insurance coverage by such subcontractors.

See Exhibit 21: Insurance Forms.

17.6 INSURANCE COVERAGE

ICS may receive the following amounts in application of its insurance contracts:

General Liability	$2,000,000.00
Errors or Omission	$ 500.000.00
Property/Lease	$6,043,224.00
Auto Liability	$1,000,000.00
Worker's Comp	$ 500,000.00
Theft	$1,000,000.00
Total:	$11,043,224.00

17.7 CONTRACTS WITH EDUCATIONAL SERVICE PROVIDERS

ICS does not intend to contract and has never contracted with an education service provider (ESP) to provide management services.

DEKALB COUNTY SCHOOLS REQUIRED STATEMENTS

ACADEMICS AND ASSESSMENTS

The charter school understands that as a public school, it cannot charge tuition or fees for attendance.

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 charter school agrees to unannounced visits and announced instructional audits conducted by the DeKalb School District's Instructional Audit Team as needed and as determined by the Charter School Office.

STUDENT SUPPORT SERVICES

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

Establish a Student Support Team (SST) in accordance with state guidelines and local school board policies manual and use DCSD forms for SST.

Establish a Section 504 team in accordance with state guidelines and local school board policies. Use DCSD forms for Section 504, special education, counseling services, psychological services, social services and health services.

Handle all discipline issues regarding Section 504 students in accordance with federal regulations, state guidelines, and local school board policies

Comply with Section 504 by providing the appropriate accommodations and equipment.

Immediately notify the DCSD Director of Support Services upon receipt of a complaint made by a parent/guardian or student concerning Section 504, furnish a copy of such complaint and cooperate fully in the investigation, defense and resolution of such complaint.

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 and a licensed school nurse; to provide services to eligible students (in accordance with State guidelines and DCSD policy).

Develop an Individualized Education Plan (IEP) for each student identified as needing special education services, with the full participation of the DCSD Program for Exceptional Children staff.

Employ substitute teachers as required by state guidelines until certified teachers are hired if the charter school does not have certified staff.

Handle discipline issues regarding special education students in accordance with federal guidelines, state rules, and DCSD policy.

Immediately notify the Director of Special Services upon receipt of a complaint made by a parent/guardian or student concerning the Individuals with Disabilities in Education Act, furnish a copy of such complaint, and cooperate fully in the investigation, defense and resolution of such complaint.

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.

FACILITIES

The school will comply with the Uniform Building Code Inspection and the Standard Building Code, Standard Plumbing Code, Standard Mechanical Gas Code, federal Americans with Disabilities (ADA) access requirements and other applicable fire, health and structural safety requirements, local state, and federal laws.

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.

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.

FINANCIAL

Any surplus funds remaining at the close of each fiscal year will be used to enhance the charter school's academic program the following year.

The charter school's annual audit will meet GASB guidelines and will contain a complete asset inventory.

The charter school agrees to submit monthly financial statements to the DCSD Charter Schools Office.

The charter school is subject to an audit by the District's Internal Audits Department.

Any surplus funds remaining at the close of each fiscal year will be used to enhance the charter school's academic program the following year.

Any deficit occurring during or at the end of a fiscal year shall be eliminated by funds to be provided by 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 eliminated.

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.

The charter will provide evidence that it has obtained appropriate bonding of the governing board and administrators by October 1 of its first year of operation.

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.

If the charter 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. Any surplus remaining at the time any charter school ceases operations shall be remitted to the DCSD. 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. Any furniture and equipment purchased with DCSD funds shall be delivered to the school system. Further, should the charter school not have sufficient funds to pay all of its bills, invoices, or other evidence of indebtedness at the time it ceases operation, the DCSD shall not be responsible for any debts incurred or contracts signed by the charter school.

PERSONNEL

The charter school shall submit certified personnel information (CPI) to the DeKalb County School System's Human Resources Department no later than October 1, May 1 and July 1 and other times upon request by Human Resources personnel.

The charter school will provide documented annual professional development for all instructional staff.

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 as defined in Section 1119 of the No Child Left Behind Act, unless a waiver of this requirement is requested. If this requirement is waived, teachers will meet all other GAPSC requirements for highly qualified teachers working at charter schools. Paraprofessionals with instructional support duties will meet guidelines of Section 1119 of the No Child Left Behind Act and ESEA.

GOVERNANCE

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. The operation and support of the charter school under the control and management of DCSD will be the sole function of the local school level governance body.

The charter school board members will not constitute a voting majority on any other charter school board, will be voluntary and fully and insured and bonded prior to final approval of the charter, and will maintain fully bonded status throughout the term of the charter.

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.

All meetings of the charter governance board are subject to the provisions of OCGA § 50-14-1 et seq. (Open and Public Meetings) and OCGA § 50-18-70 et seq. (Inspection of Public Records).

ADMINISTRATIVE

Representatives from the charter school will attend all workshops, in-services and/or training and other meetings requested by DeKalb County Schools. Charter school administrators are responsible for informing the charter staff of all required meetings. Charter school administrators will use the school system'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.

No administrator will be directly responsible for the supervision or evaluation of a member of his/her immediate family.

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 (eSIS) 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 OCGA 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.

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 USC Section 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.

OTHER

The charter will comply with all legal and regulatory local, state, and federal laws or court orders requirements, including those outlined in DeKalb County Board of Education Charter School Guidelines. Failure to comply with any and all recommendations or directions of the DCSD Board Of Education with respect to the operation of the charter school may result in termination of the charter.

The charter school will observe a brief period of quiet reflection in compliance with OCGA § 20-2-1050.

The Charter School is subject to all laws relating to unlawful conduct in or near a public school.

The charter school will not waive and is not exempt from the Federal law, including the following:

- School Accountability Provisions, Part 3 of Article 2 of Chapter 14 of Title 20 OCGA 20-14-30 through OCGA 20-14-41
- Shall Not Charge Tuition, OCGA 20-2-133
- Unlawful Conduct in or near a Public School, OCGA 20-2-1180 through OCGA 20-2-1182
- Reporting Requirements – Student Data Collection, OCGA 20-2-320
- Brief Period of Quiet Reflection, OCGA 20-2-1050, 20-2-1051
- Open and Public Meetings, OCGA 50-14-1 et seq.
- Inspection of Public Records, OCGA 50-18-70 et seq.
- Fingerprinting and Criminal Record Check of All Personnel Employed by the Charter School, OCGA 20-2-211

The charter school will provide documentation that the school has applied for accreditation and received probationary status by the Georgia Accrediting Commission (GAC), or other recognized accrediting commission approved by the State Board of Education no later than October 1 of its first year of operation. The charter school understands that a school not able to receive full accreditation by the end of its second year of operation shall forfeit their charter.

The charter school will comply with all federal, state, and local laws, policies, procedures, and requirements unless specifically waived in the charter. 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 1 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%), the charter may be terminated. If the enrollment levels create a financial hardship that puts student achievement in jeopardy, the charter may be terminated unless it can document additional independent financial support.

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 FORM AND SIGNATURE SHEET

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

1. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations;
2. Shall be subject to the control and management of the local board of the local school system in which the charter school is located, as provided in the charter and in a manner consistent with the Constitution;
3. Shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability or age;
4. Shall be subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct;
5. Shall be subject to the provisions of O.C.G.A § 20-2-1050 requiring a brief period of quiet reflection;
6. Shall ensure that the charter school and its governing board are subject to the provisions of OCGA § 50-14-1 et seq. and OCGA § 50-18-70 et seq.;
7. Shall ensure that the charter school's governance board members may only receive compensation for their reasonable and actual expenses incurred in connection with performance of their duties;
8. Shall ensure that the charter school's governing board adopts and abides by a conflicts of interest policy;
9. Shall ensure that all teachers will be certified or highly qualified in compliance with No Child Left Behind;
10. Shall comply with the accountability provisions of OCGA § 20-14-30 through § 20-14-41 and federal accountability requirements, and participate in statewide assessments;
11. Shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable;
12. Shall provide state and federally mandated services for English Language Learners, as applicable;
13. Shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5-.01;
14. Shall notify the state of any intent to contract with a for-profit entity for education management services;

15. Shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by OCGA § 20-2-133;
16. Shall comply with federal due process procedures regarding student discipline and dismissal;
17. Shall be subject to all laws relating to unlawful conduct in or near a public school;
18. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;
19. Shall have a written procedure for resolving conflicts between the charter school and the local board of education;
20. Shall comply with the provisions of OCGA § 20 -2-211.1 relating to fingerprinting and criminal background checks;
21. Shall remit payments to TRS on behalf of employees and shall employ teachers in accordance with TRS;
22. Shall ensure that if transportation is provided for its students, the school shall comply with all applicable state and federal laws;
23. Shall ensure that if the charter school participates in federal school meals programs, then it shall comply with all applicable state and federal laws;
24. Shall prepare a safety plan in accordance with OCGA § 20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency;
25. Shall comply with the state facility requirements regarding site codes, facility codes, the submission of architectural plans for any new facility that the school may build or occupy during the charter term and all other facility requirements as established by the Department;
26. Shall be subject to all reporting requirements of OCGA § 20-2-160, subsection (e) of OCGA § 20-2-161, OCGA § 20-2-320, and OCGA § 20-2-740;
27. Shall be subject to an annual financial audit conducted by the state auditor or, if specified in the charter, by an independent certified public accountant licensed in this state;
28. Shall designate a Chief Financial Officer that meets all requirements as established by the Charter Schools Rule and Guidelines;
29. Shall secure adequate insurance coverage prior to opening and shall maintain such coverage throughout the charter term in accordance with the laws of the State of Georgia;
30. Shall acknowledge that all criteria used to calculate QBE funding may not be waived; and
31. Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

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

_____ _____
Authorized Representative, Charter School Date

_____ _____
Chair, Local Board of Education Date

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

_____ _____
Authorized Representative, Charter School Date

_____ _____
Chair, Local Board of Education Date

Exhibit 1: CERTIFICATE OF INCORPORATION FOR THE REQUIRED GEORGIA NONPROFIT CORPORATION

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

CONTROL NUMBER: 0050004
EFFECTIVE DATE: 11/13/2000
JURISDICTION : GEORGIA
REFERENCE : 0045
PRINT DATE : 11/14/2000
FORM NUMBER : 311

LORI H. WHITFIELD
ONE GEORGIA CENTER, STE. 1200
600 WEST PEACHTREE ST.
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

INTERNATIONAL COMMUNITY SCHOOL, 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

COPY

ARTICLES OF INCORPORATION
OF
INTERNATIONAL COMMUNITY SCHOOL, INC.

ARTICLE
I.

The name of this Corporation shall be: International Community School, Inc.

ARTICLE
II.

This Corporation is formed pursuant to the Georgia Nonprofit Corporation Code and shall have perpetual duration.

ARTICLE
III.

This Corporation shall have no members.

ARTICLE
IV.

The address of the initial registered office of this Corporation shall be in Fulton County, Georgia at 351 Woodward Way, NW, Atlanta, Georgia 30305, and the name of its original registered agent at such address is Alan W. Kirchner.

ARTICLE
V.

The name of the Incorporator is R. Hunt Dunlap, Jr. and his address is Burr & Forman LLP, Suite 1200, 600 West Peachtree Street, NW, Atlanta, Georgia 30308.

60596.1

ARTICLE
VI.

The purposes for which this Corporation is formed are the following:

(A) This 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 operate for profit or pecuniary gain. No part of the property or the net earnings of this Corporation shall inure to the benefit of or be distributable to its directors, officers or any other private individual, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered to or for this Corporation affecting one or more of its purposes, and to make payments and distributions in furtherance of one or more of its purposes set forth in Article VI of these Articles. This 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 this 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 provisions of these Articles, this 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 this 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.

60596.1

ARTICLE
VIII.

The initial Board of Directors shall consist of five (5) members whose names and addresses are:

Patty Caraher
719 Penn Avenue, NE
Atlanta, Georgia 30308

Alan W. Kirchner
351 Woodward Way, NW
Atlanta, Georgia 30305

Ron Martin
1511 McLendon Avenue
Atlanta, Georgia 30307

ARTICLE
IX.

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 VI of these Articles. In the event, 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
X.

(a) This Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue Law).

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(b) This 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 the corresponding provision of any future United States Internal Revenue).

(c) This Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue Law).

(d) This 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 the corresponding provision of any future United States Internal Revenue Law).

(e) This Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue Law).

ARTICLE XI.

(a) Each person who is or was a director or officer of this Corporation, and each person who is or was a director or officer of this Corporation who at the request of this 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 this Corporation against those expenses (including attorneys' fees), judgments, fines and amounts paid in settlement which are 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, suit, 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 enterprise. 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 persons 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

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

(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 indemnify such officers and directors against any liability under the laws of the State of Georgia. In the event this Corporation pays 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, the Corporation shall provide notice of such payment in accordance with the applicable provisions of the laws of the State of Georgia.

IN WITNESS WHEREOF, the undersigned has executed these Articles of Incorporation this 10th day of November, 2000.

R. Hunt Dunlap, Jr., Incorporator

60596.1

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Exhibit 2: BY-LAWS FOR THE NONPROFIT CORPORATION

Amended and Restated Bylaws of the International Community School, Inc. (2009)

ARTICLE I

1.01 Name. The name of the corporation shall be ICS, Inc. (the "Corporation").

ARTICLE II

2.01 Offices. The headquarters and chief executive office of the Corporation shall be located at ICS, 3260 Covington Highway, Decatur, Georgia 30032 [in the process of being changed to 2418 Wood Trail Lane, Decatur, Georgia 30033, new location of the school as of August 2912]. The Board of Directors of the Corporation shall have the authority to establish such additional offices for the Corporation in such places as they shall consider appropriate.

2.02 Registered Office and Agent. The Corporation shall have and shall continuously maintain in the State of Georgia a registered office and a registered agent whose office is identical with such registered office as required by the Georgia Nonprofit Code (the "Code"). The address of the office may be changed by the Board of Directors.

ARTICLE III

3.01 Purposes. The Corporation is organized to be a nonprofit corporation under the Code and has as its purpose to establish a public school which is subject to the terms of a charter granted by the DeKalb Board of Education and the Georgia State Board of Education ("the Charter"), pursuant to the Charter Schools Act of 1998 (OCGA § 20-2-2060 et seq.) (the "Act"), provided, however, that none of the Corporation's rights and powers shall include the right and power to carry on a business for profit. The Corporation shall also have those powers reasonably necessary to accomplish its stated purpose and which are not contrary to law and to engage in any lawful business or activities related thereto and for which corporations may be organized under the Code, including the power to do everything necessary, proper, advisable or convenient for the accomplishment of any of the purposes set forth herein, provided the same not be forbidden by the laws of the State of Georgia.

ARTICLE IV

4.01 Member. This Corporation shall have no members.

ARTICLE V: BOARD OF DIRECTORS

5.01 The affairs of the Corporation shall be managed by a Board of Directors consisting of at least seven (7) but not more than twenty-one (21) members. The Board of Directors shall oversee the general policies of the Corporation as well as provide guidance and support to ensure proper care is taken to carry out the terms of the Charter. The Board of Directors shall be elected by a majority vote of the then serving Board of Directors of the Corporation at the annual meeting, which election shall be conducted in accordance with these Bylaws.

5.02 Each elected member of the Board of Directors shall be elected to a term of three (3) years. A member elected at any other time than the annual meeting who is not filling a vacant position will be elected for a term concluding two years from the date of the next annual meeting.

5.03 Members may serve a second consecutive term consisting of one (1), two (2), or three (3) years at the discretion of the Board; provided Members of the Board may be elected to serve no more than six (6) total consecutive years.

5.04 In the event that a vacancy should occur on the Board of Directors, the Chair of the Board may, in his discretion, direct the Board of Directors to prepare a list of candidates for election to the vacancy existing on the Board or, in the alternative, permit the position to remain vacant until the next meeting of the Board. The list of candidates prepared by the Board shall be presented at its next regularly or specially called meeting, whereupon the Board shall elect a successor director to fill the existing vacancy.

5.05 Any member of the Board of Directors may be removed for cause by a two-thirds (2/3) vote of the entire Board of Directors.

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

5.07 In addition to any and all rules and procedures developed by the Board of Directors for self-governance, if called upon by the Chair, each member of the Board of Directors shall attend functions and represent the Corporation at selected gatherings.

5.08 The Board of Directors of this Corporation reserves unto itself the right and authority to approve certain actions as set forth in Section 5.09 below.

5.09. Powers. The Board reserves to itself the right to:

- Approve the adoption or amendment of Mission, Philosophy, and Purpose statements of this Corporation;
- Approve the amendment, revision or restatement of the Articles of Incorporation or Bylaws of this Corporation;
- Approve the merger or consolidation of this Corporation, into or with any other corporation or association, and the dissolution or otherwise wrapping up of the affairs of this Corporation;
- Approve the purchase, sale, lease, exchange, mortgage, pledge, or encumbrance of all, or substantially all, of the assets of this Corporation;
- Approve the establishment or incorporation of any new affiliated entities, organizations, or associates of this Corporation;
- Approve any indebtedness to be incurred by this Corporation in amounts in excess

of limits to be fixed, from time to time, by the Board;

- Appoint the President of this Corporation;
- Approve the Strategic Plan of this Corporation;
- Approve the annual Capital and Operating Budgets for this Corporation;
- Approve the unbudgeted expenditures to be incurred by this Corporation in amounts in excess of limits to be fixed, from time to time, by the Board;
- Approve the selection of the principal who shall be the Chief Executive Officer (CEO) of the Corporation and who is delegated the authority to engage staff of ICS;
- Approve the compensation paid to the principal on an annual basis, and, at appropriate time intervals, approve the contract between the Board and the principal.
- Approve the external audit firm and approve the annual audit/review report for this Corporation.

Neither the Board of Directors, nor any officer or employee of the Corporation, shall take any action either in contradiction of any of the foregoing rights or without first having secured the necessary approvals as may be required by these Bylaws. In the exercise of its approval rights, the Board may simply grant or withhold its approval in whole or in part, or, in its complete discretion, prescribe such other or different action as it may deem appropriate.

ARTICLE VI: COMMITTEES

6.01 The Board of Directors may, by resolution passed by a majority of the entire Board, designate one or more committees, each consisting of one (1) or more Directors, each of which committees may act by a majority of its members. Each committee shall have such powers of the Board as are provided in the resolution establishing such committee, provided, however, notwithstanding anything to the contrary herein, the committees established by the Board shall have no power to (1) amend the Articles of Incorporation or the Bylaws; (2) adopt a plan of merger or consolidation; (3) sell, lease, exchange or otherwise dispose of all or substantially all of the assets and property of the Corporation; (4) voluntarily dissolve or revoke a voluntary dissolution of the Corporation; or (5) take any action which is required by the Articles of Incorporation, these Bylaws or any statute to be taken by greater than a majority of the members of the Board of Directors.

6.02 The officers of the Corporation shall constitute the "Executive Committee." The Executive Committee shall have the authority to act on behalf of the Corporation in between regular meetings of the Board of Directors. The Board of Directors must validate the actions of the Executive Committee at its next regular or special meeting. Any such action not so validated will not be legally binding on the Corporation. The President shall act as chairperson of the Executive Committee.

6.03 Each committee shall keep records of all of its transactions, which records shall be presented at each meeting of the Board of Directors, and the Board of Directors at each

meeting shall have the power to disapprove, rescind and nullify any act or transaction of such committees; and all the acts and transactions of the committees not disapproved, rescinded or nullified shall be held and taken to be approved and confirmed by the Board of Directors.

6.04 Except as may otherwise be provided in Section 6.01 of this Article VI, the rules established by these Bylaws with respect to meetings of Directors and notice, quorum, voting and other procedures at such meetings shall be applicable to meetings of any committees established by the Board of Directors.

ARTICLE VII: OFFICERS

7.01 The Corporation shall have officers who shall be elected each year at the annual meeting of the Corporation's Board of Directors and shall serve at the pleasure of the Board of Directors and until their successors have been elected and have qualified or until their earlier death, resignation, removal, retirement or disqualification. At the direction of the Chair of the Board, the members of the Board shall develop a slate of proposed candidates for each office and present the same at the annual meeting of the Board of Directors, along with such recommendations as the Board shall consider appropriate. The Board of Directors 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 Chair, Vice Chair, Secretary, and Treasurer. The first order of business at the annual meeting of the Board of Directors of the Corporation shall be to elect, by majority vote, new officers for the ensuing year.

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

7.03 None of the directors shall receive any salary, compensation or other remuneration for their services to the Corporation but shall be reimbursed for any expenses which they may incur in connection with the performance of their duties and functions.

ARTICLE VIII: CHAIR OF THE BOARD

8.01 The President shall assure the integrity of the Board process, including effectiveness of meetings and the Board's adherence to its own rules. For the purposes of Section 14-3-840 of the Code, the alternative title of the President of the Corporation is Chair.

8.02 The Chair of the Board shall preside at all meetings of the Board of Directors of the Corporation. The Chair shall set the agenda for Board meetings, provided that a majority of the members of the Board of Directors may, over the Chair's objection, compel the deletion of agenda item(s) at the present meeting and the addition of agenda item(s) to be considered at the next meeting of the Board.

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

8.04 The Chair of the Board shall not receive any salary, compensation or other remuneration for his services to the Corporation but shall be reimbursed for any expenses which he may incur in connection with the performance of his duties and functions.

ARTICLE IX: VICE CHAIR

9.01 The Vice-Chair shall, in the absence or disability of the Chair, perform the duties of such office and shall generally assist the Chair.

9.02 The Vice Chair shall not receive any salary, compensation or other remuneration for his services to the Corporation but shall be reimbursed for any expenses which he may incur in connection with the performance of his duties and functions.

ARTICLE X: TREASURER

10.01 The Treasurer shall be the Chairperson of the Finance Committee of the Board of Directors.

10.02 As Chairperson of the Finance Committee of the Board, the Treasurer shall report to the Board on a regular basis about the financial condition of the Corporation as reflected in its financial statements.

10.03 The Treasurer shall also assure that an annual budget is prepared in a timely fashion and submitted to the Board for its approval. As Chairperson of the Finance Committee, the Treasurer shall periodically recommend to the Board appropriate policies relating to responsible fiscal management controls.

10.04 With the approval of the Chair of the Board, the Treasurer shall assure that a certified public accountant is selected to periodically conduct a compilation, review, or audit, as may be required by law, of the financial books and records of the Corporation and prepare such reports to the Board of Directors as said accountant considers appropriate. All such reports and audits shall be delivered to the Chair of the Board

10.05 The Treasurer shall not receive any compensation, salary or other remuneration for his services to the Corporation, but shall be reimbursed for any expenses which he may incur on its behalf.

10.06 The Treasurer shall perform such other duties and functions as the Chair of the Board may determine.

10.07 The Treasurer shall assure the filing of such state and federal tax returns and other reports, returns, and documents in the name and on behalf of the Corporation as may be necessary or appropriate.

10.08 The Treasurer, with the approval of the Chair of the Board, may delegate certain clerical functions associated with his office to any other director, employee or independent contractor of the Corporation.

ARTICLE XI: SECRETARY

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

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

11.03 With the approval of the Chair of the Board, the Secretary may delegate certain clerical functions associated with his office to any other director, employee or independent contractor of the Corporation.

11.04 The Secretary shall receive and respond to all correspondence addressed to the Corporation, with the advice, where necessary, of other officers of the Corporation.

11.05 The Secretary shall perform such additional duties and functions as the Chair of the Board may determine.

11.06 The Secretary shall receive no salary, compensation or other remuneration for his services to the Corporation but shall be reimbursed for any expenses which he may incur on its behalf.

ARTICLE XII: MEETINGS

12.01 The annual meeting of the Board of Directors of the Corporation shall be held at a time and place selected by the Board of Directors. The Secretary of the Corporation shall mail written notice via U.S. Postal Service or electronic mail of the time and place of each annual meeting of the Corporation to each member of the Board of Directors of the Corporation at least fifteen (15) days prior to the date set for the meeting. At the annual meeting, the Board of Directors shall (i) hear reports from the Chair of the Board; (ii) elect, when appropriate, new members to the Board of Directors and new Officers; and (iii) transact such other business as may lawfully come before the meeting. In addition, special meetings of the Board of Directors for any purpose may be called at any time upon written notice mailed at least fifteen (15) days in advance of such meeting. Such special meetings may be called at the instance of the Chair of the Board. If at any meeting of the Board of Directors there shall be less than a quorum present, a majority of those present may adjourn the meeting, without further notice except announcement at the meeting, until a quorum shall have been obtained.

12.02 No notice of any meeting need be given any director who attends such meeting, unless any such director at the beginning of such meeting states any objection or 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 thereby. 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.

12.03 Any action required or permitted by these bylaws or otherwise to be taken at any meeting of the Board of Directors may be taken without a meeting, if written consent setting forth the action so taken shall be signed by a majority of the Directors, as the case may be, and such written consent is filed with the minutes of the proceedings of the Board, as the case may be.

12.04 Members of the Board of Directors designated by such Board may participate in a meeting of such Board by means of conference telephone or similar communications equipment, by means of which all persons participating in the meeting can hear each other. Participation in a meeting pursuant to this Section 11.04 shall constitute presence in person at such meeting.

ARTICLE XIII: QUORUMS AND VOTING; RULES AND PROCEDURES

13.01 A majority of the members of the Corporation's Board of Directors shall constitute a quorum for the transaction of business. Each member of the Board of Directors shall be entitled to one vote.

13.02 Except as otherwise required by the Code, the Corporation's Articles of Incorporation or these bylaws, all decisions of Board of Directors shall be by majority vote of those present.

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 CEO 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 any one of the following persons: the CEO, the Chair of the Board, the Treasurer, or any other individual specifically authorized by the CEO or the Board of Directors. Endorsements for deposits to the Corporation's bank account shall be made in any manner which the Board of Directors 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 of Directors, 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 of Directors.

ARTICLE XV: FISCAL PROVISIONS

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

15.02 Following the close of the Corporation's fiscal year, its books and accounts shall be compiled by its independent outside auditors who shall thereupon forward a written report of the results of their compilation to the Board of Directors.

ARTICLE XVI: AMENDMENTS

16.01 The Board of Directors of the Corporation shall have power to alter, amend repeal these bylaws or adopt new bylaws of the Corporation by an affirmative vote of two-thirds of those present at any regular meeting of the Board of Directors at which a quorum is present or at any special meeting thereof regularly called at which a quorum is present; provided, however, that notice of the contemplated action concerning the bylaws is mailed via U.S. Postal Service or electronic mail to each member of said Board at least twenty (20) days in advance of said meeting; and provided further, however, that a majority of the Board of Directors shall have approved such contemplated action concerning the bylaws.

ARTICLE XVII: CORPORATE SEAL

17.01 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 XVIII: CONSTRUCTION

18.01 In referring herein to any officer or member of the Board of Directors, 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.

Exhibit 3: PRE-LOTTERY STUDENT APPLICATION

INTERNATIONAL COMMUNITY SCHOOL

2418 WOOD TRAIL LANE, DECATUR, GEORGIA 30033-4849 TEL. 404.499.8969 FAX: 404.499.8968

An International Baccalaureate Primary Years Program (IBPYP)

2013-2014

APPLICATION FOR REGISTRATION

Required document: a complete ICS application, a copy of birth certificate or I-94, proof of Residence in DeKalb County (Utility bill)
The applicant's family must reside in DeKalb County school district. Residence in City of Decatur and Atlanta Schools are **ineligible**

Entrance into Kindergarten, the student must be at least five years of age by September 1.
Entrance into 1st grade, the student must be at least six years of age by September 1.
Return application with requires documents to the ICS Registrar's Office – Monday – Friday 8:00am-5:00pm.
We will contact you upon acceptance in the grade level in which you have applied.

PLEASE PRINT **STUDENT INFORMATION**

Grade for school year 2013-2014 (circle)	**KK 1 2 3 4 5**
LAST NAME:	FIRST NAME:
DATE OF BIRTH: Month Day Year	GENDER: MALE ☐ FEMALE ☐
STREET ADDRESS:	CITY: STATE: ZIP:
APARTMENT ☐ NAME	SINGLE FAMILY HOME ☐ CONDO/TOWNHOUSE ☐ OTHER (SPECIFY) ☐
CURRENT SCHOOL ATTENDING	GRADE:
SPECIAL EDUCATION: (if applicable)	EIP ☐ IEP ☐ 504 PLAN ☐ GIFTED PROGRAM ☐
SPECIFY	

PARENT/GUARDIAN(S) INFORMATION

1. PARENT NAME	ADDRESS (if different above)
HOME PHONE:	CELL PHONE: EMAIL:
2. PARENT NAME	ADDRESS (if different above)
HOME PHONE:	CELL PHONE: EMAIL:
STUDENT LIVES WITH:	**BOTH PARENTS ☐ MOTHER (ONLY) ☐ FATHER (ONLY) ☐ GRANDPARENT ☐ OTHER (SPECIFY) ☐**
NAME & AGE OF OTHER SIBLINGS IN FAMILY:	
PARENT COMPLETING APPLICATION:	**DATE:**

FOR OFFICE USE ONLY **ACCEPTED ☐** **WAITING ☐** **SIBLING WAITING ☐** **INELIGIBLE ☐**

Exhibit 4: PROPOSED ANNUAL CALENDAR AND DAILY SCHOOL SCHEDULE

CALENDAR 2013-2014

July 24, 2013 (subject to change)

AUGUST

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

JANUARY

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	

8-9 Registration
12 1st day of School (No After School till Aug 26)
Boo Hoo Yahoo Breakfast
26 Board Meeting 6pm
28 Back-to-School (K-2) 7pm
29 Back-to-School (3-5) 7pm
After School Parent Orientation 5:30pm
30 Spirit Day / Book-it-Time

1-6 Winter Holiday – **No School**
2-3 (Admin Office open)
6 Teacher Workday - **No Students**
7 Second Semester starts
17 Report Cards send home
10 Spelling Bee – 1:30pm
20 ML King Jr. Day - **No School**
Parent/Student Workday
21-31 ACCESS testing for ELL students
27 Board Meeting
30 IPTSO Meeting
31 ICS Tour for new Students
Spirit Day / Book-it-Time

SEPTEMBER

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					

FEBRUARY

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	

02 Labor Day – **No School**
13 Picture Day
11 ½ Day Dismissal 12pm –TWD
15-15 Oct Heritage Month celebration
21 ***Parent/Student Workday***
23 Board meeting
25 ½ Day Dismissal 12pm –TWD
26 IPTSO Meeting
27 Spirit Day / Book-it Time

8 ICS Annual Open House
IPTSO supported Parent/ Student Workday
12 ½ Day Dismissal 12pm –TWD
17 Presidents Day – **No School**
24 ACCESS testing for ELL students
Board Meeting
28 Spirit Day / Book-it-Time

OCTOBER

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		

MARCH

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

1-4 CoGat Testing (1,3,5)
3 ICS Read for the Record
11 Progress Report send home
12 ***Parent/Student Workday***
14 Columbus Day – **No School**
15-18 CoGat Testing (1,3,5) Parent Teacher conferences
18 ½ Day Dismissal 12pm – Parent/Teacher conferences
21-25 Health Week
25 Spirit Day / Book-it Time
Fall Festival
28 Board Meeting
30 ½ Day Dismissal 12pm – TWD

3 Read across America
5-7 Grade 5 Writing Assessment
7 Lottery Application Deadline
12 Class picture Day
½ Day Dismissal 12pm –TWD
14 Lottery selection
15 ***Parent/Student Workday***
19-21 Grade 3 Writing Test
21 Lottery Letters mailed home
Progress Reports send home
24 Board Meeting
26 Class Picture Day
½ Day Dismissal 12pm –TWD
28 Spirit Day / Book-it-Time
Family Science Night

NOVEMBER

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

APRIL

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 ½ Day dismissal 12pm – UN day
4-15 Renzulli Testing (1,3,5)
16 ***Parent/Student Workday***
18-22 ICS Book Fair
18 Board Meeting
22 ½ Day Early Dismissal 12pm
IPTSO Teacher Appreciation Luncheon
25-29 Thanksgiving Holiday – **No School**
25 (Admin Office open)

NATIONAL POETRY MONTH
7-11 Spring Break
14 CRCT Pep Rally
15-25 CRCT Test (3-5)
19 ***Parent/Student Workday***
21-25 Earth Week
23 ½ Day Dismissal 12pm –TWD
24 New IPTSO Officers
25 Spirit Day / Book-it-Time
28 Board Meeting

DECEMBER

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

88 Days

MAY

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

92 Days

4 Transition meeting for Grade 5 Parents 5 pm
11 Language Sem. Exams (2-5)
½ Day Dismissal 12pm –TWD
13 Art Exhibition
16 Board Meeting
20 First Semester Ends
Spirit Day / Book-it Time
IPTSO Administration/Board Coffee
23-31 Winter Holidays – **No School**

2 Spring Production
5-9 Teacher Appreciation Week
7 ½ Day Dismissal 12pm –TWD
Teacher Appreciation Breakfast
8 Grade 5 IB Exhibition 5pm
12-16 National Children's Book Week
14 Language Sem. Exams (2-5)
16 Field Day (Rain day May 19)
19-21 CRCT/CRCT-M retest
19 Kindergarten Awards Program 1:30pm
20 Grade 1 Awards Program 12:25pm
Grade 2 Awards Program 2:15pm
21 Vocabulary Bee – Language classes Grades 2-5
Grade 3 Awards Program 11:30am
Grade 4 Awards Program 1:30pm
22 Grade 5 Graduation Ceremony 1pm
23 Spirit Day / Last day of school
26 Memorial Day
Board Meeting

XX	Teacher/Student Holiday
XX	TWD – Teacher/Staff Dev. Day
XX	First & Last day of School

IPTSO Events

ICS Daily School Schedule

Kindergarten	
7:45-8:30	Spring Board
8:30-9:10	Homeroom time
9:10-9:25	Morning Meeting
9:25-9:30	Transition
9:30-10:50	Literacy
10:50-10:55	Transition
10:55-11:05	Number Talk
11:05-11:10	Transition
11:10-11:40	Lunch
11:40-11:45	Transition
11:45-12:00	Recess
12:00-1:00	Math
1:00-1:35	Soc Stud/Science
1:35-1:40	Transition
1:40-2:25	Specials
2:25-2:30	Transition
2:30-3:15	Language
3:15-3:25	Homeroom time

Grade 1	
7:45-8:30	Spring Board
8:30-9:10	Homeroom time
9:10-9:25	Morning Meeting
9:25-9:30	Transition
9:30-11:00	Literacy
11:00-11:15	Recess
11:15-11:20	Transition
11:20-11:50	Lunch
11:50-11:55	Transition
11:55-12:10	Calendar/No. Talk
12:10-1:05	Math
1:05-1:35	Soc Stud/Science
1:35-1:40	Transition
1:40-2:25	Language
2:25-2:30	Transition
2:30-3:15	Specials
3:15-3:25	Homeroom time

Grade 2	
7:45-8:30	Spring Board
8:30-9:10	Homeroom time
9:10-9:25	Morning Meeting
9:25-9:40	Calendar/No. Talk
9:40-11:05	Literacy
11:05-11:20	Recess
11:20-11:25	Transition
11:25-11:55	Lunch
11:55-12:00	Transition
12:00-12:45	Language
12:45-12:50	Transition
12:50-1:35	Specials
1:35-1:40	Transition
1:40-2:35	Math
2:35-2:40	Transition
2:40-3:15	Soc Stud/Science
3:15-3:25	Homeroom time

Grade 3	
7:45-8:30	Spring Board
8:30-9:10	Homeroom time
9:10-9:25	Morning Meeting
9:25-9:30	Transition
9:30-10:15	Soc Stud/Science
10:15-10:20	Transition
10:20-11:05	Specials
11:05-11:10	Transition
11:10-11:55	Language
11:55-12:00	Transition
12:00-12:30	Lunch
12:30-12:45	Recess
12:45-12:50	Transition
12:50-1:00	Number Talk
1:00-2:00	Math
2:00-3:15	Literacy
3:15-3:25	Homeroom time

Grade 4	
7:45-8:30	Spring Board
8:30-9:10	Homeroom time
9:10-9:25	Morning Meeting
9:25-9:30	Transition
9:30-10:15	Specials
10:15-10:20	Transition
10:20-11:05	Language
11:05-11:15	Number Talk
11:15-12:15	Math
12:15-12:20	Transition
12:20-12:50	Lunch
12:50-12:55	Transition
12:55-1:10	Recess
1:10-2:30	Literacy
2:30-3:15	Soc Stud/Science
3:15-3:25	Homeroom time

Grade 5	
7:45-8:30	Spring Board
8:30-9:10	Homeroom time
9:10-9:25	Morning Meeting
9:25-9:30	Transition
9:30-10:15	Language
10:15-10:20	Transition
10:20-11:05	Writing
11:05-11:10	Transition
11:10-11:55	Specials
11:55-12:10	Recess
12:10-12:40	Lunch
12:40-12:45	Transition
12:45-1:30	ELA
1:30-2:05	SS/Science
2:05-3:15	Math
3:15-3:25	Homeroom time

Exhibit 5: AGREEMENTS WITH LOCAL AUTHORIZER

CHARTER FOR INTERNATIONAL COMMUNITY SCHOOL

This Charter for International Community School ("Charter") is entered into by and between International Community School, Inc. ("Petitioner"), located in DeKalb County, Georgia, the DeKalb County Board of Education ("Local Board") and the State Board of Education ("State Board") (collectively referred to as "the parties").

WHEREAS, the Petitioner submitted a petition to the Local Board proposing to renew a start-up charter school pursuant to O.C.G.A. § 20-2-2060 *et seq.*, the Charter Schools Act of 1998 ("Charter Schools Act"), and the Local Board approved the petition;

WHEREAS, the State Board finds that the petition complies with the provisions of the Charter Schools Act, and the rules, regulations, policies and procedures promulgated in accordance with O.C.G.A. § 20-2-2063 and further finds that the petition is in the public interest; and

WHEREAS, pursuant to O.C.G.A. § 20-2-2064.1, the State Board grants this Charter to permit Petitioner to operate International Community School ("the Charter School") in accordance with the terms and conditions of this Charter.

NOW THEREFORE, in consideration of the promises, mutual agreements, and covenants contained herein and other good and valuable consideration, the sufficiency of which is hereby acknowledged, the parties agree as follows:

1. Charter Term. The State Board grants this Charter to Petitioner to operate the Charter School for a five-year term beginning on July 1, 2009, and expiring on June 30, 2014.

2. Age and Grade Range. The Charter School shall enroll students who range in age from 5 through 13 and shall serve students in grades K through 6.

3. Mission Statement. The Charter School's mission is to provide refugee, immigrant, and local children with an international education. The school explores and celebrates cultural differences in an academically challenging, nurturing and intentionally multi-ethnic environment.

4. Essential Innovative Features. The Charter School will offer the International Baccalaureate Primary Years Programme framework to deliver the Georgia Performance Standards curriculum. The Charter School offers international and local assistants in each classroom, the School-Within-the-School intensive tutoring program for refugee students, after school and early morning instructional programs, arts, physical education, and daily foreign language classes.

5. Specific Waivers. In exchange for the Charter School's agreement to meet or exceed the performance-based goals and measurable objectives set forth in Section 6 below, the State Board shall grant flexibility to the Charter School in the form of specific waivers.

a. Pursuant to O.C.G.A. § 20-2-2065(a), the Charter School shall be entitled to have flexibility from the following specific laws, rules, regulations, policies and/or procedures established by the Local Board, State Board or the Georgia Department of Education ("Department"):

i. Summer School Programs; Year-Round Operation – O.C.G.A. § 20-2-168 (d) - (f)

ii. School Councils – O.C.G.A. §§ 20-2-85 & 20-2-86

iii. Regulation of Certificated Professional Personnel – O.C.G.A. § 20-2-200

iv. Salary Schedules – O.C.G.A. § 20-2-212

v. Career Ladder Programs – O.C.G.A. § 20-2-213

vi. Salary Schedules for Principals; Supplements – O.C.G.A. § 20-2-214

vii. Duty Free Lunch – O.C.G.A. § 20-2-218

viii. Acquiring and Disposing of School Sites; Building, Repairing, Renting, and Furnishing Schoolhouses – O.C.G.A. § 20-2-520

ix. Sick Leave for Teachers and Other Personnel; Accumulation of Sick and Personal Leave; Regaining Forfeited Leave; Local Policies; Cost of Employing Substitute – O.C.G.A. § 20-2-850

x. Use of Accumulated Dick Leave for Personal or Professional Reasons – O.C.G.A. § 20-2-851

xi. Maternity Leave – O.C.G.A. § 20-2-852

xii. Accumulation of and Payment for Additional Days of Unused Sick Leave – O.C.G.A. § 20-2-853

xiii. Local Boards to Be Tribunals to Determine School Law Controversies; Appeals – O.C.G.A. § 20-2-1160

xiv. Language Assistance: Program for Limited English Proficient (LEP) Students – State Board Rule 160-4-5-.02 5

xv. Education Program for Gifted Students – State Board Rule 160-4-2.38

xvi. Class Size for Gifted and ESOL – State Board Rule 160-5-1-.08

xvii. The specific DeKalb County Policies attached to this Charter as Exhibit A

b. Notwithstanding these specific waivers, the Charter School shall comply with the terms of this Charter, the provisions of the Charter Schools Act, including those specific provisions set forth in Section 14 below, and any rules, regulations, policies, or procedures established by the State Board consistent with the Charter Schools Act.

6. Performance-based Goals and Measurable Objectives. In exchange for the flexibility granted in Section 5 above, the Charter School agrees to meet or exceed the following performance-based goals and measurable objectives that are designed to result in improvement of student achievement:

   a. Goal 1: The Charter School commits to meeting AYP requirements for the next 5 years.

   b. Goal 2: 20% of students at Level I on the CRCT in Reading in the previous year will raise their scores to Level II.

   c. Goal 3: 10% of students at Level II on the CRCT in Reading in the previous year will raise their scores to Level III.

   d. Goal 4: 12% of students at Level I on the CRCT in Math in the previous year will raise their scores to Level II.

   e. Goal 5: 10% of students at Level II on the CRCT in Math in the previous year will raise their scores to Level III.

   f. Goal 6: 12% of students at Level I on the CRCT in Science in the previous year will raise their scores to Level II.

   g. Goal 7: 10% of students at Level II on the CRCT in Science in the previous year will raise their scores to Level III.

   h. Goal 8: 10% of students at Level I on the CRCT in Social Studies in the previous year will raise their scores to Level II.

   i. Goal 9: 10% of students at Level II on the CRCT in Social Studies in the previous year will raise their scores to Level III.

7. Assessment and Accountability. Notwithstanding Sections 5 and 6 above, the Charter School is subject to all accountability and assessment requirements set forth within Title 20 of the Official Code of Georgia Annotated and any corresponding State Board Rules, including but not limited to the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41. The Charter School further is subject to all federal accountability requirements under No Child Left Behind.

8. Annual Report. The Charter School shall submit an annual report by October 1 of each year following the first year of operation that complies with all requirements set

forth in O.C.G.A. § 20-2-2067.1(c), including but not limited to an indication of the Charter School's progress towards the goals and objectives stated in Section 6 above and all state-mandated assessment and accountability scores from the previous year.

9. Open Enrollment and Admissions. 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 DeKalb County School System.

    b. Application. To be eligible for enrollment at the Charter School, students residing in the attendance zone must submit a timely application to the Charter School in accordance with the deadline set by the Charter School. The Charter School may not use admissions criteria or applications that would not otherwise be used at a traditional public school, including requests for letters of recommendation, essays, resumes, or information regarding a student's school or community activities, grades, test scores, attendance record, or disciplinary history. The Charter School may use applications for the purpose of verifying the student's residence within the school's attendance zone. The Charter School may gather relevant information from students after enrollment is determined.

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

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

        i. A student whose parent or guardian is a member of the Charter School Board of Directors or is a full-time teachers, professional, or other employee at the Charter School; and

        ii. A sibling of a student already enrolled at the Charter School.

10. Withdrawal without Penalty. The Charter School shall comply with the provisions of O.C.G.A. § 20-2-2066(d) for withdrawing students. The Local Board and the Charter School agree that a student may withdraw without penalty from the Charter School at any time and enroll in another public school in the DeKalb County School System or in a public school in the system in which the student resides, pursuant to the rules and regulations of that school system.

11. State and Federally Mandated Educational Services.

a. Students with Disabilities. The Charter School shall comply with all federal special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.

b. English Language Learners. The Charter School shall comply with all applicable state and federal laws and regulations relating to the provision of educational services to English Language Learners.

c. Supplemental Education. The Charter School shall provide supplemental education services in required cases pursuant to State Board of Education Rule 160-4-5-.03 and No Child Left Behind.

d. Remediation. The Charter School shall provide remediation in required cases pursuant to State Board of Education Rule 160-4-5-.01 and No Child Left Behind.

12. Governance Structure.

a. Governing Board. The Charter School shall utilize a governing body in the form of a Governing Board, which shall operate in accordance with its bylaws and which shall be responsible for complying with and carrying out the provisions of this Charter, including compliance with all applicable law.

b. Control and Management by Local Board. The Governing Board shall be subject to the control and management of the Local Board.

c. Function. It shall be the function of the Governing Board to uphold the Charter School's mission and vision, to set policy for the Charter School, to ensure effective organizational planning, and to ensure financial stability of the Charter School.

d. Public Meetings. The Governing Board is subject to and shall comply with the Open and Public Meetings Act, O.C.G.A. § 50-14-1 *et seq.* The Governing Board shall conduct regular meetings consistent with principles of transparency and avoidance of actual or apparent conflicts of interest in the governance of the Charter School.

e. Public Records. The Governing Board is subject to and shall comply with the Georgia Open Records Act, O.C.G.A. § 50-18-70 *et seq.* The Governing Board shall maintain its adopted policies, budgets, meeting agendas and minutes and shall make such documents available for public inspection.

f. Conflicts of Interest. The Governing Board shall establish a formal policy to prevent and disclose conflicts of interest. Members of the Governing Board and Charter School employees shall abide by such conflicts of interest policy.

g. Public Status. Petitioner assures that the Charter School shall be a public, nonsectarian, nonreligious, nonprofit school organized and operated under the laws of the State of Georgia. Petitioner further assures that the Charter School shall not be home based.

h. Nonprofit Status. Petitioner assures that the Charter School is organized and will be operated as a nonprofit corporation under the laws of the State of Georgia. The Charter School shall at all times maintain itself as a Georgia not-for-profit corporation in good standing capable of exercising the functions of the Charter School under the laws of the State of Georgia.

13. Fiscal Control.

a. Annual Audit. The Charter School shall be subject to an independent annual financial audit conducted by an independent certified public accountant licensed in the State of Georgia.

b. Chief Financial Officer. The Charter School shall designate a Chief Financial Officer, who shall possess the following minimum qualifications:

i. A baccalaureate or higher degree in business, accounting, or finance from an accredited college or university and a minimum of four (4) years experience in a field related to business or finance; or

ii. Documented experience of ten (10) or more years in the field of business and financial management.

c. Federal Monitoring Requirements. The Charter School shall comply with all federal monitoring requirements related to the receipt of federal funds.

d. Charter School Program Grant Funds Eligibility. In the event the Charter School seeks grant funds under the federal Charter School Program, the Charter School must satisfy all federal eligibility requirements as a prerequisite to applying for and receiving such funds.

e. Insurance. Prior to opening, the Charter School shall secure adequate insurance coverage, and the Charter School shall maintain such coverage throughout the Charter term in accordance with the laws of the State of Georgia.

14. Compliance with Other Laws, Rules, and Regulations. The Charter School shall operate in accordance with the United States Constitution, the Constitution of the State of Georgia and all applicable federal, state and local laws that may not be waived pursuant to O.C.G.A. § 20-2-2065, including the following, which are listed by way of example and not by way of limitation.

a. Civil Rights, Insurance, Health and Safety and Conflicting Interests. The Charter School shall operate in accordance with all applicable federal, state, and local rules, regulations, court orders and statutes relating to civil rights; insurance; the protection of the physical health and safety of students, employees, and visitors; conflicting interest transactions and the prevention of unlawful conduct.

b. Unlawful Conduct. The Charter School shall be subject to all laws relating to unlawful conduct in or near a public school.

c. Student Conduct and Discipline. The Charter School shall maintain and implement a written policy regarding student discipline, which policy shall be consistent with due process.

d. State Board Rules. The Charter School shall operate in accordance with all State Board Rules promulgated in accordance with O.C.G.A. § 20-2-240 during the term herein that are not subject to any waiver granted in Section 5 above.

e. Prohibition on Discrimination. The Charter School shall not discriminate against students on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, the need for special educational services or any other characteristic protected by local, state or federal law.

f. Reporting Requirements. The Charter School shall be subject to all reporting requirements of O.C.G.A. §§ 20-2-160, 20-2-161(e), 20-2-320 and 20-2-740.

g. Tuition. The Charter School shall not charge tuition or fees to its students except as may be authorized for local boards pursuant to O.C.G.A. § 20-2-133.

h. Brief Period of Quiet Reflection. The Charter School shall comply with O.C.G.A. § 20-2-1050, which requires a brief period of quiet reflection.

i. Family Educational Rights and Privacy Act. The Charter School is subject to all provisions of the federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g. In the event the Charter School closes, it shall transmit all official student records in the manner prescribed by the State Board.

15. Employment Matters. The Charter School shall be the employer of all employees of the Charter School. Employees of the Charter School shall not be considered employees of the State Board or the Department.

a. Background Checks. The Charter School shall adopt background check procedures and shall ensure that all prospective staff members undergo a fingerprinting and background check prior to beginning employment at the Charter School.

b. Teachers' Retirement System. All teachers at the Charter School shall be members of the Georgia Teachers' Retirement System (TRS) and subject to its requirements. The Charter School is responsible for making arrangements with TRS and making monthly contributions for its teachers in accordance with state requirements.

16. Record Inspection. Subject to state and federal laws, the Local Board, the State Board, its agents, and the state auditor's office shall have the right to examine and copy all records, reports, documents, and files relating to any activity, program, or student of the Charter School.

17. Facilities. Prior to opening of Charter School and prior to students occupying any proposed facility, the Charter School shall obtain and submit the following documents to the Local Board:

    a. Documentation of Ownership or Lease Agreement. The Charter School shall submit to the Local Board documentation of ownership or the lease agreement for the facility that will house the Charter School.

    b. Certificate of Occupancy. The Charter School shall obtain a Certificate of Occupancy for the facility in which the Charter School shall be located.

    c. Emergency Safety Plan. The Charter School shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185, which plan shall be submitted to the Georgia Emergency Management Agency.

18. Transportation. In the event the Charter School will provide transportation services, it shall comply with all applicable laws governing transportation of students.

19. Food Services. The Charter School will provide food services and will participate in the Federal School Nutrition Program offering free and reduced priced lunches and breakfast to those students who qualify. The Charter School has a food service permit that allows for the storage, holding and serving of food that has been cooked elsewhere and transported by a properly-licensed caterer. The Charter School shall comply with all applicable laws governing food service for students.

20. Agreements with Local Board. This Charter shall not preclude the Charter School from entering into an agreement with the Local Board; provided no such agreement supersedes, overrides or conflicts with any provision of this Charter.

21. Termination of Charter.

    a. Termination Procedures. The parties acknowledge and agree that this Charter may be terminated following the procedures set forth in O.C.G.A. § 20-2-2068 and the accompanying State Board Rule.

    b. Requests for Termination. The termination of this Charter may be requested by a majority of the parents or guardians of the students enrolled in the

Charter School, a majority of the faculty and instructional staff employed at the Charter School, the Local Board, or the State Board following the procedures identified in Section 21(a).

c. Termination Grounds. In accordance with Sections 21(a) and (b), the State Board may terminate this Charter based on any of the following grounds:

i. The Charter School's failure to comply with any recommendation or direction of the State Board with respect to O.C.G.A. § 20-14-41;

ii. The Charter School's failure to adhere to any material term of this Charter, including but not limited to the performance goals set forth in Section 6 above;

iii. The Charter School's failure to meet generally accepted standards of fiscal management;

iv. The Charter School's violation of applicable federal, state, or local laws, or court orders;

v. The existence of competent substantial evidence that the continued operation of the Charter School would be contrary to the best interests of the students or the community;

vi. The Charter School's failure to comply with any provision of O.C.G.A. § 20-2-2065;

vii. The existence of conditions that place the health, safety or welfare of students or staff of the Charter School in danger; or

viii. Other sufficient grounds the State Board finds appropriate to terminate the Charter as a result of evidence presented at the hearing on a request for termination brought by a majority of the parents or guardians of students enrolled at the Charter School or by a majority of the faculty and instructional staff employed at the Charter School.

d. Distribution of Funds and Assets. In the event the Charter School ceases operation for any reason, the Charter School and its Governing Board will be responsible for concluding the business and affairs of the Charter School and will cooperate with the Local Board and State Board to the extent necessary to provide an orderly return of the students to their local school. Any public surplus remaining at the time the Charter School ceases operation shall be remitted to the Local Board and/or State Board, whichever is appropriate, within 30 days of ceasing operations. Any furniture and equipment purchased with public funds shall be delivered to the Local Board and/or State Board, whichever is appropriate, within 30 days of ceasing operations. Neither the Local Board nor the State Board shall be responsible for the Charter School's

unpaid debts in the event the Charter School does not have sufficient funds to pay all of its debts at the time it ceases operation.

22. Suspension.

    a. Pre-Opening Suspension. In the event the Charter School fails to comply with any provision set forth in this Charter that requires compliance prior to the opening of the Charter School, the opening may be suspended until a time after all requirements have been fulfilled by the Charter School and as determined by the Department. Suspension shall not result in an extension of the Charter term set forth above in Section 1.

    b. Emergency Suspension. In the event of an emergency, the State Board, through a regular or special-called meeting, may suspend the operations of the Charter School until a termination hearing can be conducted, as set forth in O.C.G.A. § 20-2-2068 and the accompanying State Board Rule.

23. Renewal, Non-Renewal and Probationary Status.

    a. Renewal. The Charter may be renewed by agreement of the parties following the procedures set forth in the Charter Schools Act and accompanying State Board Rule.

    b. Non-Renewal. Any grounds for termination stated in Section 21(c) above also may be grounds for non-renewal. In addition, the State Board may elect not to renew the Charter if the petition for renewal does not comply with the Charter Schools Act and the rules, regulations, policies and procedures promulgated in accordance with the Charter Schools Act or if the State Board deems that the Charter School has not sufficiently increased student achievement or is no longer in the public interest.

    c. Probationary Term. In the event the State Board determines that the Charter School has failed to comply with any provision of this Charter, the State Board may elect to grant a renewal for a probationary term, within which term the Charter School must come into compliance satisfactory to the Department.

24. Amendments to Charter. Any material term of this Charter, to be determined by the Department, may be amended in writing upon the approval of the Local Board, the State Board, and a majority of the Governing Board of the Charter School. Any proposed amendment shall be made in accordance with O.C.G.A. § 20-2-2067.1 and the accompanying State Board Rule.

25. Administrative Clarifications. Any clarification to a non-material term of this Charter, to be determined by the Department, shall be submitted in writing to the Department for review. Any non-material term of this Charter may be clarified upon written approval of the Department.

26. Indemnification. The Charter School shall defend, indemnify and hold harmless the Local Board, the State Board, the Department, their employees, officers, directors, subcontractors, and agents against any and all claims, demands, suits, costs, judgments, or other forms of liability to third parties, actual or claimed, including reasonable attorney fees, and related expenses, on account of injury, damage or loss to property or persons (including but not limited to violations of civil rights), occurring or allegedly occurring in connection with the operation of the Charter School, from acts or omissions of the Charter School, its employees, officers, directors, subcontractors, or agents, or from any debt or contractual obligation incurred by the Charter School.

27. Non-Agency. The parties expressly acknowledge and agree that the Charter School is not acting as the agent of the Local Board or the State Board, except as required by law or this Charter. The Charter School acknowledges that it is without authority to, and will not, extend the faith and credit of the Local Board or State Board to any third party.

28. Delegation. The parties agree and acknowledge that the functions and powers of each party may be exercised only by each party and may not be delegated to a third party without written agreement by the Local Board, the State Board, and the Governing Board of the Charter School.

29. Application of Amended Law. This Charter is subject to applicable state and federal laws and shall be deemed amended to reflect applicable changes to those laws upon the effective date of any such change.

30. Non-Waiver. No waiver of any breach of this Charter shall be held as a waiver of any other or subsequent breach.

31. Severability. If any provision of the Charter is determined to be unenforceable or invalid for any reason, the remainder of the Charter shall remain in full force and effect.

32. Governing Law and Venue. This Charter shall be governed by, subject to, and construed under the laws of the State of Georgia. This Charter shall be interpreted in accordance with O.C.G.A. § 20-2-2060 *et seq.*, as amended within the term of this Charter. Any action brought by one party to this Charter against another party shall be brought in the Superior Court of Fulton County.

33. Entire Agreement. This Charter sets forth the entire agreement between the Charter School and the State Board with respect to the subject matter of this Charter. All prior contracts, representations, statements, negotiations, understandings, and undertakings between the Charter School and the State Board are superseded by this Charter. The petition submitted to and approved by the Local Board serves only as the formal application for the Charter School and does not constitute a contract between the State Board and the Charter School. This Charter supersedes any conflicting provision contained in the petition.

Wanda T. Bass
Chairperson, STATE BOARD OF EDUCATION (Date)

Jay Bowen 6/30/09
Chairperson, DEKALB COUNTY BOARD OF EDUCATION (Date)

6/24/09
Authorized Representative, (Date)
INTERNATIONAL COMMUNITY SCHOOL

Exhibit A
Waivers from
DeKalb County Board of Education Policies

AEA
CALENDAR, SCHOOL

Mission: To develop an annual school calendar that clearly informs all students, parents, community members, and school system personnel about the scheduled operations of the school system

The DeKalb County Board of Education shall adopt a calendar for each school year. The calendar shall be adopted two years in advance. The Superintendent is authorized to develop a calendar, which will satisfy the legal requirements and the policies of the State Board of Education and the accrediting agencies. The school calendar shall include:

Rationale: ICS has the same number of school days as DCSS but has a different vacation schedule with a short break right before each testing phase (ITBS and CRCT). This allows children to approach the testing season rested. ICS compensate for this schedule by ending its year a week after DCSS. The calendar is created by a team of staff members.

AEA-R

CALENDAR, SCHOOL

Rationale: ICS has the same number of school days as DCSS but has a different vacation schedule with a short break right before each testing phase (ITBS and CRCT). This allows children to approach the testing season rested. ICS compensate for this schedule by ending its year a week after DCSS. The calendar is created by a team of staff members.

AF
THE SCHOOL DAY

MISSION: To ensure a consistent daily instructional schedule for all students enrolled in DeKalb County schools and centers

Rationale: The ICS day is longer than the DCSS day to accommodate specials (music, art, PE, and daily practice of a foreign language) as well as two recesses. This factor contributes significantly to the uniqueness of our programs and is consistent with the ICS commitment to a quality international education.

AF-R
THE SCHOOL DAY

Rationale: The ICS day is longer than the DCSS day to accommodate specials (music, art, PE, and daily practice of a foreign language) as well as two recesses. This factor contributes significantly to the uniqueness of our programs and is consistent with the ICS commitment to a quality international education. Additionally, Rationale: ICS has the same number of school days as DCSS but has a different vacation schedule with a short break right before each testing phase (ITBS and CRCT). This allows children to approach the testing season rested. ICS compensate for this schedule by ending its year a week after DCSS. The calendar is created by a team of staff members.

GBBA
QUALIFICATIONS FOR STAFF

Rationale: ICS substitutes are approved by the Principal and/or Assistant Principal. As other employees, they are hired directly by ICS without going through the HR department of DCSS.

GBI
EVALUATION OF PERFORMANCE OF PERSONNEL

Rationale: Because ICS staff members are hired directly by ICS without going through the HR department of DCSS, ICS uses its own evaluation instrument and system.

GCRB-R
WORK SCHEDULES FOR FULL-TIME AUXILIARY PERSONNEL

Rationale: Because ICS has a very limited administrative structure, its staff has a daily schedule different from that of DCSS employees.

GDRB-R
CALENDAR AND WORK SCHEDULES FOR FULL-TIME AUXILIARY PERSONNEL

Rationale: Because ICS assistants have a job description different from that of DCSS paraprofessionals and because ICS has a different daily schedule, assistants have a different schedule of activities which may include Before-School activities, carpool duties, and lunch-room duties.

IC
CURRICULUM DESIGN AND DEVELOPMENT

Rationale: While the ICS curriculum is aligned on GPS, it may differ in scope and sequence from the DCSS curriculum. The ICS curriculum is designed collaboratively by grade level teams and school wide task force (e.g. Literacy Task Force) in compliance with GPS and IB requirements.

ICD
CREATIVE AND INNOVATIVE PROJECTS

Rationale: As a charter school, ICS does not submit its curricular proposal to DCSS for approval.

ICFA
COURSE GUIDES

Rationale: As a charter school, ICS does not submit its curricular proposal to DCSS for approval. Teachers develop their own materials that may or may not include textbooks comparable to those used by DCSS.

IDA
PROGRAM OF INSTRUCTION

Rationale: While the basic contents of the ICS curriculum are consistent with this rule, ICS requests the right to add additional subject matters unique to the school, such the daily practice of a foreign language.

IDA-R(1)
PROGRAM OF INSTRUCTION

Rationale: As a charter school, ICS does not submit its curricular proposal to DCSS for approval. Teachers develop their own materials that may or may not include textbooks comparable to those used by DCSS.

IDA-R(3)
MATHEMATICS CURRICULUM REQUIREMENTS

Rationale: ICS uses *Everyday Math* for its math curriculum. ICS math results have allowed us to meet AYP requirements four years in a row, exclusive of 2007-2008. ICS reserves the right to switch programs if further analysis indicates such a move is advisable.

IDB
PHYSICAL EDUCATION

Rationale: In addition to daily recess, ICS students have Physical Education in rotation with other specials. But the school does not use the fitnessgram test.

IDDD
GIFTED PROGRAM CONTINUATION CRITERIA
Rationale: ICS uses IB concepts to structure the activities of gifted students and therefore uses a different grading scale. We will abide by this rule with the exception of the requirement of a "B" average, and instead will substitute the IB grading equivalent.

IFA
INSTRUCTIONAL MEDIA AND EQUIPMENT

Rationale: As a charter school, ICS does not submit its textbook choice to DCSS for approval.

IFA-R
INSTRUCTIONAL MEDIA AND EQUIPMENT
Rationale: As a charter school, ICS does not submit its textbook choice to DCSS for approval. Parents, however, are free to challenge media center materials by addressing a request to the Principal who will, if necessary, refer the matter to an ad hoc committee comprised of parents and staff members. Additionally, ICS makes a representation that the use of it media center cannot be included to the daily schedule as a specials period.

IFA-R(1)
INSTRUCTIONAL MEDIA AND EQUIPMENT
Rationale: As a charter school, ICS does not receive textbooks from DCSS to distribute to students.

IFA-E(2)
SELECTION GUIDELINES, LIBRARY MEDIA CENTER INSTRUCTIONAL MATERIALS
Rationale: As a charter school, ICS does not submit its textbook choice to DCSS for approval.

IH
STUDENT PROGRESS
Rationale: While ICS recognizes students' achievement through ceremonies, it does not award the same certificates as DCSS.

IHA
Grading Systems
Rationale: In keeping with IB methodology, ICS does not award letter grade. Its grading system, however, can be converted to letter grades, for instance for students transferring to another school.

KIB-R
Special Interest Material Distribution: Research, Surveys, and Questionnaire
Rationale: This requires approval in writing by the Department of Research and Program Evaluation before any survey or research may be done. ICS through its uniqueness, public relationships, and fund raising and grant writing efforts are all handled in house, therefore constant need to seek permission for each effort would be burdensome for both ICS and DCSS personnel.

MK-R
ACCREDITATION OF SCHOOLS
Rationale: ICS is currently accredited by the Georgia Accrediting Commission, not SACS. It will, however, see accreditation by SACS within the span of this charter.

KK-R

Public Sales on School Property PHOTOGRAPHY, COMMERCIAL
Rationale: Because ICS must create its own PR materials (newsletter, brochures, etc.) for fund raising purposes, it requests flexibility in developing its media release policies.

The DeKalb County Board of Education Policies set forth below regulate for the typical public school such matters as school personnel, fiscal management and responsibility, school physical facilities, and governance and the like and for that reason should be waived in order for the Charter School to be able to achieve its unique educational objectives. As may be seen in Sections 14, 15, 16, 17, 18, 19, 20 and 24 of this Petition, all of which are incorporated herein by reference, the specific plans of ICS in respect to these regulated matters are fully consistent with and do not in any way undermine the intent of the waived provisions of state law. They merely represent another way of achieving the same educational, fiscal and governance purposes as the DeKalb County Board of Education Policies enumerated.

CGA-R:
SALARIES AND COMPENSATION PROGRAM

Rationale: Since ICS is responsible for its own hiring and budget, it should be able to determine its own salary structure and job descriptions. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

CGBA:
QUALIFICATIONS FOR STAFF
Rationale: As long as ICS continues to meet the educational objectives set forth in its charter, it should be able to determine what qualifications it seeks in its Principal and Assistant Principals. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

CGPH
Administrative Personnel Vacations
Rationale: Since ICS is responsible for its own hiring and budget, it should be able to determine what fringe benefits such as paid vacations are best for its employees. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

DFK
PUBLIC DONATIONS
Rationale: As a charter school that must raise substantial operating funds on its own and is audited annually, ICS should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

DG-R
FUNDS

For a detailed description of handling local school depositories and accounting, refer to the Accounting Handbook for Use in DeKalb County Schools. If questions arise, contact the Financial Accounting Unit of the Department of Finance for assistance.

Rationale: As a charter school that must raise substantial operating funds on its own and is audited annually, ICS should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

DH
BONDING OF EMPLOYEES

Rationale: Since ICS is responsible for its own hiring, budget, and insurance, and is audited annually, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

DH-R
BONDING OF EMPLOYEES
Rationale: Since ICS is responsible for its own hiring, budget, and insurance, and is audited annually, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

DIC
PROPERTY (Inventories)
Rationale: Since ICS is responsible for its own budget and purchasing, and is audited annually, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

DID-R
AUDITS
Rationale: Since ICS is responsible for its own budget and purchasing, and is audited annually, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

DO
SURPLUS EQUIPMENT, MATERIALS, AND REAL ESTATE
Rationale: Since ICS is responsible for its own budget and purchasing, and is audited annually, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

DO-R
SURPLUS REAL ESTATE
Rationale: Since ICS is responsible for its own budget and purchasing, and is audited annually, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

DJCB
PAYROLL DEDUCTIONS
Rationale: Since ICS is responsible for its own hiring, budget, and fringe benefits, and is audited annually, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

DJE

PAYROLL DEDUCTIONS

Rationale: Since ICS is responsible for its own budget and purchasing, and is audited annually, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

DJE-R

PURCHASING

Rationale: Since ICS is responsible for its own budget and purchasing, and is audited annually, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

EB-R

PROPERTY LOSS REPORTING

Rationale: Since ICS is responsible for its own budget, purchasing and insurance, and is audited annually, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

EEC-R

FOOD SERVICE

Rationale: Since ICS is responsible for its own budget and purchasing (including lunch catering services), and is audited annually, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

FEB-R

FACILITIES

Rationale: Since ICS—like all charter schools in Georgia—must raise its own funds for facilities and is responsible for its own construction projects, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

FEC-R

FACILITIES

Rationale: Since ICS—like all charter schools in Georgia—must raise its own funds for facilities and is responsible for its own construction projects, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

FED-R

Facilities Plans and Specifications

Rationale: Since ICS—like all charter schools in Georgia—must raise its own funds for facilities and is responsible for its own construction projects, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

FGF-R
Facilities Projects Quality Control
Rationale: Since ICS—like all charter schools in Georgia—must raise its own funds for facilities and is responsible for its own construction projects, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

GAE(2)
Complaints and Grievances, Certified Employees
Rationale: Since ICS is responsible for its own hiring and personnel policies, and has submitted its grievance policy as a part of this charter renewal petition, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

GAE(3)
Complaints and Grievances, Non-certified Employees
Rationale: Since ICS is responsible for its own hiring and personnel policies, and has submitted its grievance policy as a part of this charter renewal petition, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

GBA
Professional Personnel Compensation Guides and Contracts
Rationale: Since ICS is responsible for its own hiring and budget, it should be able to determine its own salary structures. As long as its teachers and other employees agree by contract to ICS' salaries and benefits, this matter should be left to the school and its employees to work out among themselves. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

GBA-R
Professional Personnel Compensation Guides and Contracts
Rationale: Since ICS is responsible for its own hiring and budget, it should be able to determine its own salary structures and job descriptions. As long as its teachers and other employees agree by contract to ICS' salaries and benefits, this matter should be left to the school and its employees to work out among themselves. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

GBR
Professional Personnel Working Conditions
Rationale: Since ICS is responsible for its own hiring and personnel policies, it should not be subject to bureaucratic requirements of this sort. As long as its teachers and other employees agree by contract to abide by the school's personnel policies, this matter should be left to the school and its employees to work out among themselves. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

GBRH
Professional Personnel Leaves and Absences

Rationale: Since ICS is responsible for its own hiring and personnel policies, it should not be subject to bureaucratic requirements of this sort. As long as its teachers and other employees agree by contract to abide by the school's personnel policies, this matter should be left to the school and its employees to work out among themselves. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

GBRH-R
Professional Personnel Leaves and Absences
Rationale: Since ICS is responsible for its own hiring and personnel policies, it should not be subject to bureaucratic requirements of this sort. As long as its teachers and other employees agree by contract to abide by the school's personnel policies, this matter should be left to the school and its employees to work out among themselves. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

GBRI
Professional Personnel Leaves and Absences
Rationale: As a charter school that must raise substantial operating funds on its own, ICS cannot afford the generous sick, personal and bereavement leave policies set forth in this section. As long as its teachers and other employees agree by contract to ICS' less generous leave policies, this matter should be left to the school and its employees to work out among themselves. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

GCA
Classified Personnel Compensation Guides and Contracts
Rationale: Since ICS is responsible for its own hiring and budget, it should be able to determine its own salary structures. As long as its teachers and other employees agree by contract to ICS' salaries and benefits, this matter should be left to the school and its employees to work out among themselves. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

GCB
Classified Personnel Positions
Rationale: Since ICS is responsible for its own hiring and budget, it should be able to determine its own salary structures and job descriptions. As long as its teachers and other employees agree by contract to ICS' salaries and benefits, this matter should be left to the school and its employees to work out among themselves. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

GCE
Classified Personnel Assignment
Rationale: Since ICS is responsible for its own hiring and budget, it should be able to determine its own salary structures and job descriptions. As long as its teachers and other employees agree by contract to ICS' salaries and benefits, this matter should be left to the school and its employees to work out among themselves. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

GCRA
Classified Personnel Health Examinations
Rationale: Since ICS is responsible for its own hiring and receives periodic inspections by the county health department and audits of its lunch program by the State DOE, it should not be subject to further bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

GCRA-R(1)
Classified Personnel Health Examinations
Rationale: ICS does not employ any bus drivers or others who drive commercial vehicles on behalf of the school.

GCRH
Classified Personnel Vacations
Rationale: Since ICS is responsible for its own hiring and budget, it should be able to determine what fringe benefits such as paid vacations are best for its employees. As long as its employees agree by contract to ICS' salaries and benefits, this matter should be left to the school and its employees to work out among themselves. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

GDE:
ALLOTMENT AND ASSIGNMENT OF PARAPROFESSIONAL PERSONNEL
Rationale: Since ICS is responsible for its own hiring and budget, it should be able to determine how many paraprofessionals it needs and where they should be deployed. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

JK
Solicitations
Rationale: Since ICS—like all charter schools in Georgia—must raise substantial operating funds on its own, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

JK-R
Solicitations
Rationale: Since ICS—like all charter schools in Georgia—must raise substantial operating funds on its own, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

KEB
Solicitations
Rationale: Since ICS—like all charter schools in Georgia—must raise substantial operating funds on its own, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

KEB-R
Solicitations
Rationale: Since ICS—like all charter schools in Georgia—must raise substantial operating funds on its own, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

KG
Use of School Facilities
Rationale: Since ICS—like all charter schools in Georgia—is responsible for finding and funding its own facilities, it should be able to determine what use—if any-- is made of such facilities by outside groups. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

KG-R
Use of School Facilities
Rationale: Since ICS—like all charter schools in Georgia—is responsible for finding and funding its own facilities, it should be able to determine what use—if any-- is made of such facilities by outside groups. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

KG-E (1)
Use of School Facilities
Rationale: Since ICS—like all charter schools in Georgia—is responsible for finding and funding its own facilities, it should be able to determine what use—if any-- is made of such facilities by outside groups. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

The DeKalb County Board of Education Policies set forth below are regulations that the ICS **will abide by** with the following enumerated modifications:

GAEB AND GAEB-R: Sexual harassment: The principal of ICS will be the first person notified. If the employee is either unable to resolve the issue or feels that the principal will not be responsive to the complaint, then the Chairperson of the ICS Board of Directors will provide the second level of appeal. If the issue cannot be resolved at that level, then the Associate Superintendent for Parent, Community and Support Services would be the next level of appeal.

KM-R Visitors to School: Parents who are picking their children up from the After School program after 4:00 p.m. may proceed directly to the building and classroom to sign their children out without reporting to the main office to sign in and get a badge first. Parents of children who arrive late must escort their children to the central office, sign them in and pick up a tardy slip, and then escort their child to their class if it is in another building. In this case, the parent will not be required to wear a badge.

Exhibit 6: BUDGET AND FINANCIAL INFORMATION

5 YEAR BUDGET PROJECTION

School Name: International Community School, Inc.	FY2012		FY2013		FY2014		FY2015		FY2016		FY2017	
	Current Year	% of Total	Year 1	% of Total	Year 2	% of Total	Year 3	% of Total	Year 4	% of Total	Year 5	% of Total
ASSUMPTIONS												
Number of Students	385		365		370		376		386		396	
Facility Square Footage	40,054		40,054		40,054		40,054		40,054		40,054	
Number of Full Time Employees	73		65		65		65		65		65	
Full Time Employees (eligible for benefits)	73		65		65		65		65		65	
Number of Administrators	6		4		4		4		4		4	
Number of Teachers	32		32		32		32		32		32	
Number of Other Instructional Staff	21		16		16		16		16		16	
Number of Clerical Staff	11		11		11		11		11		11	
Number of Maintenance Staff	0											
Number of Food Service Staff	2		2		2		2		2		2	
Student Teacher Ratio	1 to 7		1 to 7		1 to 7		1 to 7		1 to 8		1 to 8	
Revenue Per Pupil (State and/or Local)	$8,797		$7,972		$8,350		$8,350		$8,350		$8,350	
Average Teacher Salary												
REVENUES												
State and/or Local Revenue (Rev Per Pupil*# of students)	$3,387,014	80.6%	$2,909,824	75.1%	$3,089,500	82.4%	$3,139,600	82.6%	$3,223,100	83.0%	$3,306,600	83.3%
3% District Administrative Fee (Explain any changes in notes)	($101,610)	2.4%	($87,295)	2.3%	($92,685)	2.5%	($94,188)	2.5%	($96,693)	2.5%	($99,198)	2.5%
Meal Fees	$19,730	0.5%	$19,630	0.5%	$20,500	0.5%	$22,500	0.6%	$22,500	0.6%	$23,000	0.6%
After School Fees	$71,723	1.7%	$71,723	1.9%	$72,000	1.9%	$73,000	1.9%	$74,000	1.9%	$75,000	1.9%
State Meal Reimbursement	$172,318	4.1%	$172,318	4.5%	$172,318	4.6%	$172,318	4.5%	$172,318	4.4%	$172,318	4.3%
Development / Annual Operations Fund Raising	$120,675	2.9%	$200,000	5.2%	$200,000	5.3%	$200,000	5.3%	$200,000	5.1%	$200,000	5.0%
Competative Grants	$41,467	1.0%	$100,000	2.6%	$100,000	2.7%	$100,000	2.6%	$100,000	2.6%	$100,000	2.5%
Title I, II, III, Funding	$141,810	3.4%	$122,000	3.2%	$100,000	2.7%	$100,000	2.6%	$100,000	2.6%	$100,000	2.5%
Miscellaneous	$17,157	0.4%	$10,000	0.3%	$10,000	0.3%	$10,000	0.3%	$10,000	0.3%	$10,000	0.3%
States Facilities Grant	$131,000	3.1%	$131,000	3.4%	$65,000	1.7%	$65,000	1.7%	$65,000	1.7%	$65,000	1.6%
Capital Campaign	$175,000	4.2%	$200,000	5.2%	$5,000	0.1%	$5,000	0.1%	$5,000	0.1%	$5,000	0.1%
Other Income (field trips / supplies / special events)	$27,008	0.6%	$23,088	0.6%	$10,000	0.3%	$10,000	0.3%	$10,000	0.3%	$10,000	0.3%
Total Revenues	**$4,203,292**		**$3,872,288**		**$3,751,633**		**$3,803,230**		**$3,885,225**		**$3,967,720**	
EXPENSES												
PERSONNEL												
Principal	$82,500	3.5%	$82,500	4.1%	$83,325	4.3%	$84,158	4.3%	$85,000	4.3%	$85,850	4.3%
Social Services (Social Worker/Counselor/Nurse)	$42,000	1.8%	$84,000	4.2%	$84,840	4.4%	$85,688	4.4%	$86,545	4.4%	$87,411	4.4%
Technology Support	$42,000	1.8%		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%
Teachers	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%
Arts/PE/Comp Sci	$138,493	5.8%	$121,094	6.0%	$122,305	6.3%	$123,528	6.3%	$124,763	6.3%	$126,011	6.4%
Athletics/Extracurricular Coaches		0.0%		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%
Guidance Counselor	$42,000	1.8%	$40,000	2.0%	$40,400	2.1%	$40,804	2.1%	$41,212	2.1%	$41,624	2.1%
Special Education Teacher	$51,033	2.1%	$51,033	2.5%	$51,543	2.7%	$52,059	2.7%	$52,579	2.7%	$53,105	2.7%
Office Manager	$40,000	1.7%	$40,000	2.0%	$40,400	2.1%	$40,804	2.1%	$41,212	2.1%	$41,624	2.1%
Office Assistant	$27,000	1.1%	$27,000	1.3%	$27,270	1.4%	$27,543	1.4%	$27,818	1.4%	$28,096	1.4%
Business manager	$82,500	3.5%	$82,500	4.1%	$83,325	4.3%	$84,158	4.3%	$85,000	4.3%	$85,850	4.3%
Maintenance		0.0%		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%
Food Service	$36,000	1.5%	$36,000	1.8%	$36,360	1.9%	$36,724	1.9%	$37,091	1.9%	$37,462	1.9%

Retirement Benefits	$270,500	11.4%	$262,066	13.0%	$264,687	13.7%	$267,334	13.7%	$270,007	13.7%	$272,707	13.7%
Health Benefits	$191,095	8.0%	$171,175	8.5%	$172,887	9.0%	$174,616	9.0%	$176,362	9.0%	$178,125	9.0%
FICA	$47,881	2.0%	$37,271	1.9%	$37,644	2.0%	$38,020	2.0%	$38,400	2.0%	$38,784	2.0%
Other Payroll Expenses/Taxes	$14,017	0.6%	$12,981	0.6%	$13,111	0.7%	$13,242	0.7%	$13,374	0.7%	$13,508	0.7%
Development Consultant	$40,000	1.7%	$30,000	1.5%	$50,000	2.6%	$50,000	2.6%	$50,000	2.5%	$50,000	2.5%
Substitute Teachers / 1099 Staff	$28,471	1.2%	$30,571	1.5%	$30,877	1.6%	$31,185	1.6%	$31,497	1.6%	$31,812	1.6%
Total Personnel	**$1,175,490**	**49.3%**	**$1,108,191**	**55.2%**	**$1,138,973**	**59.1%**	**$1,149,863**	**59.1%**	**$1,160,861**	**59.1%**	**$1,171,970**	**59.1%**
INSTRUCTION												
Textbooks	$46,273	1.9%	$33,000	1.6%	$33,330	1.7%	$33,663	1.7%	$34,000	1.7%	$34,340	1.7%
Classroom Supplies	$32,581	1.4%	$40,000	2.0%	$40,400	2.1%	$40,804	2.1%	$41,212	2.1%	$41,624	2.1%
Computers	$3,600	0.2%	$3,000	0.1%	$3,030	0.2%	$3,060	0.2%	$3,091	0.2%	$3,122	0.2%
Software	$0	0.0%	$1,000	0.0%	$1,010	0.1%	$1,020	0.1%	$1,030	0.1%	$1,041	0.1%
Field Trips	$27,000	1.1%	$12,000	0.6%	$12,120	0.6%	$12,241	0.6%	$12,364	0.6%	$12,487	0.6%
Instructional Equipment	$0	0.0%	$1,800	0.1%	$1,818	0.1%	$1,836	0.1%	$1,855	0.1%	$1,873	0.1%
Library and Media Center	$1,500	0.1%	$1,250	0.1%	$1,263	0.1%	$1,275	0.1%	$1,288	0.1%	$1,301	0.1%
Student Assessment	$500	0.0%	$500	0.0%	$505	0.0%	$510	0.0%	$515	0.0%	$520	0.0%
Classroom Furniture	$70,861	3.0%	$30,000	1.5%	$7,000	0.4%	$7,070	0.4%	$7,141	0.4%	$7,212	0.4%
PE Equipment	$0	0.0%	$1,800	0.1%	$1,818	0.1%	$1,836	0.1%	$1,855	0.1%	$1,873	0.1%
Art Supplies	$0	0.0%	$200	0.0%	$202	0.0%	$204	0.0%	$206	0.0%	$208	0.0%
Translation	$1,778	0.1%	$2,000	0.1%	$2,020	0.1%	$2,040	0.1%	$2,061	0.1%	$2,081	0.1%
Licenses and Permits	$13,799	0.6%	$13,221	0.7%	$13,353	0.7%	$13,487	0.7%	$13,622	0.7%	$13,758	0.7%
Total Instruction	**$197,892**	**8.3%**	**$139,771**	**7.0%**	**$117,869**	**6.1%**	**$119,047**	**6.1%**	**$120,238**	**6.1%**	**$121,440**	**6.1%**
SERVICES & SUPPLIES												
Student Uniforms	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%
Athletic Program	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%
Office Supplies	$12,964	0.5%	$12,964	0.6%	$13,094	0.7%	$13,225	0.7%	$13,357	0.7%	$13,490	0.7%
Office Furniture	$12,000	0.5%	$15,000	0.7%	$1,100	0.1%	$1,111	0.1%	$1,122	0.1%	$1,133	0.1%
Office Computers & Software	$9,640	0.4%	$9,030	0.4%	$9,120	0.5%	$9,212	0.5%	$9,304	0.5%	$9,397	0.5%
Printing and Copy Services	$27,939	1.2%	$27,939	1.4%	$28,218	1.5%	$28,501	1.5%	$28,786	1.5%	$29,073	1.5%
Postage and Shipping	$2,819	0.1%	$2,964	0.1%	$2,994	0.2%	$3,024	0.2%	$3,054	0.2%	$3,084	0.2%
Bookkeeping	$2,220	0.1%	$2,220	0.1%	$2,242	0.1%	$2,265	0.1%	$2,287	0.1%	$2,310	0.1%
Audit	$33,325	1.4%	$31,640	1.6%	$31,956	1.7%	$32,276	1.7%	$32,599	1.7%	$32,925	1.7%
Payroll Services	$4,718	0.2%	$6,048	0.3%	$6,108	0.3%	$6,170	0.3%	$6,231	0.3%	$6,294	0.3%
Banking Fees	$17,325	0.7%	$17,155	0.9%	$17,327	0.9%	$17,500	0.9%	$17,675	0.9%	$17,852	0.9%
Legal Services		0.0%		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%
Liability & Property Insurance	$63,938	2.7%	$66,395	3.3%	$67,059	3.5%	$67,730	3.5%	$68,407	3.5%	$69,091	3.5%
Staff Development	$34,475	1.4%	$42,172	2.1%	$42,594	2.2%	$43,020	2.2%	$43,450	2.2%	$43,884	2.2%
Special Education	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%
Health Services	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%
Staff Recruitment	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%
Student Recruitment	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%
Tech Support	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%
Phone/Internet Service	$14,138	0.6%	$15,285	0.8%	$15,438	0.8%	$15,592	0.8%	$15,748	0.8%	$15,906	0.8%
Food Service	$176,930	7.4%	$177,690	8.8%	$179,467	9.3%	$181,262	9.3%	$183,074	9.3%	$184,905	9.3%
Transportation	$49,160	2.1%	$62,563	3.1%	$63,189	3.3%	$63,821	3.3%	$64,459	3.3%	$65,103	3.3%
Health Supplies	$500	0.0%	$500	0.0%	$505	0.0%	$510	0.0%	$515	0.0%	$520	0.0%
Pest Control	$980	0.0%	$1,000	0.0%	$1,010	0.1%	$1,020	0.1%	$1,030	0.1%	$1,041	0.1%
Janitorial Supplies & Services	$62,225	2.6%	$72,000	3.6%	$72,720	3.8%	$73,447	3.8%	$74,182	3.8%	$74,923	3.8%
Waste Disposal	$450	0.0%	$520	0.0%	$525	0.0%	$530	0.0%	$536	0.0%	$541	0.0%

Marketing	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%
Fund Raising (Development)	$6,618	0.3%	$6,861	0.3%	$6,930	0.4%	$6,999	0.4%	$7,069	0.4%	$7,140	0.4%
Principals Discretionary Fund	$7,062	0.3%	$8,706	0.4%	$8,793	0.5%	$8,881	0.5%	$8,970	0.5%	$9,059	0.5%
Total Services & Supplies	**$539,426**	**22.6%**	**$578,652**	**28.8%**	**$570,389**	**29.6%**	**$576,092**	**29.6%**	**$581,853**	**29.6%**	**$587,672**	**29.6%**
FACILITIES												
Rent/Lease/Mortgage	$5,595	0.2%	$1,272	0.1%	$1,285	0.1%	$1,298	0.1%	$1,311	0.1%	$1,324	0.1%
Grounds Maintenance	$1,800	0.1%	$1,800	0.1%	$1,818	0.1%	$1,836	0.1%	$1,855	0.1%	$1,873	0.1%
Maintenance & Repair	$5,191	0.2%	$2,160	0.1%	$2,182	0.1%	$2,203	0.1%	$2,225	0.1%	$2,248	0.1%
Utilities	$82,748	3.5%	$82,748	4.1%	$83,575	4.3%	$84,411	4.3%	$85,255	4.3%	$86,108	4.3%
Fire Safety and Compliance	$252,476	10.6%	$1,200	0.1%	$1,212	0.1%	$1,224	0.1%	$1,236	0.1%	$1,249	0.1%
Misc. Expenses	$3,511	0.1%	$8,831	0.4%	$8,919	0.5%	$9,009	0.5%	$9,099	0.5%	$9,190	0.5%
Moving & Capital Additions	$117,969	5.0%	$84,000	4.2%	$1,000	0.1%	$1,010	0.1%	$1,020	0.1%	$1,030	0.1%
Total Facilities	**$469,290**	**19.7%**	**$182,011**	**9.1%**	**$99,991**	**5.2%**	**$100,991**	**5.2%**	**$102,001**	**5.2%**	**$103,021**	**5.2%**
Total Expenses	**$2,382,098**		**$2,008,625**		**$1,927,221**		**$1,945,993**		**$1,964,953**		**$1,984,103**	
Contingency Fund	$0		$0		$0		$0		$0		$0	
Surplus (Deficit)	**$1,821,194**		**$1,863,663**		**$1,824,412**		**$1,857,237**		**$1,920,272**		**$1,983,617**	

Cash Balance

Beginning Cash (Renewals, conversions, or org. funding amounts)	**$0**	**$1,821,194**	**$3,684,857**	**$5,509,269**	**$7,366,505**	**$9,286,777**	
Net Surplus (Deficit)	**$1,821,194**	**$1,863,663**	**$1,824,412**	**$1,857,237**	**$1,920,272**	**$1,983,617**	
Ending Cash	**$1,821,194**	**$3,684,857**	**$5,509,269**	**$7,366,505**	**$9,286,777**	**$11,270,394**	

CASH FLOW PROJECTIONS-YEAR 0/Planning Year

School Name:International Community School, Inc.	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$0	$146,754	$299,508	$440,262	$587,016	$733,769	$880,523	$1,027,277	$1,174,031	$1,320,785	$1,467,539	$1,614,293	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fee	$273,784	$273,784	$273,784	$273,784	$273,784	$273,784	$273,784	$273,784	$273,784	$273,784	$273,784	$273,784	$3,285,404
	($8,468)	($8,468)	($8,468)	($8,468)	($8,468)	($8,468)	($8,468)	($8,468)	($8,468)	($8,468)	($8,468)	($8,468)	($101,610)
	$1,644	$1,644	$1,644	$1,644	$1,644	$1,644	$1,644	$1,644	$1,644	$1,644	$1,644	$1,644	$19,730
	$5,977	$5,977	$5,977	$5,977	$5,977	$5,977	$5,977	$5,977	$5,977	$5,977	$5,977	$5,977	$71,723
	$14,360	$14,360	$14,360	$14,360	$14,360	$14,360	$14,360	$14,360	$14,360	$14,360	$14,360	$14,360	$172,318
	$10,056	$10,056	$10,056	$10,056	$10,056	$10,056	$10,056	$10,056	$10,056	$10,056	$10,056	$10,056	$120,675
	$3,456	$3,456	$3,456	$3,456	$3,456	$3,456	$3,456	$3,456	$3,456	$3,456	$3,456	$3,456	$41,467
	$11,818	$11,818	$11,818	$11,818	$11,818	$11,818	$11,818	$11,818	$11,818	$11,818	$11,818	$11,818	$141,810
	$1,430	$1,430	$1,430	$1,430	$1,430	$1,430	$1,430	$1,430	$1,430	$1,430	$1,430	$1,430	$17,157
	$10,917	$10,917	$10,917	$10,917	$10,917	$10,917	$10,917	$10,917	$10,917	$10,917	$10,917	$10,917	$131,000
	$14,583	$14,583	$14,583	$14,583	$14,583	$14,583	$14,583	$14,583	$14,583	$14,583	$14,583	$14,583	$175,000
(B) Total Receipts	**$339,556**	**$339,556**	**$339,556**	**$339,556**	**$339,556**	**$339,556**	**$339,556**	**$339,556**	**$339,556**	**$339,556**	**$339,556**	**$339,556**	**$4,074,674**
Cash Disbursements:													
PERSONNEL													
Principal	$6,875	$6,875	$6,875	$6,875	$6,875	$6,875	$6,875	$6,875	$6,875	$6,875	$6,875	$6,875	$82,500
Social Services (Social Worker/Counselor/Nurse)	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$42,000
Technology Support	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$42,000
Teachers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Arts/PE/Comp Sci	$11,541	$11,541	$11,541	$11,541	$11,541	$11,541	$11,541	$11,541	$11,541	$11,541	$11,541	$11,541	$138,493
Athletics/Extracurricular Coaches	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Guidance Counselor	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$42,000
Special Education Teacher	$4,253	$4,253	$4,253	$4,253	$4,253	$4,253	$4,253	$4,253	$4,253	$4,253	$4,253	$4,253	$51,033
Office Manager	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$40,000
Office Assistant	$2,250	$2,250	$2,250	$2,250	$2,250	$2,250	$2,250	$2,250	$2,250	$2,250	$2,250	$2,250	$27,000
Business manager	$6,875	$6,875	$6,875	$6,875	$6,875	$6,875	$6,875	$6,875	$6,875	$6,875	$6,875	$6,875	$82,500
Maintenance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Food Service	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$36,000
Retirement Benefits	$22,542	$22,542	$22,542	$22,542	$22,542	$22,542	$22,542	$22,542	$22,542	$22,542	$22,542	$22,542	$270,500
Health Benefits	$15,925	$15,925	$15,925	$15,925	$15,925	$15,925	$15,925	$15,925	$15,925	$15,925	$15,925	$15,925	$191,095
FICA	$3,990	$3,990	$3,990	$3,990	$3,990	$3,990	$3,990	$3,990	$3,990	$3,990	$3,990	$3,990	$47,881
Other Payroll Expenses/Taxes	$1,168	$1,168	$1,168	$1,168	$1,168	$1,168	$1,168	$1,168	$1,168	$1,168	$1,168	$1,168	$14,017
Development Consultant													$0
Substitute Teachers / 1099 Staff													$0
Total Personnel	**$92,252**	**$92,252**	**$92,252**	**$92,252**	**$92,252**	**$92,252**	**$92,252**	**$92,252**	**$92,252**	**$92,252**	**$92,252**	**$92,252**	**$1,107,019**
INSTRUCTION													
Textbooks	$3,856	$3,856	$3,856	$3,856	$3,856	$3,856	$3,856	$3,856	$3,856	$3,856	$3,856	$3,856	$46,273
Classroom Supplies	$2,715	$2,715	$2,715	$2,715	$2,715	$2,715	$2,715	$2,715	$2,715	$2,715	$2,715	$2,715	$32,581
Computers	$300	$300	$300	$300	$300	$300	$300	$300	$300	$300	$300	$300	$3,600
Software	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Field Trips	$2,250	$2,250	$2,250	$2,250	$2,250	$2,250	$2,250	$2,250	$2,250	$2,250	$2,250	$2,250	$27,000
Instructional Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Library and Media Center	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$1,500
Student Assessment	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Classroom Furniture	$5,905	$5,905	$5,905	$5,905	$5,905	$5,905	$5,905	$5,905	$5,905	$5,905	$5,905	$5,905	$70,861
PE Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Art Supplies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Translation	$148	$148	$148	$148	$148	$148	$148	$148	$148	$148	$148	$148	$1,778
Licenses and Permits	$1,150	$1,150	$1,150	$1,150	$1,150	$1,150	$1,150	$1,150	$1,150	$1,150	$1,150	$1,150	$13,799
Total Instruction	**$16,491**	**$16,491**	**$16,491**	**$16,491**	**$16,491**	**$16,491**	**$16,491**	**$16,491**	**$16,491**	**$16,491**	**$16,491**	**$16,491**	**$197,892**
SERVICES & SUPPLIES													
Student Uniforms	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0

Athletic Program	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Supplies	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$12,964
Office Furniture	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$12,000
Office Computers & Software	$803	$803	$803	$803	$803	$803	$803	$803	$803	$803	$803	$803	$9,640
Printing and Copy Services	$2,328	$2,328	$2,328	$2,328	$2,328	$2,328	$2,328	$2,328	$2,328	$2,328	$2,328	$2,328	$27,939
Postage and Shipping	$235	$235	$235	$235	$235	$235	$235	$235	$235	$235	$235	$235	$2,819
Bookkeeping	$185	$185	$185	$185	$185	$185	$185	$185	$185	$185	$185	$185	$2,220
Audit	$2,777	$2,777	$2,777	$2,777	$2,777	$2,777	$2,777	$2,777	$2,777	$2,777	$2,777	$2,777	$33,325
Payroll Services	$393	$393	$393	$393	$393	$393	$393	$393	$393	$393	$393	$393	$4,718
Banking Fees	$1,444	$1,444	$1,444	$1,444	$1,444	$1,444	$1,444	$1,444	$1,444	$1,444	$1,444	$1,444	$17,325
Legal Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Liability & Property Insurance	$5,328	$5,328	$5,328	$5,328	$5,328	$5,328	$5,328	$5,328	$5,328	$5,328	$5,328	$5,328	$63,938
Staff Development	$2,873	$2,873	$2,873	$2,873	$2,873	$2,873	$2,873	$2,873	$2,873	$2,873	$2,873	$2,873	$34,475
Special Education	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Health Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Staff Recruitment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Student Recruitment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Tech Support	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Phone/Internet Service	$1,178	$1,178	$1,178	$1,178	$1,178	$1,178	$1,178	$1,178	$1,178	$1,178	$1,178	$1,178	$14,138
Food Service	$14,744	$14,744	$14,744	$14,744	$14,744	$14,744	$14,744	$14,744	$14,744	$14,744	$14,744	$14,744	$176,930
Transportation	$4,097	$4,097	$4,097	$4,097	$4,097	$4,097	$4,097	$4,097	$4,097	$4,097	$4,097	$4,097	$49,160
Health Supplies	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Pest Control	$82	$82	$82	$82	$82	$82	$82	$82	$82	$82	$82	$82	$980
Janitorial Supplies & Services	$5,185	$5,185	$5,185	$5,185	$5,185	$5,185	$5,185	$5,185	$5,185	$5,185	$5,185	$5,185	$62,225
Waste Disposal	$38	$38	$38	$38	$38	$38	$38	$38	$38	$38	$38	$38	$450
Marketing	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Fund Raising (Development)	$552	$552	$552	$552	$552	$552	$552	$552	$552	$552	$552	$552	$6,618
Principals Discretionary Fund	$589	$589	$589	$589	$589	$589	$589	$589	$589	$589	$589	$589	$7,062
Total Services & Supplies	**$44,952**	**$44,952**	**$44,952**	**$44,952**	**$44,952**	**$44,952**	**$44,952**	**$44,952**	**$44,952**	**$44,952**	**$44,952**	**$44,952**	**$539,426**
FACILITIES													
Rent/Lease/Mortgage	$466	$466	$466	$466	$466	$466	$466	$466	$466	$466	$466	$466	$5,595
Grounds Maintenance	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	$1,800
Maintenance & Repair	$433	$433	$433	$433	$433	$433	$433	$433	$433	$433	$433	$433	$5,191
Utilities	$6,896	$6,896	$6,896	$6,896	$6,896	$6,896	$6,896	$6,896	$6,896	$6,896	$6,896	$6,896	$82,748
Fire Safety and Compliance	$21,040	$21,040	$21,040	$21,040	$21,040	$21,040	$21,040	$21,040	$21,040	$21,040	$21,040	$21,040	$252,476
Misc. Expenses	$293	$293	$293	$293	$293	$293	$293	$293	$293	$293	$293	$293	$3,511
Moving & Capital Additions	$9,831	$9,831	$9,831	$9,831	$9,831	$9,831	$9,831	$9,831	$9,831	$9,831	$9,831	$9,831	$117,969
Total Facilities	**$39,108**	**$39,108**	**$39,108**	**$39,108**	**$39,108**	**$39,108**	**$39,108**	**$39,108**	**$39,108**	**$39,108**	**$39,108**	**$39,108**	**$469,290**
(C) TOTAL DISPURSEMENTS	**$192,802**	**$192,802**	**$192,802**	**$192,802**	**$192,802**	**$192,802**	**$192,802**	**$192,802**	**$192,802**	**$192,802**	**$192,802**	**$192,802**	**$2,313,627**
CONTINGENCY FUND													$0
(D) NET REVENUE	**$146,754**	**$146,754**	**$146,754**	**$146,754**	**$146,754**	**$146,754**	**$146,754**	**$146,754**	**$146,754**	**$146,754**	**$146,754**	**$146,754**	**$1,761,047**
ENDING CASH (A+D)	**$146,754**	**$293,508**	**$440,262**	**$587,016**	**$733,769**	**$880,523**	**$1,027,277**	**$1,174,031**	**$1,320,785**	**$1,467,539**	**$1,614,293**	**$1,761,047**	

CASH FLOW PROJECTIONS-YEAR 1

School Name: International Community School, Inc.	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$1,761,047	$1,912,201	$2,063,355	$2,214,509	$2,365,664	$2,516,818	$2,667,972	$2,819,127	$2,970,281	$3,121,435	$3,272,589	$3,423,744	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fee	$235,211	$235,211	$235,211	$235,211	$235,211	$235,211	$235,211	$235,211	$235,211	$235,211	$235,211	$235,211	$2,822,529
	($7,275)	($7,275)	($7,275)	($7,275)	($7,275)	($7,275)	($7,275)	($7,275)	($7,275)	($7,275)	($7,275)	($7,275)	($87,295)
	$1,636	$1,636	$1,636	$1,636	$1,636	$1,636	$1,636	$1,636	$1,636	$1,636	$1,636	$1,636	$19,630
	$5,976.92	$5,977	$5,977	$5,977	$5,977	$5,977	$5,977	$5,977	$5,977	$5,977	$5,977	$5,977	$71,723
	$14,359.83	$14,360	$14,360	$14,360	$14,360	$14,360	$14,360	$14,360	$14,360	$14,360	$14,360	$14,360	$172,318
	$16,666.67	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$200,000
	$8,333.33	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$100,000
	$10,166.67	$10,167	$10,167	$10,167	$10,167	$10,167	$10,167	$10,167	$10,167	$10,167	$10,167	$10,167	$122,000
	$833.33	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
	$10,916.67	$10,917	$10,917	$10,917	$10,917	$10,917	$10,917	$10,917	$10,917	$10,917	$10,917	$10,917	$131,000
	$16,666.67	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$200,000
(B) Total Receipts	$313,492	$313,492	$313,492	$313,492	$313,492	$313,492	$313,492	$313,492	$313,492	$313,492	$313,492	$313,492	$3,761,905

Cash Disbursements:

PERSONNEL													
Principal	$6,875	$6,875	$6,875	$6,875	$6,875	$6,875	$6,875	$6,875	$6,875	$6,875	$6,875	$6,875	$82,500
Social Services (Social Worker/Counselor/Nurse)	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$84,000
Technology Support	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Teachers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Arts/PE/Comp Sci	$10,091	$10,091	$10,091	$10,091	$10,091	$10,091	$10,091	$10,091	$10,091	$10,091	$10,091	$10,091	$121,094
Athletics/Extracurricular Coaches	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Guidance Counselor	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$40,000
Special Education Teacher	$4,253	$4,253	$4,253	$4,253	$4,253	$4,253	$4,253	$4,253	$4,253	$4,253	$4,253	$4,253	$51,033
Office Manager	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$40,000
Office Assistant	$2,250	$2,250	$2,250	$2,250	$2,250	$2,250	$2,250	$2,250	$2,250	$2,250	$2,250	$2,250	$27,000
Business manager	$6,875	$6,875	$6,875	$6,875	$6,875	$6,875	$6,875	$6,875	$6,875	$6,875	$6,875	$6,875	$82,500
Maintenance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Food Service	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$36,000
Retirement Benefits	$21,839	$21,839	$21,839	$21,839	$21,839	$21,839	$21,839	$21,839	$21,839	$21,839	$21,839	$21,839	$262,066
Health Benefits	$14,265	$14,265	$14,265	$14,265	$14,265	$14,265	$14,265	$14,265	$14,265	$14,265	$14,265	$14,265	$171,175
FICA	$3,106	$3,106	$3,106	$3,106	$3,106	$3,106	$3,106	$3,106	$3,106	$3,106	$3,106	$3,106	$37,271
Other Payroll Expenses/Taxes	$1,082	$1,082	$1,082	$1,082	$1,082	$1,082	$1,082	$1,082	$1,082	$1,082	$1,082	$1,082	$12,981
Development Consultant													$0
Substitute Teachers / 1099 Staff													$0
Total Personnel	$87,302	$87,302	$87,302	$87,302	$87,302	$87,302	$87,302	$87,302	$87,302	$87,302	$87,302	$87,302	$1,047,620
INSTRUCTION													
Textbooks	$2,750	$2,750	$2,750	$2,750	$2,750	$2,750	$2,750	$2,750	$2,750	$2,750	$2,750	$2,750	$33,000
Classroom Supplies	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$40,000
Computers	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$3,000
Software	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$1,000
Field Trips	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$12,000
Instructional Equipment	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	$1,800
Library and Media Center	$104	$104	$104	$104	$104	$104	$104	$104	$104	$104	$104	$104	$1,250
Student Assessment	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Classroom Furniture	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$30,000
PE Equipment	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	$1,800
Art Supplies	$17	$17	$17	$17	$17	$17	$17	$17	$17	$17	$17	$17	$200
Translation	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$2,000
Licenses and Permits	$1,102	$1,102	$1,102	$1,102	$1,102	$1,102	$1,102	$1,102	$1,102	$1,102	$1,102	$1,102	$13,221
Total Instruction	$11,648	$11,648	$11,648	$11,648	$11,648	$11,648	$11,648	$11,648	$11,648	$11,648	$11,648	$11,648	$139,771

SERVICES & SUPPLIES																		
Student Uniforms	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Athletic Program	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Supplies	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$12,964
Office Furniture	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$15,000
Office Computers & Software	$753	$753	$753	$753	$753	$753	$753	$753	$753	$753	$753	$753	$753	$753	$753	$753	$753	$9,030
Printing and Copy Services	$2,328	$2,328	$2,328	$2,328	$2,328	$2,328	$2,328	$2,328	$2,328	$2,328	$2,328	$2,328	$2,328	$2,328	$2,328	$2,328	$2,328	$27,939
Postage and Shipping	$247	$247	$247	$247	$247	$247	$247	$247	$247	$247	$247	$247	$247	$247	$247	$247	$247	$2,964
Bookkeeping	$185	$185	$185	$185	$185	$185	$185	$185	$185	$185	$185	$185	$185	$185	$185	$185	$185	$2,220
Audit	$2,637	$2,637	$2,637	$2,637	$2,637	$2,637	$2,637	$2,637	$2,637	$2,637	$2,637	$2,637	$2,637	$2,637	$2,637	$2,637	$2,637	$31,640
Payroll Services	$504	$504	$504	$504	$504	$504	$504	$504	$504	$504	$504	$504	$504	$504	$504	$504	$504	$6,048
Banking Fees	$1,430	$1,430	$1,430	$1,430	$1,430	$1,430	$1,430	$1,430	$1,430	$1,430	$1,430	$1,430	$1,430	$1,430	$1,430	$1,430	$1,430	$17,155
Legal Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Liability & Property Insurance	$5,533	$5,533	$5,533	$5,533	$5,533	$5,533	$5,533	$5,533	$5,533	$5,533	$5,533	$5,533	$5,533	$5,533	$5,533	$5,533	$5,533	$66,395
Staff Development	$3,514	$3,514	$3,514	$3,514	$3,514	$3,514	$3,514	$3,514	$3,514	$3,514	$3,514	$3,514	$3,514	$3,514	$3,514	$3,514	$3,514	$42,172
Special Education	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Health Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Staff Recruitment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Student Recruitment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Tech Support	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Phone/Internet Service	$1,274	$1,274	$1,274	$1,274	$1,274	$1,274	$1,274	$1,274	$1,274	$1,274	$1,274	$1,274	$1,274	$1,274	$1,274	$1,274	$1,274	$15,285
Food Service	$14,808	$14,808	$14,808	$14,808	$14,808	$14,808	$14,808	$14,808	$14,808	$14,808	$14,808	$14,808	$14,808	$14,808	$14,808	$14,808	$14,808	$177,690
Transportation	$5,214	$5,214	$5,214	$5,214	$5,214	$5,214	$5,214	$5,214	$5,214	$5,214	$5,214	$5,214	$5,214	$5,214	$5,214	$5,214	$5,214	$62,563
Health Supplies	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Pest Control	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$1,000
Janitorial Supplies & Services	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$72,000
Waste Disposal	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$520
Marketing	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Fund Raising (Development)	$572	$572	$572	$572	$572	$572	$572	$572	$572	$572	$572	$572	$572	$572	$572	$572	$572	$6,861
Principals Discretionary Fund	$726	$726	$726	$726	$726	$726	$726	$726	$726	$726	$726	$726	$726	$726	$726	$726	$726	$8,706
Total Services & Supplies	**$48,221**	**$48,221**	**$48,221**	**$48,221**	**$48,221**	**$48,221**	**$48,221**	**$48,221**	**$48,221**	**$48,221**	**$48,221**	**$48,221**	**$48,221**	**$48,221**	**$48,221**	**$48,221**	**$48,221**	**$578,652**
FACILITIES																		
Rent/Lease/Mortgage	$106	$106	$106	$106	$106	$106	$106	$106	$106	$106	$106	$106	$106	$106	$106	$106	$106	$1,272
Grounds Maintenance	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	$1,800
Maintenance & Repair	$180	$180	$180	$180	$180	$180	$180	$180	$180	$180	$180	$180	$180	$180	$180	$180	$180	$2,160
Utilities	$6,896	$6,896	$6,896	$6,896	$6,896	$6,896	$6,896	$6,896	$6,896	$6,896	$6,896	$6,896	$6,896	$6,896	$6,896	$6,896	$6,896	$82,748
Fire Safety and Compliance	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$1,200
Misc. Expenses	$736	$736	$736	$736	$736	$736	$736	$736	$736	$736	$736	$736	$736	$736	$736	$736	$736	$8,831
Moving & Capital Additions	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$84,000
Total Facilities	**$15,168**	**$15,168**	**$15,168**	**$15,168**	**$15,168**	**$15,168**	**$15,168**	**$15,168**	**$15,168**	**$15,168**	**$15,168**	**$15,168**	**$15,168**	**$15,168**	**$15,168**	**$15,168**	**$15,168**	**$182,011**
(C) TOTAL DISPURSEMENTS	**$162,338**	**$162,338**	**$162,338**	**$162,338**	**$162,338**	**$162,338**	**$162,338**	**$162,338**	**$162,338**	**$162,338**	**$162,338**	**$162,338**	**$162,338**	**$162,338**	**$162,338**	**$162,338**	**$162,338**	**$1,948,054**
CONTINGENCY FUND	$0	$0	$0	$0														$0
(D) NET REVENUE (B-C)	**$151,154**	**$151,154**	**$151,154**	**$151,154**	**$151,154**	**$151,154**	**$151,154**	**$151,154**	**$151,154**	**$151,154**	**$151,154**	**$151,154**	**$151,154**	**$151,154**	**$151,154**	**$151,154**	**$151,154**	**$1,813,851**
ENDING CASH (A+D)	**$1,912,201**	**$2,063,355**	**$2,214,509**	**$2,365,664**	**$2,516,818**	**$2,667,972**	**$2,819,127**	**$2,970,281**	**$3,121,435**	**$3,272,589**	**$3,423,744**	**$3,574,898**						

CASH FLOW PROJECTIONS-YEAR 2

School Name: International Community School, Inc.	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$3,574,898	$3,715,293	$3,855,687	$3,996,082	$4,136,476	$4,276,871	$4,417,265	$4,557,660	$4,698,054	$4,838,449	$4,978,844	$5,119,238	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fee	$249,735	$249,735	$249,735	$249,735	$249,735	$249,735	$249,735	$249,735	$249,735	$249,735	$249,735	$249,735	$2,996,815
	($7,724)	($7,724)	($7,724)	($7,724)	($7,724)	($7,724)	($7,724)	($7,724)	($7,724)	($7,724)	($7,724)	($7,724)	($92,685)
	$1,708	$1,708	$1,708	$1,708	$1,708	$1,708	$1,708	$1,708	$1,708	$1,708	$1,708	$1,708	$20,500
	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$72,000
	$14,360	$14,360	$14,360	$14,360	$14,360	$14,360	$14,360	$14,360	$14,360	$14,360	$14,360	$14,360	$172,318
	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$200,000
	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$100,000
	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$100,000
	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$65,000
	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$5,000
(B) Total Receipts	$304,079	$304,079	$304,079	$304,079	$304,079	$304,079	$304,079	$304,079	$304,079	$304,079	$304,079	$304,079	$3,648,948
Cash Disbursements:													
PERSONNEL													
Principal	$6,944	$6,944	$6,944	$6,944	$6,944	$6,944	$6,944	$6,944	$6,944	$6,944	$6,944	$6,944	$83,325
Social Services (Social Worker/Counselor/Nurse)	$7,070	$7,070	$7,070	$7,070	$7,070	$7,070	$7,070	$7,070	$7,070	$7,070	$7,070	$7,070	$84,840
Technology Support	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Teachers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Arts/PE/Comp Sci	$10,192	$10,192	$10,192	$10,192	$10,192	$10,192	$10,192	$10,192	$10,192	$10,192	$10,192	$10,192	$122,305
Athletics/Extracurricular Coaches	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Guidance Counselor	$3,367	$3,367	$3,367	$3,367	$3,367	$3,367	$3,367	$3,367	$3,367	$3,367	$3,367	$3,367	$40,400
Special Education Teacher	$4,295	$4,295	$4,295	$4,295	$4,295	$4,295	$4,295	$4,295	$4,295	$4,295	$4,295	$4,295	$51,543
Office Manager	$3,367	$3,367	$3,367	$3,367	$3,367	$3,367	$3,367	$3,367	$3,367	$3,367	$3,367	$3,367	$40,400
Office Assistant	$2,273	$2,273	$2,273	$2,273	$2,273	$2,273	$2,273	$2,273	$2,273	$2,273	$2,273	$2,273	$27,270
Business manager	$6,944	$6,944	$6,944	$6,944	$6,944	$6,944	$6,944	$6,944	$6,944	$6,944	$6,944	$6,944	$83,325
Maintenance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Food Service	$3,030	$3,030	$3,030	$3,030	$3,030	$3,030	$3,030	$3,030	$3,030	$3,030	$3,030	$3,030	$36,360
Retirement Benefits	$22,057	$22,057	$22,057	$22,057	$22,057	$22,057	$22,057	$22,057	$22,057	$22,057	$22,057	$22,057	$264,687
Health Benefits	$14,407	$14,407	$14,407	$14,407	$14,407	$14,407	$14,407	$14,407	$14,407	$14,407	$14,407	$14,407	$172,887
FICA	$3,137	$3,137	$3,137	$3,137	$3,137	$3,137	$3,137	$3,137	$3,137	$3,137	$3,137	$3,137	$37,644
Other Payroll Expenses/Taxes	$1,093	$1,093	$1,093	$1,093	$1,093	$1,093	$1,093	$1,093	$1,093	$1,093	$1,093	$1,093	$13,111
Development Consultant	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Substitute Teachers / 1099 Staff	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Personnel	$88,175	$88,175	$88,175	$88,175	$88,175	$88,175	$88,175	$88,175	$88,175	$88,175	$88,175	$88,175	$1,058,096
INSTRUCTION													
Textbooks	$2,778	$2,778	$2,778	$2,778	$2,778	$2,778	$2,778	$2,778	$2,778	$2,778	$2,778	$2,778	$33,330
Classroom Supplies	$3,367	$3,367	$3,367	$3,367	$3,367	$3,367	$3,367	$3,367	$3,367	$3,367	$3,367	$3,367	$40,400
Computers	$253	$253	$253	$253	$253	$253	$253	$253	$253	$253	$253	$253	$3,030
Software	$84	$84	$84	$84	$84	$84	$84	$84	$84	$84	$84	$84	$1,010
Field Trips	$1,010	$1,010	$1,010	$1,010	$1,010	$1,010	$1,010	$1,010	$1,010	$1,010	$1,010	$1,010	$12,120
Instructional Equipment	$152	$152	$152	$152	$152	$152	$152	$152	$152	$152	$152	$152	$1,818
Library and Media Center	$105	$105	$105	$105	$105	$105	$105	$105	$105	$105	$105	$105	$1,263
Student Assessment	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$505
Classroom Furniture	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$7,000
PE Equipment	$152	$152	$152	$152	$152	$152	$152	$152	$152	$152	$152	$152	$1,818
Art Supplies	$17	$17	$17	$17	$17	$17	$17	$17	$17	$17	$17	$17	$202

Translation	$168	$168	$168	$168	$168	$168	$168	$168	$168	$168	$168	$168	$168	$2,020
Licenses and Permits	$1,113	$1,113	$1,113	$1,113	$1,113	$1,113	$1,113	$1,113	$1,113	$1,113	$1,113	$1,113	$1,113	$13,353
	$9,822	$9,822	$9,822	$9,822	$9,822	$9,822	$9,822	$9,822	$9,822	$9,822	$9,822	$9,822	$9,822	$117,869
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Instruction	**$19,645**	**$19,645**	**$19,645**	**$19,645**	**$19,645**	**$19,645**	**$19,645**	**$19,645**	**$19,645**	**$19,645**	**$19,645**	**$19,645**	**$19,645**	**$235,737**
SERVICES & SUPPLIES														
Student Uniforms	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Athletic Program	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Supplies	$1,091	$1,091	$1,091	$1,091	$1,091	$1,091	$1,091	$1,091	$1,091	$1,091	$1,091	$1,091	$1,091	$13,094
Office Furniture	$92	$92	$92	$92	$92	$92	$92	$92	$92	$92	$92	$92	$92	$1,100
Office Computers & Software	$760	$760	$760	$760	$760	$760	$760	$760	$760	$760	$760	$760	$760	$9,120
Printing and Copy Services	$2,352	$2,352	$2,352	$2,352	$2,352	$2,352	$2,352	$2,352	$2,352	$2,352	$2,352	$2,352	$2,352	$28,218
Postage and Shipping	$249	$249	$249	$249	$249	$249	$249	$249	$249	$249	$249	$249	$249	$2,994
Bookkeeping	$187	$187	$187	$187	$187	$187	$187	$187	$187	$187	$187	$187	$187	$2,242
Audit	$2,663	$2,663	$2,663	$2,663	$2,663	$2,663	$2,663	$2,663	$2,663	$2,663	$2,663	$2,663	$2,663	$31,956
Payroll Services	$509	$509	$509	$509	$509	$509	$509	$509	$509	$509	$509	$509	$509	$6,108
Banking Fees	$1,444	$1,444	$1,444	$1,444	$1,444	$1,444	$1,444	$1,444	$1,444	$1,444	$1,444	$1,444	$1,444	$17,327
Legal Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Liability & Property Insurance	$5,588	$5,588	$5,588	$5,588	$5,588	$5,588	$5,588	$5,588	$5,588	$5,588	$5,588	$5,588	$5,588	$67,059
Staff Development	$3,549	$3,549	$3,549	$3,549	$3,549	$3,549	$3,549	$3,549	$3,549	$3,549	$3,549	$3,549	$3,549	$42,594
Special Education	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Health Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Staff Recruitment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Student Recruitment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Tech Support	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Phone/Internet Service	$1,286	$1,286	$1,286	$1,286	$1,286	$1,286	$1,286	$1,286	$1,286	$1,286	$1,286	$1,286	$1,286	$15,438
Food Service	$14,956	$14,956	$14,956	$14,956	$14,956	$14,956	$14,956	$14,956	$14,956	$14,956	$14,956	$14,956	$14,956	$179,467
Transportation	$5,266	$5,266	$5,266	$5,266	$5,266	$5,266	$5,266	$5,266	$5,266	$5,266	$5,266	$5,266	$5,266	$63,189
Health Supplies	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$505
Pest Control	$84	$84	$84	$84	$84	$84	$84	$84	$84	$84	$84	$84	$84	$1,010
Janitorial Supplies & Services	$6,060	$6,060	$6,060	$6,060	$6,060	$6,060	$6,060	$6,060	$6,060	$6,060	$6,060	$6,060	$6,060	$72,720
Waste Disposal	$44	$44	$44	$44	$44	$44	$44	$44	$44	$44	$44	$44	$44	$525
Marketing	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Fund Raising (Development)	$577	$577	$577	$577	$577	$577	$577	$577	$577	$577	$577	$577	$577	$6,930
Principals Discretionary Fund	$733	$733	$733	$733	$733	$733	$733	$733	$733	$733	$733	$733	$733	$8,793
Total Services & Supplies	**$47,532**	**$47,532**	**$47,532**	**$47,532**	**$47,532**	**$47,532**	**$47,532**	**$47,532**	**$47,532**	**$47,532**	**$47,532**	**$47,532**	**$47,532**	**$570,389**
FACILITIES														
Rent/Lease/Mortgage	$107	$107	$107	$107	$107	$107	$107	$107	$107	$107	$107	$107	$107	$1,285
Grounds Maintenance	$152	$152	$152	$152	$152	$152	$152	$152	$152	$152	$152	$152	$152	$1,818
Maintenance & Repair	$182	$182	$182	$182	$182	$182	$182	$182	$182	$182	$182	$182	$182	$2,182
Utilities	$6,965	$6,965	$6,965	$6,965	$6,965	$6,965	$6,965	$6,965	$6,965	$6,965	$6,965	$6,965	$6,965	$83,575
Fire Safety and Compliance	$101	$101	$101	$101	$101	$101	$101	$101	$101	$101	$101	$101	$101	$1,212
Misc. Expenses	$743	$743	$743	$743	$743	$743	$743	$743	$743	$743	$743	$743	$743	$8,919
Moving & Capital Additions	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$1,000
Total Facilities	**$8,333**	**$8,333**	**$8,333**	**$8,333**	**$8,333**	**$8,333**	**$8,333**	**$8,333**	**$8,333**	**$8,333**	**$8,333**	**$8,333**	**$8,333**	**$99,991**
(C) TOTAL DISPURSEMENTS	**$163,684**	**$163,684**	**$163,684**	**$163,684**	**$163,684**	**$163,684**	**$163,684**	**$163,684**	**$163,684**	**$163,684**	**$163,684**	**$163,684**	**$163,684**	**$1,964,213**
CONTINGENCY FUND	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
(D) NET REVENUE (B-C)	**$140,395**	**$140,395**	**$140,395**	**$140,395**	**$140,395**	**$140,395**	**$140,395**	**$140,395**	**$140,395**	**$140,395**	**$140,395**	**$140,395**	**$140,395**	**$1,684,735**
ENDING CASH (A+D)	**$3,715,293**	**$3,855,687**	**$3,996,082**	**$4,136,476**	**$4,276,871**	**$4,417,265**	**$4,557,660**	**$4,698,054**	**$4,838,449**	**$4,978,844**	**$5,119,238**	**$5,259,633**		

PRIVATE SOURCES OF REVENUE

ROBERT W. WOODRUFF FOUNDATION

January 28, 2013

Mr. H. Thurston Cooke II
Chair
Board of Directors
International Community School
2418 Wood Trail Lane
Decatur, Georgia 30033

Dear Thurston:

Thank you for your recent report on the Woodruff Foundation's grant to the International Community School for its $1.14 million campaign. We understand that you have raised almost $940,000 to date and have undertaken the first phase of improvements to the school at a cost of $466,000. The Foundation was pleased to provide support for ICS to obtain a permanent home that has had a positive impact on the school community.

We wish you all the best as you work to raise the remaining funds to complete the campaign. In the meantime, I would enjoy touring the school and am working with Lauren to find a date that is convenient for a visit.

Sincerely,

Lizzy Smith
Grants Program Director

191 PEACHTREE STREET NE · SUITE 3540 · ATLANTA, GEORGIA 30303
404-522-6755 · WWW.WOODRUFF.ORG

Bank of America
Merrill Lynch

GRANT AGREEMENT FORM

On April 20th, the Trustee and Distribution Committee of the **Florence Hunt Maxwell Foundation** (Grantor) granted to **International Community School, Inc.** (Grantee), the amount of **$1,500.00** payable over one-year to support the **General operations of the organization.**. The Grantee agrees and consents to the following conditions of the grant:

1. Grantee will use the grant solely for the purposes stated in the accompanying cover letter and in the application submitted to Bank of America, Philanthropic Management.

2. Grantee agrees that in any press publicizing this grant, the Grantor will be recognized in the following manner: **The Florence Hunt Maxwell Foundation, Bank of America, Trustee.** In instances when a press release is developed for distribution to major media outlets, the Grantee agrees to forward a draft to Bank of America, Philanthropic Management for approval.

3. Grantee will submit an end-of-grant report to Grantor due by **March 1, 2013**. Such report will describe the progress the Grantee has made toward achieving the purposes for which this grant was made and will detail all expenditures made from the granted funds as compared to the request budget. If the grant awarded is for a period longer than one-year from this date, Grantee will submit such reports, as described above, annually upon the anniversary date of this grant until the end of the grant period specified in the award letter.

4. Grantee acknowledges that no goods, services, or benefits have been or will be provided by the Grantee or any related party in connection with this grant.

5. Grantee will advise Bank of America Philanthropic Management immediately if the federal government, IRS, state, or local authorities notify the Grantee of a change in the Grantee's tax exempt status.

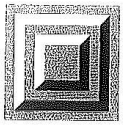
6. Grantee shall not use any portion of the funds granted herein to carry on lobbying or otherwise to attempt to influence specific legislation, either by direct or grassroots lobbying, nor to carry on directly or indirectly a voter registration drive, nor to make grants to individuals on a non-objective basis, nor to use the funds for any non-charitable purpose.

IN WITNESS WHEREOF, this Grant Agreement is signed this 11th day of May, 2012.

International Community School, Inc.
(Grantee)

By _____
Executive Director

INTERNATIONAL COMMUNITY SCHOOL
3260 COVINGTON HWY
DECATUR, GA 30032



THE J.B. FUQUA FOUNDATION, INC.

November 26, 2012

Ms. Lauren Azoulai
Director of Development
International Community School
2418 Wood Trail Lane
Decatur, GA 30033

Dear Lauren,

The J. B. Fuqua Foundation has approved a grant of $15,000 to the International Community School to be used for the "School Within the School" program and/or the Reading Recovery program. The grant check is enclosed, as well as a grant receipt which we ask you to return to us.

We look forward to receiving a summary report of the programs by November, 2013.

We wish you best of luck in the coming year.

Sincerely,

Anne Sterchi
Executive Director

Encl.

3350 Riverwood Parkway Suite 700 Atlanta, Georgia 30339 Tel: 404.815.4500 Fax: 404.815.4528

Development Copy
Donor Perfect 11-2-12

WINDERWEEDLE, HAINES,
WARD & WOODMAN, P.A.
ATTORNEYS AT LAW
MAIN TELEPHONE (407) 423-4246
WWW.WHWW.COM

Please Reply To:
Winter Park Office

Harold A. Ward
Direct Dial: (407) 246-
E-mail: hward@whww

October 25, 2012

MEMORANDUM

TO: Directors - Warren and Augusta Hume Foundation, Inc.

FROM: Harold A. Ward, III

In order to bring our files up to date, I would appreciate your requesting each grant recipient to forward a copy of its most IRS Determination Letter to me. This is important to insure that we have the proper documentation for IRS.

Please let me know if there are any questions.

Respectfully submitted,

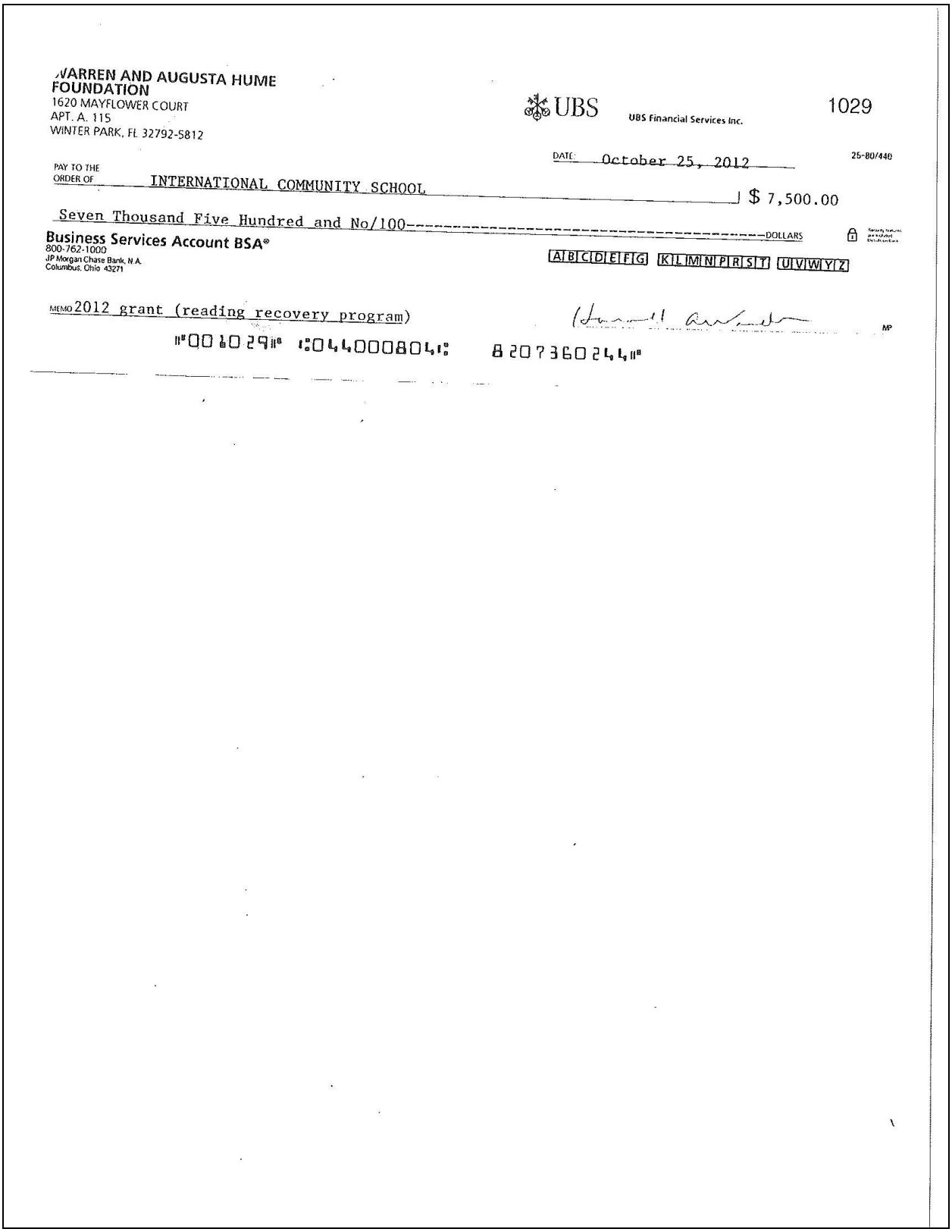
/Harold A. Ward

Harold A. Ward, III, Secretary

Mail to:
Harold Ward
Box
Winter Park, FL

MR. Harold Ward
The Warren + Augusta Hume Fdn
P.O. Box 880
32790-0880

Lauren -
P.S. Please call 404-231-0879 to confirm receipt of this check. Feel free to leave a message if you don't get me directly.
Nick Hume



WARREN AND AUGUSTA HUME FOUNDATION
1620 MAYFLOWER COURT
APT. A. 115
WINTER PARK, FL 32792-5812

UBS Financial Services Inc.

1029

DATE: October 25, 2012

25-80/440

PAY TO THE ORDER OF INTERNATIONAL COMMUNITY SCHOOL $ 7,500.00

Seven Thousand Five Hundred and No/100----------DOLLARS

Business Services Account BSA®
800-762-1000
JP Morgan Chase Bank, N.A.
Columbus, Ohio 43271

[A][B][C][D][E][F][G] [K][L][M][N][P][R][S][T] [U][V][W][Y][Z]

MEMO 2012 grant (reading recovery program)

MP

⑈001029⑈ ⑆044000804⑆ 8207360244⑈

THE COMMUNITY FOUNDATION FOR
THE NATIONAL CAPITAL REGION
GRANTS ACCOUNT
1201 - 15TH STREET, NW SUITE 420
WASHINGTON, DC 20005
202-955-5890

CAPITAL ONE, N.A.
FRANKLIN, LOUISIANA
84-72/652

302785

NUMBER

DATE

AMOUNT

PAY TO THE ORDER OF

* Five Thousand Dollars and Zero Cents *

6/6/2012

$5,000.00

International Community School
ATTN: Ms. Laurent Ditmann
3260 Covington Highway
Decatur, GA 30032

3 SIGNATURES REQUIRED FOR AMOUNTS OVER $1 MILLION
2 SIGNATURES REQUIRED FOR AMOUNTS OVER $5000

VOID AFTER 90 DAYS

⑈302785⑈ ⑆065200722⑆ 54 20⑈5230 9⑈

302785

June 06, 2012
Check Number: 302785
Grant Number: 12007011
Purpose: to purchase school library books and magazines

The Community Foundation for the National Capital Region and its affiliates is pleased to provide International Community School this grant in the amount of $5,000.00.

By accepting this grant award, your school agrees to the following terms. The grant will be used solely for the purchase of library books and magazines as described in the school's grant application; any modifications must receive The Community Foundation for the National Capital Region's prior approval. The use of this grant prohibits funding for shelving, furniture, equipment, staffing, software, videos, guides, tests or exams, classroom book sets or other similar items. The grant award must be returned to The Community Foundation for the National Capital Region if the funds are not allocated by December 31, 2012. A final report is required for this grant award. The final report must be submitted by May 1, 2013, to laurabushfoundation@cfncr.org.

Your acceptance of this grant certifies to The Community Foundation for the National Capital Region that no private individual, including the donor or advisor(s) will receive a private benefit, goods or services from this award.

The grant was provided from the **Laura Bush Foundation for America's Libraries Fund**. Questions regarding this grant may be forwarded to Laura Bush Foundation for America's Libraries at laurabushfoundation@cfncr.org or 202-955-5890.

DP 6-11-12

The Community Foundation for the National Capital Region is a 501(c) (3) tax-exempt, publicly supported organization serving the greater Capital region, and it has exclusive legal control over the contributed assets. A copy of CFNCR's current financial statement is available upon request by contacting the Community Foundation at www.cfncr.org.

cf NATIONAL STANDARDS™

The Community Foundation for the National Capital Region
1201 15th Street NW, Suite 420 | Washington, DC 20005 | Phone: (202) 955-5890 | Fax: (202) 955-8084

SF4001TOPL6-1 REORDER FROM YOUR LOCAL SAFEGUARD DISTRIBUTOR, IF UNKNOWN, CALL 800-523-2422 J3F1PD0010000 B12SF006662

INTERNATIONAL COMMUNITY SCHOOL

2418 Wood Trail Lane • Decatur, Georgia 30033 • Tel 404-499-8969 • Fax 404-499-8968 • www.icsgeorgia.org

January 14, 2013

Ms. Lynn Pattillo, President
The Pittulloch Foundation
5830 E. Ponce de Leon Avenue
Stone Mountain, GA 30083

Dear Lynn:

It was with tremendous gratitude that we received your generous contribution of $150,000 to our capital campaign to help us with the renovation of our new home at the Medlock School. Your support of the International Community School has always been appreciated. This gift comes as we enter our second decade, and we are proud to still have the Pittulloch Foundation as a partner in our intentional diversity and our outreach to DeKalb's refugee and immigrant community.

I wanted to first thank you more personally by phone and have already left you a detailed message, which I hope you received. We were intrigued by your offer to allow us to leverage your gift to seek matching gifts from others. We would like to have a conversation with you about the parameters of using the gift as a challenge grant in a way that will be the greatest benefit to the school. I hope we will be able to set up a meeting with you very soon.

ICS welcomed the information you provided about child sexual abuse training and the Georgia Center for Child Advocacy. A member of the school's management team will be in touch with Tiffany Sawyer to discuss moving forward. Our teaching staff and many other staff have already been trained by a social worker from the DeKalb County School District; our bus drivers are also from DCSD, and they are subject to the same training. We are particularly interested in help with training for our volunteers.

I would like to confirm that the Pittulloch Foundation did not receive any benefits from your contribution.

We would welcome the opportunity to show you our new home. We will follow up with you to schedule a visit. Thank you again for your support of ICS and for all you do for the welfare and education of children in Georgia.

Sincerely,

H. Thurston Cooke II, Chairman
Board of Directors

THE PITTULLOCH FOUNDATION

December 21, 2012

Mr. Thurston Cooke, II
Chairman, Board of Directors
International Community School
2418 Wood Trail Lane
Decatur, GA 30033

Dear Thurston,

Please accept this one-time $150,000 contribution from the Pittulloch Foundation to the International Community School to support its capital campaign as it relates to the renovation of the school. Please use this grant to solicit pledges from new contributors, current and past donors, agencies and other foundations and to encourage and generate matching funds.

The Pittulloch Foundation requires all grantees serving youth to have strong child sexual abuse prevention policies in place and evidence-based child sexual abuse prevention training completed as part of their grant applications.

Child sexual abuse training empowers responsible adults to make a difference in terms of response, intervention and prevention with the students they interact with in schools. Child sexual abuse training should be a part of every school system's professional development training and should include all employees including bus drivers, cafeteria workers, coaches, teachers, staff and volunteers.

The Stewards for Children training by Darkness to Light (www.d2l.org) is the one we feel offers the best training and information. Please follow up with Tiffany Sawyer, Director, Prevention Services (tiffanys@gacfca.org) at Georgia Center for Child Advocacy, to discuss how the International Community School can work towards accomplishing this goal.

Please send a letter stating that the Pittulloch Foundation did not receive any benefits from this contribution.

Thank you for the stability the school brings to the children and families in the community.

Sincerely,

Lynn Pattillo
President

LP/mlw
Attachment
Cc: Tiffany Sawyer

5830 E. Ponce de Leon Ave | Stone Mountain, GA 30083 | O 770.938.6366 | F 770.939.4627

THE RICH FOUNDATION, INC.

11 PIEDMONT CENTER, SUITE 204
3495 PIEDMONT ROAD, NE
ATLANTA, GEORGIA 30305-1711

404-262-2266
RICHFOUNDATIONATLANTA.ORG

December 4, 2012

Ms. Lauren Azoulai
Director of Development
International Community School
2418 Wood Trail Lane
Decatur, GA 30033

Dear Ms. Azoulai:

Enclosed is a $25,000 grant from The Rich Foundation to assist in the renovation, equipping and furnishing of your new school. Please keep us informed of your progress.

In addition, at your convenience, please sign and return the enclosed reply card indicating receipt of this grant.

Yours Sincerely,

Thomas J. Asher
President

Encl. $25,000
Reply card

The Sartain Lanier Family Foundation, Inc.

Trustees:

J. Hicks Lanier
Chairman
Cecil D. Conlee
Vice Chairman
Julie Lanier Balloun
John B. Ellis
Claudia M. Livingston
E. Jenner Wood, III

Mark B. Riley
Director
Patricia E. Lummus
Associate Director

May 25, 2012

Ms. Lauren Azoulai
Director of Development
International Community School
3260 Covington Highway
Decatur, GA 30032

Dear Lauren:

At the May 15 meeting of the Sartain Lanier Family Foundation, the Board of Trustees approved a grant for the International Community School's capital campaign for costs associated with the move to a permanent school campus. This grant is for a total of $50,000 payable over two years, and we are pleased to enclose the first payment in the amount of $25,000. Additional payments will be made at this same time next year.

We are honored once again to be counted among your supporters. Please call us if you have any questions.

Kind regards,

Patricia E. Lummus
Associate Director

Enclosure

25 Puritan Mill • 950 Lowery Boulevard, N.W. • Atlanta, Georgia 30318 • 404/564-1259 • FAX 404/564-1251
www.lanierfamilyfoundation.org

Tull Charitable Foundation, Inc.

November 12, 2012

H. Thurston Cooke II
Chairman of the Board
International Community School
2418 Wood Trail Lane
Decatur GA 30033-4849

Dear Mr. Cooke:

Enclosed is a check in the amount of $50,000, representing full payment of the 2012 grant award authorized by the Trustees of this Foundation for the International Community School.

I do look forward to receiving updates on the progress of your capital campaign and of the projects funded by this campaign.

On behalf of the Foundation's Trustees, we are pleased to be able to help with the renovation of your new school facility.

Sincerely,

Barbara T. (Bobbi) Cleveland
Executive Director

enclosure

50 Hurt Plaza, Suite 1245 Atlanta, Georgia 30303 (404) 659-7079 www.tullfoundation.org

Exhibit 7: DEKALB START-UP CHARTER SCHOOL PETITION REQUIREMENTS CHECKLIST

Petitioner: ICS

I. CHARTER SCHOOL/PETITIONER INFORMATION

1. Page 3 – List the proposed grade levels and ages of students to be served by the charter school.

2. Page 3 – Detail the proposed duration of the charter, pursuant to OCGA § 20-2-2067.1 (b).

II. STATEMENT OF INTENT

3. Page 3 – Describe the charter school's mission.

4. Page 3 – Provide a description of how the proposed charter school promotes the legislative intent of the charter schools program to "increase student achievement through academic and organizational innovation," in accordance with OCGA § 20-2-2061.

III. DESCRIPTION OF THE EDUCATIONAL PROGRAM

5. Page 3 – Describe the focus of the curriculum.

6. Page 3 – Describe the instructional methods to be used, including any distinctive or unique instructional techniques or educational programs to be employed.

7. Page 3 – Describe the anticipated teacher-to-student ratio and the rationale for maintaining this ratio. See Class Size Rule 160-5-1-.08 for compliance.

8. Page 3 - Describe how the charter school will meet the needs of students identified as gifted and talented.

9. Page 3 – Describe any extracurricular or other auxiliary educational activities the charter school may offer, including any partnerships between the charter school and the local school system or other community agency(ies) regarding charter school students utilizing extracurricular activities at the local school that the student would otherwise attend, or at any other community location.

10. Page N/A – 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 as defined in SBOE Rule 160-4-2-.47.

Additional DCSD Academics Requirements:

11. Exhibit 13: Full Curriculum – Attach a copy of the curriculum aligned with Georgia Performance Standards and align with the Quality Core Curriculum where applicable.

Please note that the State of Georgia will be participating in the National Common Core Standards for curriculum and all charters are required to be in compliance with these standards.

IV. STATE AND FEDERALLY MANDATED SERVICES

12. Page 3 – For students with disabilities, describe how the school will provide state and federally mandated service and comply with all special education laws, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.

13. Page 3 – For English Language Learners, describe how the charter school will provide state and federally mandated services.

14. Pages 3 and 3 – Describe how the charter school will provide supplemental educational services in required cases pursuant to SBOE Rule 160-4-5-.03.

15. Page 3 – Describe how the charter school will provide remediation in required cases pursuant to SBOE Rule 160-4-5-.01.

V. PERFORMANCE-BASED GOALS AND OBJECTIVES

16. Page 3 – Please list and describe in detail the specific academic performance-based goals and measurable objectives for the charter school, which at a minimum must include goals and objectives that are related to state and Federal assessment standards, measurable on an annual basis, attainable, and reflect the mission set forth in the petition. The petition must demonstrate that the performance based goals and objectives will result in continuous improvement in student achievement and will comply with the Single Statewide Accountability System. Failure to meet specific performance based goals and measurable objectives may result in charter termination.

VI. WAIVERS

17. Page 3 and Exhibit 16: Waivers - Title 20, State Rule, DeKalb Local Policy Waiver Requests – State whether the charter school will or will not utilize the broad flexibility from law, rule, and regulation permitted by OCGA § 20-2-2065(a). DeKalb is not inclined to accept a blanket waiver. List waivers being requested and how they will support raising student academic achievement.

18. Page 3 – If the school will utilize this flexibility, state that the charter school will comply with all the requirements of the Single Statewide Accountability System and will meet or exceed the performance-based goals included in the charter including but not limited to raising student achievement. Please provide a description of illustrative examples of how the charter school will implement the flexibility granted by the broad flexibility waiver to meet or exceed the performance-based goals and to increase student achievement. This should explicitly state what the flexibility granted

will allow the charter to accomplish over the course of the charter term. The petition shall include illustrative examples of how the charter will implement the flexibility to meet or exceed the performance-based goals and to increase student achievement.

19. Exhibit 16: Waivers - Title 20, State Rule, DeKalb Local Policy Waiver Requests – If the school will NOT utilize this flexibility, the school must enumerate specifically what waivers it is requesting and the rationale for each including how each waiver shall help the school meet or exceed the performance goals and to increase student achievement. Describe further how each waiver shall help the school meet or exceed the performance-based goals included in its charter.

VII. DESCRIPTION OF ASSESSMENT METHODS

20. Page 3 – Describe the charter school's plan to obtain student performance data for each student, which must include how the current baseline standard of achievement shall be determined in order to meet the petition's performance-based goals and measurable objectives. For the charter school's first year, baseline student achievement data shall be collected within three months of the first day of school. This data may include, but is not limited to, standardized assessment results from previous school years.

21. Page 3 – Describe how the charter school's assessment plan will measure student improvement and over what period of time.

22. Page 3 – Describe how the charter school will use this assessment data to monitor and improve achievement for all students.

23. Page 3 – Provide a statement detailing how the school shall comply with the accountability provisions of OCGA § 20-14-30 through § 20-14-41 and federal accountability requirements, including the manner in which the school shall work with the authorizer(s) to participate in statewide assessments.

24. Page 3 – Please state how the school shall comply with the accountability provisions of OCGA § 20-14-30 through § 20-14-41 and federal accountability requirements, including the manner in which the school shall work with the authorizer (s) to participate in statewide assessments.

25. Exhibit 4: Proposed Annual Calendar and Daily School Schedule – Attach the charter school's proposed annual calendar and a draft of the charter school's daily school schedule. This calendar shall align with DeKalb County's calendar for all assessments required by the State.

VIII. DESCRIPTION OF SCHOOL OPERATIONS

26. Page 3 – Describe the attendance zone for the charter school, pursuant to OCGA § 20-2- 2062 (1.1).

27. Page 3 – Describe the rules and procedures that will govern the admission of students to the charter school.

28. Exhibit 3: Pre-Lottery Student Application – Describe or attach a copy of any admissions application the charter school proposes to use or a description of the application that demonstrates that the application conforms to requirements set forth in the Guidance accompanying this Rule, including the requirement that charter schools shall have open enrollment.

29. Page 3 – Describe whether the charter school will use any enrollment priorities pursuant to OCGA § 20-2-2066(a) and (b). Additionally, students not residing in DeKalb County are not eligible to attend the charter school. A charter school may not charge tuition.

30. Page 3 – Describe the steps that will be taken to reach students that are representative of the racial and socioeconomic diversity in the school system.

31. Page 3 – Describe the rules and procedures concerning student discipline and student dismissal (including code of conduct and student due process procedures). It is advisable to adopt DeKalb's Code of Student Conduct. See DeKalb's Code of Student Conduct for Guidance and attach a copy in the Appendix.

32. Page 3 – Describe the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers.

33. Page 3 – Generally describe the charter school's employment procedures and policies.

34. Page 3 – If certification by the Georgia Professional Standards Commission (GAPSC) is not required, please provide a description of the training and experience that will be required, including how the school will determine whether a teacher has demonstrated competency in the subject area(s) in which he/she will teach as required by NCLB. 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.

35. Page 3 – Describe whether the charter school will use the state salary schedule, and if another schedule will be used, provide that schedule.

36. Page 3 – Describe the charter school's procedures to ensure compliance with the requirement that staff members are subject to fingerprinting and background checks.

37. Page 3 – Describe the charter school's insurance coverage, including the terms and conditions and coverage amounts thereof.

38. Page 3 – Describe whether transportation services will be provided and include a statement that the transportation program will comply with applicable law. If

transportation services are not provided, explain how this will not discourage eligible students from attending the school.

39. Page 3 – State whether the charter school will provide food services (including participation in federal school meals programs). If food services will be provided, please describe this program briefly.

40. Page 3 – State whether the charter school will elect to participate in the State Health Benefit Plan as provided pursuant to OCGA§ 20-2-880 and OCGA § 20-2-910.

Additional DCSD Personnel Requirements:

41. Page 3 – Describe the proposed staff qualifications, employee recruitment procedures, hiring practices, compensation, and employee evaluation procedures. For Conversion Charters: please state, the charter will 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. DeKalb County Schools maintains absolute authority in all employment matters.

IX. FACILITIES

42. Page 3 – Describe the school facilities to be used, their location(s), and any pending modifications necessary for utilizing the space for educational purposes. Please state whether the building is new or existing. Building plans must be approved by the DeKalb County School's Facilities department. If the charter intends to lease or contract with a church or other religious organization, please attach a completed questionnaire regarding this arrangement (please see DCSD Charter Guidelines for this form).

43. Page 3 – Please provide a statement that any future facility used to house students will be subject to approval by the local Board of Education and the Department prior to occupancy.

44. Page 3 – Provide documentation of ownership or a copy of the lease of the facility. If ownership documentation or a lease is unavailable, provide a timeline for obtaining such facilities or providing such documentation (this question does not apply to conversion charter schools).

45. Page 3 – Attach a copy of Certificate of Occupancy. Please provide a Certificate of Occupancy, or a timeline detailing the latest possible date by which the Certificate of Occupancy will be obtained prior to students occupying the proposed facility.

46. Page 3 – Provide the school's emergency safety plan, which may constitute a statement that the petitioner will prepare a safety plan in accordance with OCGA § 20-2-1185 and will submit and obtain approval of that plan from the Georgia

Emergency Management Agency by a specified date.

Additional DCSD Facilities and Insurance Requirements:

47. Page 3 – Provide a copy of the school's site selection form.

X. PARENT AND COMMUNITY INVOLVEMENT

48. Page 3 – Describe how parents, community members, and other interested parties contributed to the development of the petition and how they will be involved in the school.

Additional DCSD Community Understanding Requirements:

49. Pages 3 and 3 – 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 (see DCSD Guidelines for Charter School Petitions for details).

XI. DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS

50. Page 3 – Indicate whether the school will utilize the local school board for fiscal management; and, if so, specify what autonomy the charter school will have over budgets and expenditures.

51. Exhibit 6: Budget and Financial Information – Please use the spreadsheets provided by GADOE to accompany Guidance for Georgia State Board of Education Rule 160-4-9-.04, which list detailed budget information projecting revenues and expenditures for the first five years of the proposed charter term. For the first two years of the charter term, the detailed budget information must include spreadsheets projecting revenues and expenditures that assume one-half of the projected student enrollments for the first two years. If any sources of revenue appearing in the spreadsheets are anticipated to come from private sources, documentation of such revenues must be included along with the petition.

52. Page 3 – Please state that the school is subject to an annual financial audit by an independent Georgia-licensed Certified Public Accountant, in accordance with OCGA § 20-2-2065 (b) (7). The financial reporting format shall be in conformity with generally accepted accounting principles.

53. Page 3 – Identify the school's Chief Financial Officer and describe how that person's credentials comply with the Guidance for Georgia State Board of Education Rule 160-4-9-.04 for the purpose of developing and adhering to generally accepted accounting principles.

54. Page 3 – Provide a description of the method used to recruit the number of anticipated students at the school and a statement setting forth the school's plan for maintaining and/or increasing attendance.

55. Page 3 – Describe the manner in which the school's enrollment count will be determined for the purposes of calculating charter school funding, pursuant to OCGA § 20-2-2068.1 (c) or OCGA§ 20-2-2090 (d), as appropriate.

56. Page 3 – Provide a proposed timeline as to when the charter school expects to receive state and local funding from the local board in order to begin operations.

57. Page 3 – Please state that the charter school will comply with the federal monitoring requirements for schools receiving federal funds.

Additional DCSD Community Understanding Requirements:

58. Page 3 – Please describe in detail the school's plans for securing other sources of funding.

XII. DESCRIPTION OF GOVERNANCE STRUCTURE

59. Page 3 – Please describe in detail how the charter school will be governed.

60. Page 3 – Please state that the governing board shall be subject to the control and management of the local board and subject to the provisions of OCGA §§ 50-14-1 et seq. and 50-18-70 et seq.

61. Pages 3 and 3 – Describe in detail the governing board's function, duties, and composition, including the board's role as it relates to the charter school's mission. Also include information on how and when governing board members will be selected, trained, how long each governing board member will serve, how governing shall avoid conflicts of interests and how governing board members may be removed from office, as outlined in Georgia State Board of Education Rule 160-4-9-.04.

62. Page 3 – Describe how parents, community members, or other interested parties will be involved in the charter school's governing board.

63. Page 3 – Describe the method that the local board and the charter school plan to utilize for resolving conflicts.

64. Page 3 – List any proposed business arrangements or partnerships with existing schools, educational programs, businesses, or nonprofit organizations and disclose any potential conflicts of interest. This includes a copy of any intended contracts for the provision of educational management services or the provision of supplemental educational services and remediation, and any agreements with other local schools for the charter school students' participation in extracurricular activities such as interscholastic sports and clubs.

65. Exhibit 1: Certificate of Incorporation for the Required Georgia Nonprofit Corporation – Attach an official copy of the certificate of incorporation for the required Georgia nonprofit corporation from the Georgia Secretary of State, pursuant to OCGA § 20-2-

2065(b)(4)]

66. Page Exhibit 2: By-Laws for the Nonprofit Corporation – Please provide a copy of the by-laws for the nonprofit corporation, pursuant to OCGA § 20-2-2065(b)(4)]. (Conversion Charter Schools do not need to provide certificates of incorporation; however the by-laws to be used by the governing board are still required).

Additional DCSD Governance Requirements:

67. Page 3 – Please provide a complete and signed conflict of interest for each proposed founding board member (see DCSD Guidelines for Charter School Petitions 2013 for this form).

68. Page 3 - Please provide a resume 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.

69. Page 3 - Please provide a brief plan for continuous governance training, recruitment, and retention of high quality governing board members.

70. Page 3 - Describe the governing board's role in resolving teacher, parent, and student grievances and other conflicts.

XIII. STATEMENT ON ANNUAL REPORT

71. Page 3 – State that the charter school shall, by October 1, 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 complies with all requirements set out in OCGA § 20-2-2067.1(c)(1)-(6).

Charter schools must use the template provided by the Department of Education to complete the report.

Other Additional DCSD Requirements:

72. Page 3 – Please provide information on the charter board's legal counsel and how the proposed school will ensure compliance with the requirements of law with respect to legal issues.

73. Page 3 – Please complete the insurance/indemnification clause as stated (see DCSD Guidelines for Charter School Petitions 2013 for required wording).

74. Page 3 – Please include the Indemnification and insurance requirements to be met by charter petitioner. The statement that must be included can be found in the DeKalb County Schools Charter Schools Guidance. Pursuant to OCGA § 20-2-2065(b)(5), each insurance policy required by the DeKalb County Board of Education for every charter

school shall contain a statement that the DeKalb County Board of Education be included as an additional insured. Copies of each policy shall be provided to the DeKalb Charter Schools Office prior to the opening of school, the charter petition shall include a statement that the charter school shall hold harmless and indemnify DeKalb County School District, the board of education, its members, officers and employees for every liability, claim or demand upon the charter school; and the charter school petition shall contain a statement that the charter school agrees to defend and indemnify the DeKalb County Board of Education in any action from the charter school's activities.

Required insurance coverages are as follows with coverage amounts as written:

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

75. Exhibit 21: Insurance Forms – Please attach any other relevant materials referenced in your petition. These materials may include academic and financial data for other schools managed by the educational management organization, program descriptions, letters of support from the community, etc. Any other handbooks, policies, or procedures referenced in your charter must be attached (see DCSD Guidelines for Charter School Petitions 2013 for a list of possible attachments/appendices).

76. Page 3 – Please provide required charter assurances document.

FOR CHARTER RENEWALS ONLY

All charter renewal petitions that are submitted by a charter petitioner to the local board must meet all petition requirements in sections I. through XIII above. Additionally, if the renewal is for a conversion charter, please include section XIV.

a. Exhibit 9: GA DOE Renewal Charter School Addendum – Please provide an executive summary that includes a succinct overview of the performance of the school or schools over the term the charter and the proposed changes to the charter.

b. Exhibit 9: GA DOE Renewal Charter School Addendum – Please provide information that demonstrates the success of the charter school(s) during the previous charter term(s). This demonstration shall explain how the charter school(s) succeeded in meeting the annual measurable objectives of AYP and the performance-based objectives stated in the charter and how the charter school(s) succeeded in achieving financial and organizational stability and effectiveness. For high school cluster charter renewal petitions, this demonstration must address each charter school in cluster and the cluster

as a whole.

Exhibit 8: GEORGIA DEPARTMENT OF EDUCATION START-UP CHARTER SCHOOL PETITION REQUIREMENTS CHECKLIST

1) THE CASE: WHY DO YOU WANT A CHARTER?

See section 3.0.

2) ACADEMIC OBJECTIVES, PLANS, AND WAIVERS

1. Complete the Academic Goals form (located on website). Section 6.1.
2. How will the charter school governing board, management, instructional leadership, faculty, and staff know that students are on track to meet these academic goals? See section 8.0.
3. 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? See section 8.0.
4. What are the school's plans for educating special populations? See sections 4.4 and 5.0.
5. Which of the specific actions in the academic plan require a waiver of state law, rule, or guidelines? See section 7.0.

3) ORGANIZATIONAL OBJECTIVES, PLANS, AND WAIVERS

6. State the school's Organizational Goals and Measures. See section 6.2.
7. What specific actions will the school take to achieve its organizational performance objectives? See section 6.2.
8. Which of the specific actions in the organizational plan require a waiver of state law, rule, or guidelines? See sections 6.2 and 7.0.

4) GOVERNANCE

9. Describe how an autonomous governing board will make decisions for the school. See section 15.0.

5) CONTRACTS WITH EDUCATIONAL SERVICE PROVIDERS

10. Does the charter school intend to contract, or has the school contracted, with an education service provider (ESP) to provide management services? If so, please complete this section. Not Applicable.

6) FINANCIAL OBJECTIVES, PLANS, AND WAIVERS

11. State the school's Financial Goals and Measures. See section 6.3.
12. What specific actions will the school take to achieve the financial performance objectives? See section 6.3.

13. Which of the specific actions in the financial plan require a waiver of state law, rule, or guidelines? See sections 6.3 and 7.0.

7) STUDENT ADMISSIONS

14. How will students be admitted to the charter school? See section 9.2.

8) FACILITIES

15. Describe the school facility that the charter school proposes to use. See section 11.0.
16. Does the charter school have an MOU for the facility pending charter and facility approval? See section 11.4.
17. Does the charter school have a Certificate of Occupancy (CO) for the proposed facility? See section 11.3.
18. Does the charter school have an emergency safety plan pursuant to OCGA § 20-2-1185 for the proposed facility? See section 12.1.

Exhibit 9: GA DOE RENEWAL CHARTER SCHOOL ADDENDUM

A. PAST PERFORMANCE

1. Please provide a narrative describing how your charter school performed in meeting the academic and performance goals set forth in their previous charter contract. Please provide any charts, tables, or graphs that provide quantitative data that can support your narrative. Please make sure to address your school's performance in each year of its charter term.

a. In addition to the narrative above, please fill out the accountability spreadsheet available at http://www.gadoe.org/External-Affairs-and-Policy/Charter-Schools/Pages/default.aspx. The spreadsheet has spaces for your initial charter goals and objectives, as well as your actual progress towards meeting those goals and objectives in each of the first four years. Please be sure to highlight in green those targets which were met in a given year and use red for those that were not met -- and a yellow highlight for those that were close or showed significant growth or progress. This spreadsheet will be presented to the State Board of Education with your charter petition so please ensure its accuracy.

b. If your charter school did not meet all the goals in its charter contract, please explain any mitigating factors this can be attributed to and how the school plans to address this issue in the upcoming renewal charter term.

2. Please describe your school's current financial situation. Please detail any financial successes or struggles your school experienced during the current charter term. Please provide an explanation of how your school will address any outstanding debts or allocate any surplus funds. If financial stability was not achieved, please explain the reasons as such and how the school plans to address these for the upcoming renewal charter term.

Strengths: ICS' current financial situation reflects strong financial management that also incorporates some of the challenges experienced by startups charters and non-profit organizations in general. Aggressive implementation of operational improvements (e.g., hiring of a full-time Business and Facilities Manager in 2009; full re-organization of the Finance and Audit Committee of the Board, which now incorporates several financiers and CPAs) have done much to strengthen our financial operations and budget management practices.

Stronger Financial Management and Accountability: For the last four years, key financial strategies and tactics were implemented to ensure financial health and effectiveness. Beginning at the Board level, Ms. Helena Koo-Prieto (Finance Chair and Chief Financial Officer until June of 2013) and Mr. H. Thurston Cooke (Board Chair until June of 2013) re-shaped the Board Finance and Audit Committee's reporting guidelines to ensure a Net Positive income. This process includes the development of a thorough monthly Profit & Loss Statement as well as monthly reporting processes including monthly review of the Balance Sheet and the creation of Payable & Receivables statements.

Increased Fiscal Discipline: From 2011 through the writing of this charter renewal petition, we re-aligned resources and expenses which resulted in a $800,000 savings. Tactically, this

required two consecutive years of resource re-alignment resulting in substantive Reductions in Force (RIFs) among the teaching, instructional support, and administrative staffs. It is important to note that this represented a significant cultural shift in the employee community. The first wave of RIFs (spring 2011) created $520,000.00 in necessary savings and the second reduction (spring 2013) saved $308,000. While staff morale was somewhat affected by the RIFs, school and Board leadership were able to communicate the rationale of the measures to the community and managed the transition. As a result, by the end of the school year 2012-2013, ICS was ultimately able to reach its main goal of financial success, a balanced budget.

Financial Stability Achieved. As of end of fiscal year 2013, ICS proudly achieved financial stability as will be reflected in its annual audit performed by an independent accounting firm. ICS also finished the school year 2011-2012 in the black due mostly, however, to donations directed to our Capital Campaign (e.g., $500,000 in capital monies from the Woodruff Foundation).

Weaknesses: We recognize that some aspects of our financial performance need improvement. The 2009-2010 school year was particularly difficult for our cash reserves as we tried to increase teaching salary staff, which were extremely low, and were not able to make up for the expense due to a sharp downturn in philanthropic opportunities. Whatever our annual campaign yields, our circumstances are largely dictated by the fact that DCSD remains ICS' primary and critical financial partner. Prior to the economic downturn, however, ICS enjoyed a healthier financial profile. ICS was a school that had about $400,000 in reserves for contingency. Importantly, those funds helped ICS navigate the country and county's worst economic recession of record since the Great Depression. Understandably, these have been difficult times to raise financial resources from corporations, foundations, and individuals. The recession also hit our families very hard, precluding any major gift from even well-off parents. ICS, however, was successful in the capital arena where it raised over $800,000 from foundations as selective as Woodruff, Tull, and Pittuloch. Still, any judgment on this particular financial success must be nuanced. While successful in our Capital Campaign, ICS' core instructional and operational needs still rely on Annual Fund that has not yielded as much as we would have wanted over the past five year.

Currently, the ICS Board, and specifically its Finance & Audit and Development committees are developing a Financial-Strategic Plan, a precursor to our next full-fledged Capital Campaign initiatives that will more specifically and realistically addresses ICS' needs for multiple years of operational revenue. This strategic approach is grounded in a reframing of ICS' driving goals with intent to reach and maintain organizational stability, sustainability, and growth.

3. Please provide a brief overview of your school's current organizational structure. Please provide a summary of any organizational or governance changes that your school made since the beginning of your charter term. If financial stability was not achieved, please explain the reasons as such and how the school plans to address these for the upcoming renewal charter term.

For the past twelve years, ICS has constantly faced challenges that affected our children's performance on standardized testing and other academic measurements. These scores, however, are not the only indices of our success. We will argue that in spite of the severe

decrease in DCSD funding due to the real-estate and fiscal crisis that started in 2008, unexpected expenses incurred by the school (e.g., busing fees, healthcare cost increases, 3% administrative service fees charged by DCSD for Medlock, etc.), and significant decrease in philanthropic giving, ICS is proud to have kept its doors open, its annual independent audits clean year after year, to say nothing that its highly visible media presence, nationally as well as internationally, its waiting lists brimming with children whose parents are interested in our intentional diversity model, and a 2012-2013 budget year closing in the black. Indeed, the life of this start-up charter is more perilous than that of a school belonging to management companies, such as KIPP, Mosaica, or Imagine Schools. We also believe this to be the very reason to see the school as community building center akin to Martin Luther King, Jr.'s “Beloved Community.”

The difference between such models is not simply an organizational or financial one. What is at the core of our socio-educational philosophy is what our new mission statement captures so well: "ICS is an International Baccalaureate World School that welcomes refugees, immigrants, and local children, and provides a holistic education in an intentionally diverse community of mutual learners." It is ICS' mission to serve a population with a significant number of children who are not only English Language Learners, but are in many cases brand new to American culture as well as children without any prior experience of schooling. Such students, assigned to the “regular" public system, would frequently falter and fail. ICS takes special care with them through educational innovations and social nurturing. In this case, expecting year over year increases in the absolute percentages of children passing a grade level criteria test in English is unrealistic. Yet it has been consistently demanded by NCLB and, to a somewhat lesser extent, for the CCRPI. In light of this, ICS believes that the only fair judgment for a school that strives to welcome older children without language or content knowledge would need to be one based upon the year to year growth of individual children. Because the Clarkston-Scottdale-Stone Mountain area is the first place of resettlement for many refugees, it may not even be fair to compare the percentage of passing rate of our ELL refugee population with other geographic areas in Georgia where the ELL population has typically resided longer or is traditionally Spanish speaking, which is a language widely translated.

Our 2009-2014 Charter constituted an attempt to define some measure of growth of individual children as a measurable objective using the CRCT. We, however, were told that only the boundaries between levels were normed year to year. We would have preferred to use the ITBS but our renewal came during a time when there was talk of discontinuing it. So we asked to be judged on the percentage of children who moved up one level year over year. We tried to use the CRCT for a purpose for which it was never designed and are not sure what conclusions can be drawn from the results in our accountability spreadsheet beyond that point. The development of the data within the table required student by student tabulation and we could not find the data from 2008. Years 2 and 3 of the charter reflect all students 1st through 6th Grades. It should be noted that CRCT testing of 1st and 2nd graders was discontinued by the state. Last year's data is for only 4th and 5th grade and the improvement reflects some combination of improvements in staff training, improved learning environment on our new campus. Based on the data thus gathered and analyzed, it seem, that CRCT scores are more meaningful for older student. What matters most to us is that ICS continues to attract

numerous refugee families as well as middle-class American families who choose ICS even though their “regular" public home schools have passed AYP. The reason why such families choose ICS is that our actual programs (i.e., academic, arts, music, sports, etc.) and community building activities provide these individual children the social environment and academic challenges they need to grow as individuals and the second language instruction they desire. For the charter that we are hereby asking you to approve, we believe that a better approach to measurable goals would be to take each year's first grade as a cohort group and use the scores as a baseline. The ITBS is given in grades 1, 3, and 5; it is broad-based and nationally normed. Growth in the composite percentile score as each cohort reaches 3rd and 5th grade would be a meaningful comparison of whether our students were making faster progress than the national average. Likewise, unusually large progress in Lexile scores should indicate that our programs are producing not just English speakers, but fluent readers. Please see the graph of year to year jumps in Lexile score for this year's graduating 5th graders who have been at ICS for the past 4 years. These are the same children who's CRCT data is reflected in the accountability table over the same window of time, but we feel that the Lexile jumps give a much more meaningful measure of their progress and prognosis for future sucess. It is our strongest contention that those fluent readers, just like their American-born friends and classmates, are the successful US citizens of tomorrow.

4. ***Please describe, in detail, any other unforeseen difficulties faced during the charter term and how your school dealt with such difficulties, or if they are still currently an issue for the school. Also, please explain how you plan to avoid these difficulties for the future charter term.***

Since the 2008 Recession began, the real estate crisis and concomitant imploding tax base have caused a true meltdown of the DeKalb County School District financial income, its local share, and the overall state funding

The International Community School prides itself in its intentional socio-economic diversity. However, the Recession has equally affected Title I families as well as middle income families. The high unemployment rate and financial struggles of ICS families has specifically resulted in a decline in the ability of many ICS’ parents to volunteer, provide material resources, or make financial donations.

The recession has in fact adversely affected the entire American philanthropic community. The decline in overall giving for local as well as national foundation has made it increasingly difficult to underwrite special programs (e.g., School Within the School and Reading Recovery at ICS).

The leadership struggles of the DCSD administration and board have complicated the relationship between the District and charter schools. The elimination of numerous DCSD administrative positions has made it difficult for charter school to have continuous, productive contact with the District.

The divisive nature of the lawsuit pursuant to the State Charter Commission and subsequent charter amendment have made it more difficult to build positive relationships with a number of the more liberal constituencies that would wish to help refugees but have no interest in supporting charter schools or public education.

5. Please describe in detail if your school had any compliance findings/failures by the Local District and/or State and during the past charter term. Please explain what steps were taken to remedy these findings and what steps the school took to ensure they do not happen again in the future.

ICS had no compliance findings/failures by the DeKalb County School District or the State DOE during the past charter term.

6. Please state whether termination proceedings were initiated during the past charter term. If so, please explain the status of those proceedings.

No termination proceedings were initiated against ICS during the past charter term.

7. Please state whether the school's charter was amended via a formal amendment or an administrative clarification during the past charter term. Please explain the reasoning for the changes to the charter contract and how they have benefited the school.

The International Community School's 2009-2014 charter was formally amended on 11/28/2011 by execution of the Chairperson of the Georgia State Board of Education. The purpose of the amendment was to allow ICS to move to its Medlock facility leased from the DeKalb County School District under HB555. The school actually relocated in August 2012

The International Community School's charter was also altered by means of an administrative clarification provided by letter from Ms. Jennifer Wilson, GADOE Staff Attorney and executed January 13, 2012. The purpose of the clarification was to allow ICS to eliminate its 6th grade. While ICS was historically chartered from Kindergarten through 6th Grade, the size of the Medlock facility only permitted ICS to accept Kindergarten to 5th grade students. The current Charter Renewal Petition is for K through 5th grade.

Proposed Changes

Please describe in detail any proposed changes and the reasoning for such changes from your school's previous charter term. Please address if there will be any changes and the related reasoning for each of the following:

B. ACADEMIC CHANGES TO:

1. The academic program and curriculum.

This charter renewal petition incorporates changes that have been made in the state accountability system with movement to the Common Core Georgia Performance Standards based curriculum and CCRPI. There are also changes in the delivery of gifted services and a number of other changes prompted by the move to our new Medlock facility and the restructuring of staff. The student teacher ratios and much lower availability of classroom assistants required to maintain fiscal solvency have necessitated that we back off on some of the commitments made on those area in prior charters.

The ICS academic leadership has for many years discussed the possibility of adding other foreign languages to our curriculum, specifically Mandarin Chinese and Arabic. The currently limited academic support of our students struggling with math and ELA-Reading also suggests

strongly that we add a Reading Coach and a Math Coach to our staff. This will be possible only, however, if ICS engages in a major restructuring of its business model and financial structure as part of a comprehensive Strategic Plan. The Arts will be heavily emphasized as we wished to become known as a school that produces so many fine artists.

2. ***The use of waivers/innovation (is your school changing from a broad flexibility waiver to specific waivers or vise-versa? Is your school adding any new waivers or discontinuing the use of other waivers? Please explain the basis for such decisions?)***

ICS has always had specific waivers in the past. We are requesting the broad flexibility waiver because it is our understanding that the state will no longer accept charters without that provision. However, we have also included an appendix that includes the specific waivers that we believe to be needed. Those requests have been changed to eliminate the language that allowed a phase in of certification of all staff because that process is complete. Waivers of aspects of the state policies for gifted education have been dropped because we now are using a more standard method of providing that service.

3. ***School programs. This would include Students with Disabilities, Gifted and Talented, English Language Learners, etc.***

We are not foreseeing any change in that area as we are already structured and staffed to serve these populations. Given our mission we would like to provide more resources to our ELL staff, especially technological ones, which in turn would allow us to provide more services to an increasing number in refugee and immigrant children. We know that statistically, the necessarily population exists in and around Clarkston. We simply never had enough resources to reach this population en masse.

Over the next years we also wish to see our staff better equipped for its mission of managing highly composite classrooms. We therefore wish that by the expiration of the 2014-2019 charter:

a. All homeroom teachers and teachers in other disciplines (e.g., science, PE) should be ESOL endorsed.

b. Each grade level should have at least one gifted endorsed teacher.

c. If a math coach cannot be immediately secured for financial reasons, at least one teacher per grade level and preferably all of them by 2019 should be math endorsed.

4. ***Any assessments being used***

Pending agreement from DCSD, ICS will begin implementing as soon as possible of the Universal Screener assessment system (STAR Reading, STAR Math, STAR Early Literacy).

1. ***Any administrative positions.***

There has been robust conversation around the issue of replacing the position of Assistant Principal by one of Associate Principal reporting to the Principal. The purpose of this would to let the Principal focus on instructional matters while the Associate Principal will focus on more administrative issues (e.g., test coordination).

An idea that has also been expressed several times over the years in pertaining to the separation of the executive part of the staff in two equal positions both reporting to the Board: 1) A Principal or Associate Principal in charge of instructional matters; 2) An Executive Director or Director of External Relations who will manage the 501(c)3 and represent the school in non-instructional matters (e.g., development, fund-raising, media communication).

A. GOVERNANCE CHANGES TO:

1. The school's governance structure.

We do not anticipate any changes to the structure and functioning of the ICS Board of Directors, its members, or its relationship to the staff or community.

2. The school's governing board members.

For the first six years of the school, the ICS Board of Directors was a small Board composed mostly of parents and dominated by the founders. After a leadership change at the head of the school in 2008, the nature of the Board had to be re-examined. Then bylaws were rewritten in 2009 to refine the role and capabilities of the Board. As part of the 2009 Strategic Plan, it was decided that a board development consultant be hired to reshape the Board. Four years ago, this consultant brought in new members who gave more substance to the group as well as new business-related skills. This generation of members has now left the Board due to natural attrition. The Board is again small and parent-heavy, but it has developed the skills to grown again. Already, new members are being considered, both from inside and outside the community, all of them bringing new expertise and new connections for the school. Ideally, over a period of a few months, ICS will grow to a membership of 15 to 17 reflecting the diversity, mission, and vision of our school.

3. The school's relationship with an Educational Management Organization.

We have no intention to enter into any relationship with any Educational Management Organization.

4. The relationship with the local district.

ICS has always operated and continues to operate under the control and management of the DeKalb County School District and its Board. We have no intention to alter our relationship with the DeKalb County School District other than by making our relationship stronger and more collaborative. We are proud to be a DCSD school.

B. FINANCIAL CHANGES TO:

1. The school's financial structure.

We do not intend to in any way change the financial structure of the school, with the exception of signatures rights on accounts changing according to changes in staffing.

2. The school's CFO.

Due to recent changes in the Board membership and leadership, the new Chief Financial Officer of the International Community, Inc. as of July 1, 2013 is Mr. Paul Littleton (Chair, Finance and Audit Committee; Treasurer, ICS Board of Directors).

Mr. Littleton has over 25 years of professional experience in fiscal and fiduciary matters. His previous positions allowed him to fine-tune his skills in Accounts Payable and Payroll, Construction Accounting, and Accounting Management for a regional shopping mall. He was also a Financial Analyst for seven years at MetLife, holds an MBA from Georgia State University, passed the CPA examination in 1993, and holds a current State of Georgia Brokerage license

3. The school's relationship with any major creditors (i.e., landlords, investors etc.)

We intend to establish a strict and stringent timeline to reimburse currently owed by ICS to Wells Fargo, Inc. through our credit line. We believe that three years should suffice to that process.

C. OPERATIONAL CHANGES TO:

1. The School's Facilities:

In December 2011, ICS signed a five year, renewable lease for the unused DCSD facility of Medlock Elementary under HB555. ICS physically moved to its new location in July-August 2012. ICS has of course no intention to move to another facility in the foreseeable future as its occupation of Medlock has profoundly and positively changed the profile and stability of the school.

2. Length of the charter term:

While we realize it is a bold request, we are applying for a 10-year charter term. The road has indeed been bumpy, and will continue to be; yet ICS has proven over the past 12 years its capacity to survive and thrive in spite of limited resources and a complex mission. In this context, taking control of the permanent and appropriate facility of Medlock has been the proverbial game changer. Our next strategic plan must focus on continuing to developing Medlock our students, and specifically our refugee children, need and deserve. Obtaining a ten year charter would be of course render this process logistically and financially much more practicable.

3. The school's attendance zone and any enrollment priorities being used:

We have no plan to change our attendance. Refugees, especially from Burma and Bhutan, are still being relocated to the Clarkston area. More are expected from the Middle East and several central African nations. At the same time, local middle class American family remain fascinated with and attracted to our mission and vision. This vision has taken root exactly where it is supposed to. This is why ICS will continue to flourish.

4. Any services provided to students such as transportation, food service, etc.:

We have no specific plan to change either service in the foreseeable future. We would, however, like to engage in a conversation with the DCSD Transportation Department about our bus schedules. While we are an elementary school, the Transportation Department applies Middle School rules to our routes and schedules. Because of this, some of our neediest students lose precious instruction time at the beginning of the morning. We believe that a good faith negotiation with DCSD will allow us to restructure our busing system in a win-win configuration.

5. The grades the charter school will serve. Please note this includes adding additional grades or reducing current grade:

ICS was historically chartered as a K-6 school. There was an assumption among the early leadership of the school that a middle school extension would "naturally" grow out of ICS. For want of planning, this did not occur. When we opened our 6th grade classes, we were forced to locate a second campus in Stone Mountain. As a result, both our campus became, so to speak, landlocked and we became unable to grow. Our 2009 strategic plan focused on the acquisition of a single elementary facility, an objective me reach with the move to Medlock with the concomitant elimination of 6th grade. Until further notice, we are, therefore, a true elementary school. Sooner or later, we will, however, have to answer our parent population's question: "Where can our kids go to middle school to benefit from the same experience as ICS?" Whether and where a middle school can be built or acquired, and how it will be linked to ICS, are questions of a purely speculative nature at the moment. Over the next few years, the ICS leadership will have to decide whether this constitutes a valid strategic goal.

D. LOOKING TO THE FUTURE

Please describe briefly how your school has and will continue with its proposed changes to serve the needs of its students for the upcoming charter term.

ICS has always associated its mission with a powerful and far ranging vision. This summer, as our Mission Statement was being reviewed, so was the Vision Statement, which now reads: "ICS seeks to develop creative and critical thinkers who will understand and change their world, harmonizing the richness of diversity within our community and world." With ups and downs ICS has faithfully served its community and taught its children for the past twelve years, and particularly for the duration of the closing charter. It has not always made AYP and our finances are on the mend. Still, we attract more families than ever, as well the interest of film-makers and scholars (of particular notice is our flourishing and promising relationship with GSU for teacher training).

The ICS of 2013 is and looks very different from what it was at the opening of this ending charter. The reason is simple: in spite of everything that fate threw at us, we steadily and consistently applied the terms of our Strategic Plan and School Improvement Plan. We are without a doubt much better off than four years ago. Because hope is our mainspring and because we believe that this renewal will be granted, we must as soon as possible engage in a new, formal strategic planning and dashboard initiative that will help us visualize the ICS of 2019. With increased fiscal and financial stability, with enhanced training of our staff and governance board, with more strategic fund-raising and relationship building, we will become the larger school (hopefully K through 8th grade) that many try to emulate and most admire. Most importantly, we will continue to focus on reading, speaking, math, the arts, the character-building properties of the IBPYP in order to help our children find a home in our school where they will find their own voice, courage and hope as well as a "Place in the World". ICS will continue to grow as a school for endlessly thriving kids of all backgrounds and for the parents, staff or volunteers who give them 110% of what they have so those children can become the astounding, peace-focused, and internationally-minded artists, lawyers, journalists, farmers, poets, doctors, athletes, scholars, and actors that they will opt to become. One unimpeachable

truth is clear to anyone who has followed ICS for the past few years: no one currently has enough imagination to visualize the excellence and fame that ICS will reach 10 or 15 years from now. It will give new meaning to the word "extraordinary."

Exhibit 10: PERFORMANCE BENCHMARKS, TARGET REPORT, ACADEMIC PERFORMANCE GOALS

Academic Performance Goals	
Instructions: Below you will find the goals and measures that will become part of your charter contract. This chart gives you the opportunity to propose percentages based on your knowledge of your anticipated population. Please note, the Department does not guarantee adoption of proposed percentages. Additionally, this chart allows you to provide a school specific goal and several measures. Please complete the gray boxes for each corresponding goal/measure. Once you have completed a box, please make the cell green to indicate completion. If a goal/measure does not apply to your school or you do not wish to provide additional measures, please do not complete the gray box and leave the cell gray.	
Goal 1	
The Charter School will perform above the level that would place it on the Priority Schools list, the Focus Schools list, or the Alert Schools list. The Charter School will also meet all targets (currently CCRPI and State Performance Targets), as defined by Georgia state requirements and the state's waiver of No Child Left Behind, subject to any amendment, waiver or reauthorization thereof. Students will demonstrate proficiency and improvement over prior years' performance.	
Measure 1	
During each year of the charter term, the Charter School will meet or exceed all State Performance Targets and all other statewide-accountability requirements as established by the Department each year for all content areas of the Criterion-Referenced Competency Test (CRCT), the End of Course Test (EOCT) and the graduation rate.	
Measure 2	
During each year of the charter term, the percentage of students who meet or exceed state standards on each content area of the CRCT will be greater than the State or local district Average, whichever is higher, by at least __ % in all subjects in all grade levels.	2
Measure 3	
During each year of the charter term, the percentage of students scoring in the exceeds category on the CRCT in all grade levels and subject areas will exceed the baseline average* by __%.	2
**For new schools, baseline will be established in Year 1. For renewals, baseline will be established by the previous academic year.*	
Measure 4	
During each year of the charter term, the percentage of charter school students scoring in the meets or exceeds category on the End of Course Test (EOCT) will be greater than the State or local district Average, whichever is higher, by at least __ % in all subjects in all grade levels.	%
Measure 5	
During each year of the charter term, the percentage of charter school students scoring in the exceeds category in all subject areas on the EOCT will exceed the baseline average* by __%.	%
Measure 6	
The Charter School will exceed state or local district graduation averages, whichever is higher, by __%, or exceed __%.	%/%
Measure 7	
Should your school wish to propose additional CRCT, EOCT or graduation rate goals, please propose them here (maximum of 3).	

Goal 2**	
The Charter School will demonstrate proficiency and improvement on national norm-referenced assessments ***Please complete this section if your school plans to offer a norm-referenced test.*	
Measure 1 - for ITBS	
The percentage of students who meet or exceed annual growth goals in the national percentile value on the ITBS assessment will increase by __% each year* of the charter term.	%
Measure 2 - for ITBS	
The percentage of students with __ years or more of growth as determined by the Grade Equivalent value on the ITBS will increase by __% each year.	1.2/5
Measure 3 - for MAP	

The percentage of students who meet or exceed their RIT growth targets on MAP testing, as developed by NWEA will increase by _% each year* of the charter term.	%
Measure 3 - other	
Using the ITBS composite percentile scores of each 1st grade class as a baseline as a new cohort, those children who are still students of ICS in will have increased their composite percentile score by 3% by the time they are tested in 3rd grade, and 5% by the time they are tested in 5th grade.	

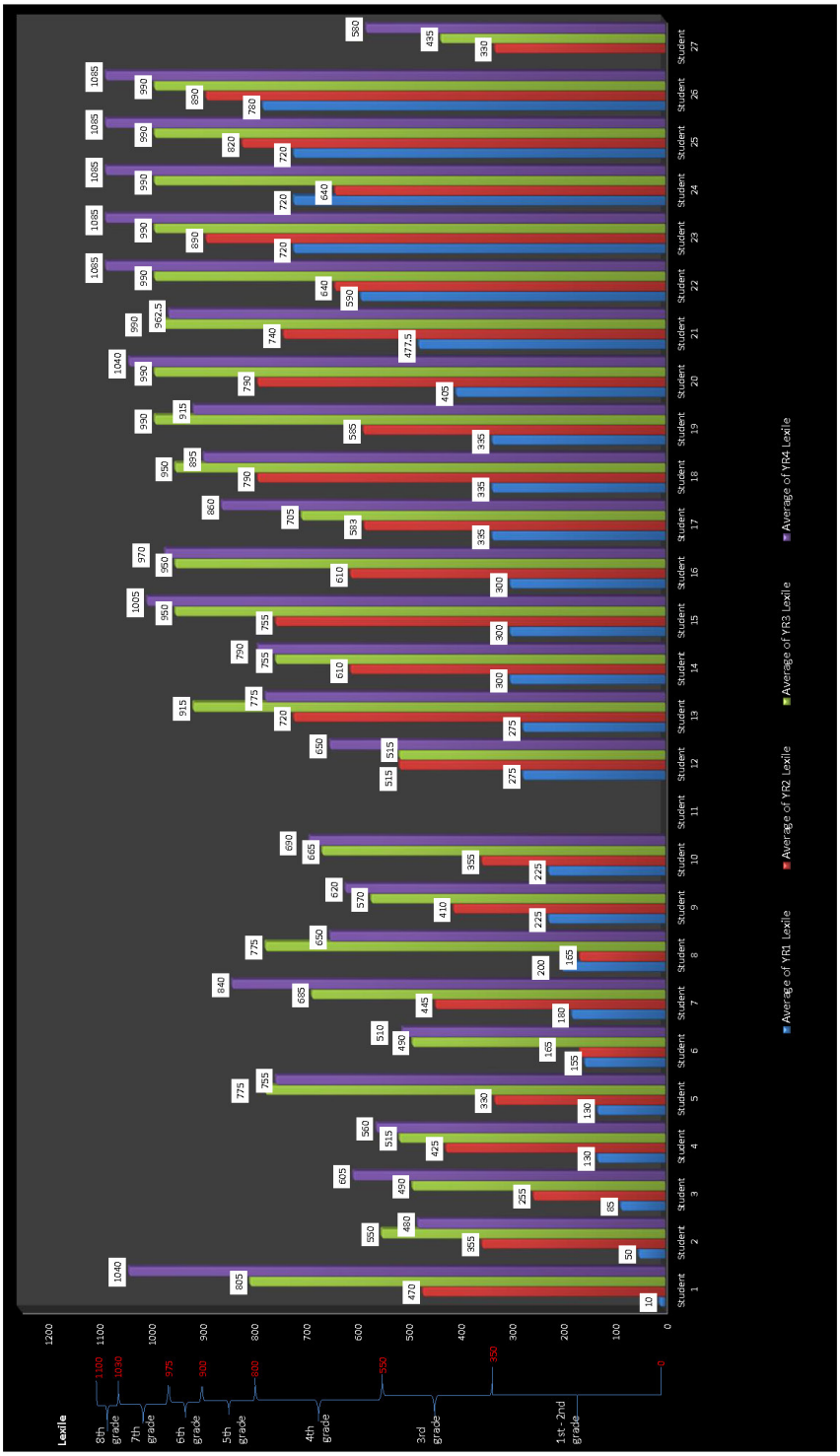
Goal 3 - grades 9-12	
The Charter School will demonstrate post high school readiness. *Must complete at least 2 measures.*	
Measure 1	
_% of graduates will score at least a 23 out of 36 on the composite ACT or at least 1600 out of 2400 on the combined SAT.	%
Measure 2	
_% of graduates will score Meets or Exceeds on the Georgia High School Writing Test.	%
Measure 3	
_% of graduates will complete a pathway within their program of study.	%

Goal 4 - grades 6-8	
The Charter School will demonstrate high school readiness.	
Measure 1	
_% of students will score Meets or Exceeds on the Grade Eight Writing Assessment.	%

Goal 5 - grades K-5	
The Charter School will demonstrate middle school readiness.	
Measure 1	
_% of students will score Meets or Exceeds on the Grade Five Writing Assessment.	85

Goal 6	
School specific goal - please propose one goal and 1-3 measures directly related to the mission or innovativeness of your school. Please note, only SMART measures will be included in your charter contract.	
School Specific Measure 1	
ICS will achieve an attendence rate of 98%	
School Specific Measure 2	
All students that are not assigned to ESL classes will receive daily classes in a world language (currently French or Spanish)	
School Specific Measure 3	
ICS will demonstrate improvement in reading at a rate of 1.2 years growth per year as determined by yearly gains in Lexile measurement. The average Lexile score for first grade will establish a baseline cohort group. In subsequent years , 1.2 years of growth will be obtained over the prior	
Additional Notes or Comments	

Lexile Grading for the International Community School



This chart represents the students that attended the International Community School from August 2010 to May 2013, grades second to fifth, and who received scores for the Lexile potion of the CRCT. On the right axis, are the grade level equivalents for the Lexile scores as well as their corresponding numerical score in the red.

Exhibit 11: GOALS ACCOUNTABILITY SPREADSHEET

Renewal Charter Petition Performance Benchmarks, Goals, and Targets Report

School Name: International Community School

Charter Term: July 1, 2009-June 30, 2014

Performance Goals for Proposed Charter Term

Academic Goals/Measures	Name of Goals and Performance Measures	Performance Targets for First Year of Charter Term	Actual Performance for First Year of Charter Term	Performance Targets for Second Year of Charter Term	Actual Performance for Second Year of Charter Term	Performance Targets for Third Year of Charter Term	Actual Performance for Third Year of Charter Term	Performance Targets for Fourth Year of Charter Term	Actual Performance for Fourth Year of Charter Term	Performance Targets for Fifth Year of Charter Term	Actual Performance for Fifth Year of Charter Term	Comments
Year		2009-10		2010-11		2011-12		2012-13		2013-14		
Academic Goal 1	Made AYP (Yes/no)		Yes		No		No		none determined			
Academic Goal 2	20% of students level 1 on CSCT in reading in the previous year will move to level 2	Individual student data from 2009 not available for '10 comparison	N/A	All grades taking CRCT included	11%	All grades taking CRCT included	12%	Average of 4th and 5th grade	60%			
Academic Goal 3	10% of students at Level 1 On the CRCT in Reading in the previous year will raise their scores to Level 3	Individual student data from 2009 not available for '10 comparison	N/A	All grades taking CRCT included	12%	All grades taking CRCT included	11%	Average of 4th and 5th grade	27%			
Academic Goal 4	12% of students at Level 1 on the CRCT in Math in the previous year will raise their scores to Level 2	Individual student data from 2009 not available for '10 comparison	N/A	All grades taking CRCT included	10%	All grades taking CRCT included	10%	Average of 4th and 5th grade	33%			
Academic Goal 5	10% of students at Level 2 on the CRCT in Math in the previous year will raise their scores to Level 3	Individual student data from 2009 not available for '10 comparison	N/A	All grades taking CRCT included	6%	All grades taking CRCT included	6%	Average of 4th and 5th grade	20%			
Academic Goal 6	12% of students at Level 1 on the CRCT in Science in the previous year will raise their scores to Level 12	Individual student data from 2009 not available for '10 comparison	N/A	All grades taking CRCT included	10%	All grades taking CRCT included	15%	Average of 4th and 5th grade	28%			
Academic Goal 7	10% of students at Level 2 on the CRCT in Science in the previous year will raise their scores to Level 3	Individual student data from 2009 not available for '10 comparison	N/A	All grades taking CRCT included	10%	All grades taking CRCT included	7%	Average of 4th and 5th grade	21%			
Academic Goal 8	10% of students at level 1 on the CSCT in Social Studies in the previous year will raise their scores to Level 2	Individual student data from 2009 not available for '10 comparison	N/A	All grades taking CRCT included	13%	All grades taking CRCT included	12%	Average of 4th and 5th grade	15%			
Academic Goal 9	10% of students at Level 2 on the CRCT in Social Studies in the previous year will raise their scores to Level 3	Individual student data from 2009 not available for '10 comparison	N/A	All grades taking CRCT included	20%	All grades taking CRCT included	10%	Average of 4th and 5th grade	6%			

Exhibit 12: ANNUAL TESTING CALENDAR

2013-14 Testing Calendar

Below is a list of dates when DeKalb students will take national, state, and system assessments during the 2013-2014 school year. Attendance has a direct influence on student achievement. As a result, it is important that students are present in school every day, especially on test days. Attendance on designated test days give students an opportunity to show what they know, providing teachers with valuable information that will help to improve teaching and learning.

Elementary School Testing Dates

Oct. 7 – 11, 2013	Cognitive Abilities Test (CogAT)	Grades 1, 3, and 5
Oct. 15 – 25, 2013	Iowa Tests of Basic Skills (ITBS)	Grades 1, 3, and 5
Jan. 21 – Mar. 4, 2014	ACCESS for English Language Learners (ELLs)	Grades K – 5
Mar. 5 – 6, 2014	Grade 5 Writing Assessment	Grade 5
Mar. 17 – 21, 2014	Grade 3 Writing Assessment – Rating Window	Grade 3
Apr. 15 – 24, 2014	Criterion Referenced Competency Test (CRCT)	Grades 3 and 5
Apr. 15 – 21, 2014	Criterion Referenced Competency Test Modified (CRCT-M)	Grades 3 and 5
May 19 – 21, 2014	Criterion Referenced Competency (CRCT) – Retest	Grades 3 and 5
May 19 – 21, 2014	Criterion Referenced Competency Modified (CRCT-M) – Retest	Grades 3 and 5

Middle School Testing Dates

Oct. 7 – 11, 2013	Cognitive Abilities Test (CogAT)	Grade 7
Oct. 15 – 25, 2013	Iowa Tests of Basic Skills (ITBS)	Grades 7
Jan. 21 – Mar. 4, 2014	ACCESS for English Language Learners (ELLs)	Grades 6 – 8
Jan. 22 – 23, 2014	Grade 8 Writing Assessment	Grade 8
Apr. 15 – 24, 2014	Criterion Referenced Competency Test (CRCT)	Grades 6 - 8
Apr. 15 – 21, 2014	Criterion Referenced Competency Test Modified (CRCT-M)	Grades 6 - 8
May 7, 2014	Georgia End of Course Test (designated high school courses)	Grade 8
May 19 – 21, 2014	Criterion Referenced Competency (CRCT) – Retest	Grade 8
May 19 – 21, 2014	Criterion Referenced Competency Modified (CRCT-M) – Retest	Grade 8

High School Testing Dates

Aug. 19 – 23, 2013	End of Course Test (EOCT) Mid-Month	Grades 9 – 12
Sept. 9 – 13, 2013	Georgia High School Graduation (GHSGT) Retest	Grades 11 - 12
Sept. 16 – 20, 2013	End of Course Test (EOCT) Mid-Month	Grades 9 – 12
Sept. 25 – 26, 2013	Georgia High School Writing Test (GHSWT) **Main Administration**	Grade 11
Oct. 15 – 18, 2013	End of Course Test (EOCT) Mid-Month	Grades 9 – 12
Oct. 16, 2013	PSAT	Grade 9 - 11
Nov. 11 – 15, 2013	Georgia High School Graduation (GHSGT) Retest	Grades 11 – 12
Nov. 18 – 22, 2013	End of Course Test (EOCT) Mid-Month	Grades 9 – 12
Dec. 9 – 16, 2013	End of Course Test (EOCT) **Winter Administration**	Grades 9 – 12
Jan. 21 – Mar. 4, 2014	ACCESS for English Language Learners (ELLs)	Grades 9 – 12
Jan. 21 – 24, 2014	End of Course Test (EOCT) Mid-Month	Grades 9 – 12
Feb. 10 – 14, 2014	End of Course Test (EOCT) Mid-Month/Retest	Grades 9 – 12
Feb. 26 – 27, 2014	Georgia High School Writing Test (GHSWT) Retest	Grade 11
Mar. 10 – 14, 2014	End of Course Test (EOCT) Mid-Month	Grades 9 – 12
Mar. 17 – 21, 2014	Georgia High School Graduation Test (GHSGT) **Main Administration**	Grades 11 – 12
May 5 – 12, 2014	End of Course Test (EOCT) **Spring Administration**	Grades 9 – 12
May 5 – 16, 2014	Advanced Placement (AP) Exams	AP Students
Jun. 23 -24, 2014	End of Course Test (EOCT) **Summer/Retest Administration**	Grades 9 – 12
Jul. 14 – 18, 2014	Georgia High School Graduation (GHSGT) Retest	Grades 11 -12

Local Schools will communicate testing dates within administration windows. Contact your local school with questions.

This calendar is produced by DeKalb County School District's Department of Research, Assessment, and Grants.

Exhibit 13: FULL CURRICULUM

Reading/ELA Program:

1. Reading Street (textbook series)

A. Curriculum Focus
   1) Demonstrate the ability to read complex text independently
   2) Possess strong content knowledge
   3) Respond to a range of texts covering many genres and topics
   4) Comprehend, critique, and value evidence
   5) Understand other cultures and perspectives
   6) Integrate Assessments

B. Resources
   1) Teacher's Editions
   2) Assessment
   3) Leveled readers
   4) Trade Books
   5) Big Books
   6) Decodable Readers
   7) Phonics and Word Study
   8) Language Arts
   9) Additional Resources for English Language Learners
   10) Audio CDs of Songs and Rhymes

2. ELA CCGPS Frameworks

A. Curriculum Focus
   1) Develop comprehension strategies
   2) Communicate effectively both in writing and in speaking
   3) Anchor inquiries and responses firmly to the text, whether literary or informational
   4) Choose appropriate and complex grade level texts

B. Resources
   1) Framework Tasks
   2) Text Exemplars
   3) Read Write Think
   4) Reading A-Z
   5) Mentor Text

Instructional Practices:

1. **Differentiated Instruction:**
   Differentiated instruction means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

2. **Reader's Workshop:**
   The basic philosophy behind the Reading Workshop is to allow students to spend an extended amount of time reading authentic texts that interest them on a daily basis and to provide opportunities to talk about literature. Reader's Workshop helps kids develop strong reading skills through the use of a mini-lesson, shared reading, read aloud, conferencing, independent reading, paired reading, literature response, and Reader's Chair.

3. **Writer's Workshop:**
   Writer's Workshop gives students opportunities to write in a variety of genres and helps foster a love of writing. The Writing Workshop allows teachers to meet the needs of their students by differentiating their instruction and gearing instruction based on information gathered throughout the workshop.

4. **Guided Reading:**
   Guided reading is a teaching approach designed to help individual readers build an effective system for processing a variety of increasingly challenging texts over time. The teacher forms a temporary group of students that are alike enough in their development of a reading process that it makes sense to teach them together for a period of time.

Math Program:

1. **Math Expressions (textbook series)**

   A. Curriculum Focus
      1) Combines elements of standards-based instruction with the best traditional approaches.
      2) Uses objects, drawings, conceptual language, and real-world examples to help students make sense of mathematics.
      3) Supports the Common Core State Standards by covering select concepts for deeper mastery.
      4) Offers new ways to teach and learn mathematics through exploration, modeling and discussion.
      5) Building Concepts strengthens mathematical ideas and understand through objects, drawings, conceptual language, and real-world situations.
      6) Math Talk encourages students to share their methods orally and through proof drawings.
      7) Quick Practice allows for whole-class responses or individual partner practice.

B. Resources
   1) Student Activity Books
   2) Student Math Boards
   3) Differentiated Instruction Cards
   4) Custom Manipulatives
   5) Homework and Remembering Blackline
   6) Assessment Guide
   7) Test Generator

2. Math CCGPS Frameworks

A. Curriculum Focus
   1) Learners are inquiring, investigating, and constructing
   2) Investigations and inquiries are ongoing
   3) Children model and solve problems in their own creative ways.
   4) Identification of patterns and opportunity to make generalizations and connections to the world

B. Resources
   1) Framework Tasks
   2) Student Centered Mathematics by Van De Walle
   3) Illuminations and Navigations (NCTM resource)
   4) Math Solutions by Marilyn Burns
   5) The National of Virtual Manipulatives
   6) PBS Learning Media
   7) Discovery Education Stream Services

Instructional Practices:

1. Guided Math:

Guided Math is a structure for teaching whereby a teacher supports each child's development of mathematical proficiency at increasing levels of difficulty, within the context of a small group. It is premised on the idea that working with children in small groups provides powerful possibilities for reaching all children where they enter and taking them to the next level. In Guided Math groups, students engage in standards-based, rigorous, engaging meaning making learning opportunities where the teacher focuses on a particular concept, strategy, or skill. Teachers facilitate this learning through hands-on, scaffolded conversations and intensive questioning.

2. Number Talks:

A Number Talk is a short, ongoing daily routine that provides students with meaningful ongoing practice with computation. Number Talk is a powerful tool for helping students develop computational fluency because the expectation is that they will use number relationships and the structures of numbers to add, subtract, multiply and divide

3. **Math Journals:**
   These are journals in which students record their math work and thinking. They are used for recording solutions to math problems along with the strategy used to solve the problem. They are also used for students to discuss and reflect on their learning

4. **Teaching of Student Centered Mathematics:**
   Through this approach, teachers teach math through problem solving where students learn content through problems (tasks or activities). The problem engages students where they are in their current understanding, the problems are a result of the mathematics that the students are to learn, and the problems require students to justify and explain their answers and methods.

Social Studies and Science Program:

1. **Six Trans-Disciplinary Themes**
   A. Who We are
   B. Where We Are in Place and Time
   C. Sharing The Planet
   D. How the World Works
   E. How We Express Ourselves
   F. How We Organize Ourselves

2. **Resources**
   A. Social Studies Weekly
   B. Houghton Mifflin United States History (Civil War to Today)
   C. Trio Books
   D. Non-fiction Leveled Readers from the Reading Street series
   E. National Geographic
   F. Differentiated Instruction menus (Social Studies and Science)
   G. Georgia Interactive Text
   H. Georgia Science Student Book
   I. Science Weekly
   J. United Streaming
   K. Study Island
   L. Think Central
   M. BrainPOP and BrainPOP Jr.

Practices

1. Taught Curriculum

Constructivist approach where students are encouraged to lead their own inquiries by proceeding with their own research, experimentation, observation, and analysis

- Students should get a new and deeper understanding by exploring, wondering and questioning. Making connections between previous and current learning
- Students make and test theories
- Students solve problem in a variety of ways

2. Written Curriculum

What do we want to learn?

Transdisciplinary Skills – what do we want students to be able to do?

- Research skills-the teaching of formulating questions, observing (using all of the senses to notice relevant details), planning, collecting data, recording, organizing and interpreting data and presenting research findings
- Communication skills- the teaching of listening, speaking, writing, presenting and exploration of non-verbal communication (i.e. recognizing cues)
- Social Skills-the teaching of accepting responsibilities, respecting others, cooperating, group-decision making, adopting a variety of roles
- Thinking Skills- the teaching of comprehension, analysis, acquisition of knowledge
- Self-Management Skills- the teaching of gross/fine motor skills, spatial awareness, time management, organization, safety, healthy lifestyle, codes of behavior and informed choices

3. Assessed Curriculum

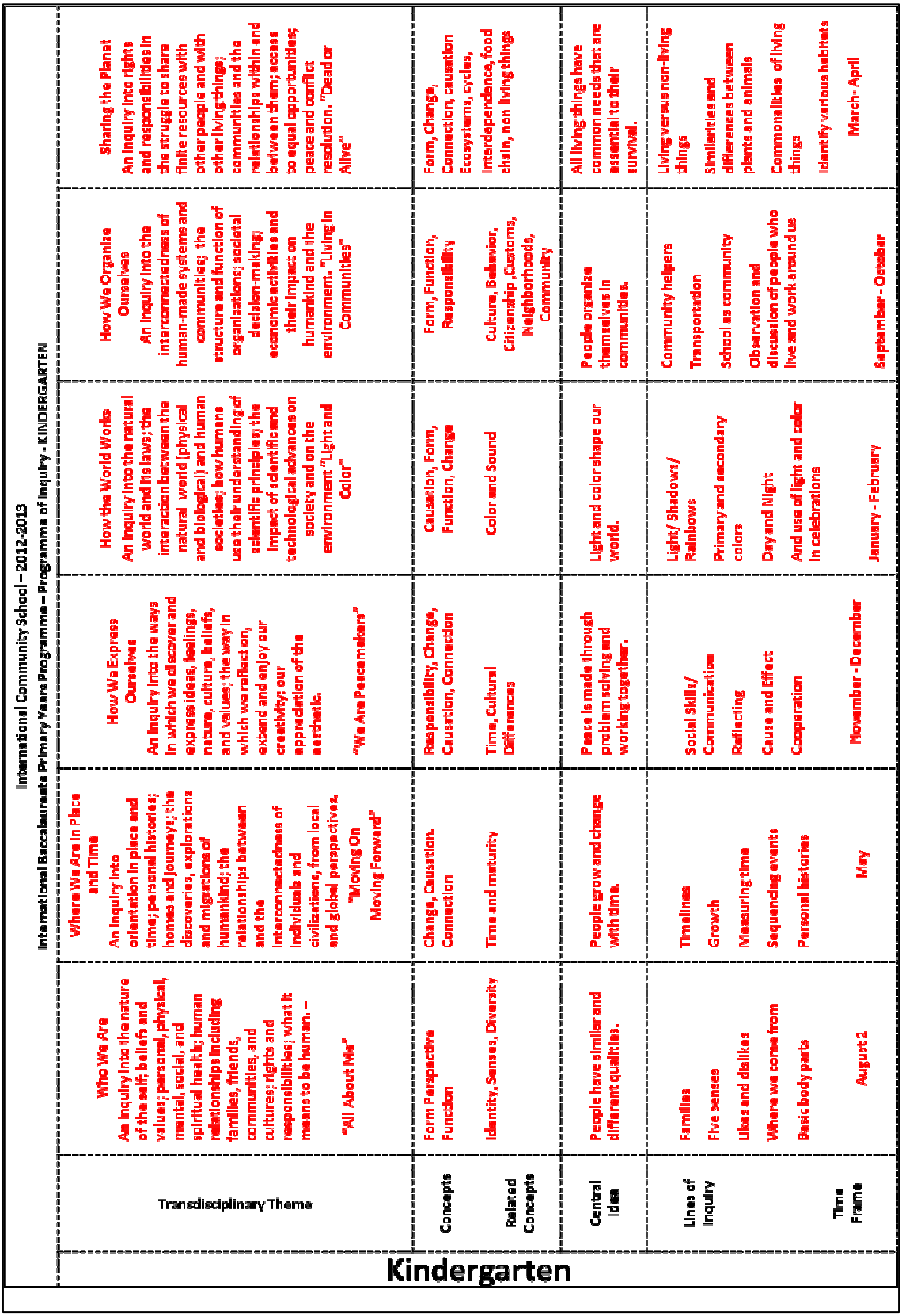
Discovering what students have learned

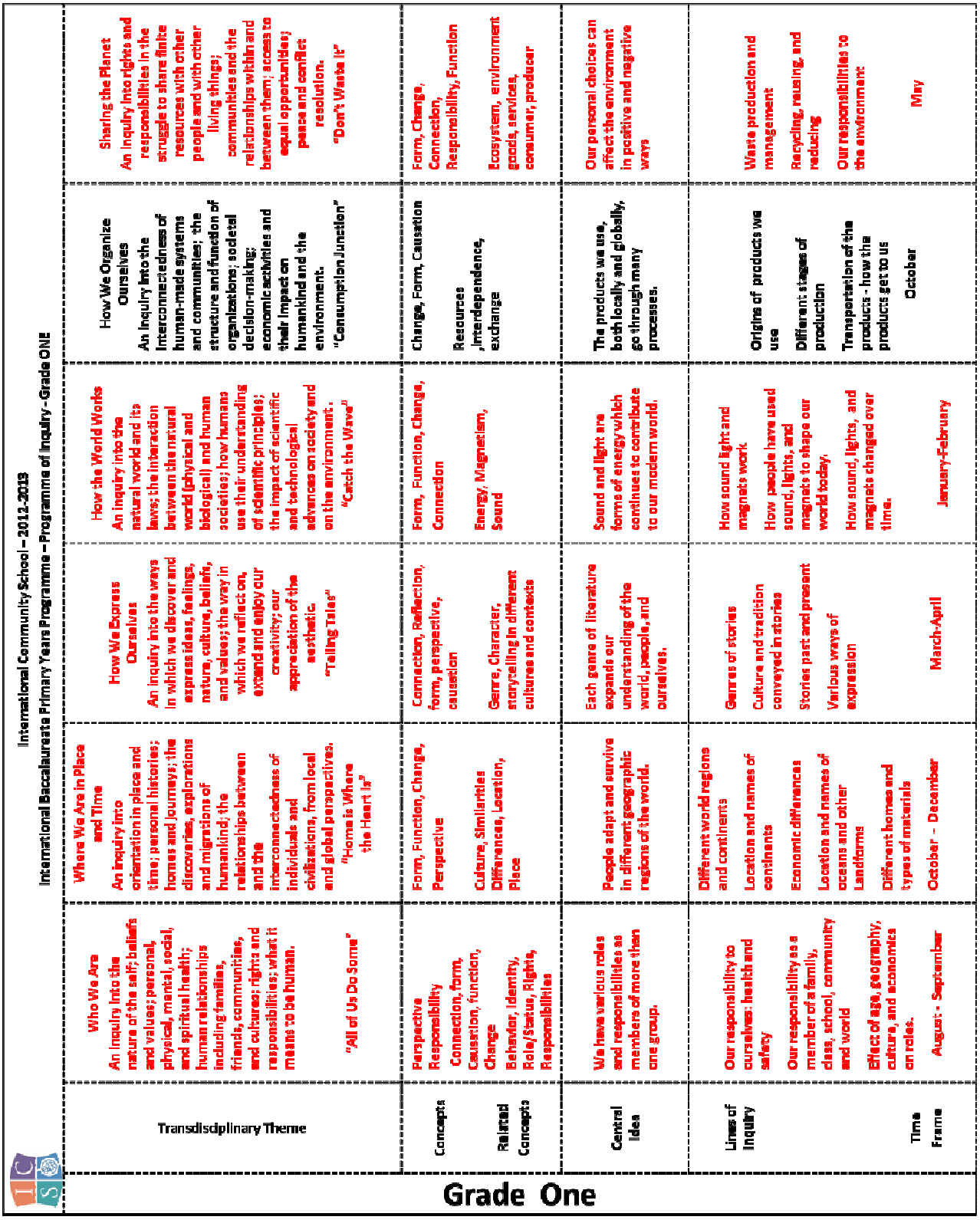
Two Types of Assessments Inform the Teaching and Learning

1. **Formative**: Aims to promote learning by giving regular and frequent feedback

2. **Summative**: Culmination of the teaching and learning process and gives students opportunities to demonstrate what has been learned. Examples include projects, debates, speeches, informational pamphlets, creating models, mini-exhibitions, and the 5th Grade Exhibition.

Exhibit 14: INTERNATIONAL BACCALAUREATE




International Community School – 2012-2013
International Baccalaureate Primary Years Programme – Programme of Inquiry - Grade ONE
Grade One
Transdisciplinary Theme
Concepts
Related Concepts
Central Idea
Lines of Inquiry
Time Frame
Who We Are
An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.
"All of Us Do Some"
Perspective
Responsibility
Connection, form, Causation, function, Change
Behavior, Identity, Role/Status, Rights, Responsibilities
We have various roles and responsibilities as members of more than one group.
Our responsibility to ourselves: health and safety
Our responsibility as a member of a family, class, school, community and world
Effect of age, geography, culture, and economics on roles.
August - September
Where We Are in Place and Time
An inquiry in to orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
"Home is Where the Heart Is"
Form, Function, Change, Perspective
Culture, Similarities Differences, Location, Place
People adapt and survive in different geographic regions of the world.
Different world regions and continents
Location and names of continents
Economic differences
Location and names of oceans and other Landforms
Different homes and types of materials
October – December
How We Express Ourselves
An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the way in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
"Telling Tales"
Connection, Reflection, form, perspective, causation
Genre, Character, storytelling in different cultures and contexts
Each genre of literature expands our understanding of the world, people, and ourselves.
Genres of stories
Culture and tradition conveyed in stories
Stories past and present
Various ways of expression
March-April
How the World Works
An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
"Catch the Wave"
Form, Function, Change, Connection
Energy, Magnetism, Sound
Sound and light are forms of energy which continues to contribute to our modern world.
How sound light and magnets work
How people have used sound, lights, and magnets to shape our world today.
How sound, lights, and magnets changed over time.
January-February
How We Organize Ourselves
An inquiry into the Interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
"Consumption Junction"
Change, Form, Causation
Resources
, Interdependence, exchange
The products we use, both locally and globally, go through many processes.
Origins of products we use
Different stages of production
Transportation of the products - how the products get to us
October
Sharing the Planet
An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
"Don't Waste It"
Form, Change, Connection, Responsibility, Function
Ecosystem, environment goods, services, consumer, producer
Our personal choices can affect the environment in positive and negative ways
Waste production and management
Recycling, reusing, and reducing
Our responsibilities to the environment
May

Sample IB Planner

Planning the inquiry: Planning day 2pm-3:45 8/25/10

1. What is our purpose?

To inquire into the following:

Transdisciplinary theme - Who we are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

Central Idea

We have various roles and responsibilities as members of more than one group.

Summative assessment task(s):

What are the possible ways of assessing students', understanding of the central idea? What evidence, including student-initiated actions, will we look for?

- Make a Personal Responsibility Mobile. The mobile will include a food pyramid, a school, a home, a community helper, a pet, and a health component (example: A soccer ball describing importance of exercise).
- Have students fold paper into four parts. Label parts: School, home, bodies, and pets. Use writing and picture to illustrate understanding. We will use a rubric to assess work on a scale to
- Self-reflection on personal responsibility
- Earthkeeper Friday, September, Friday 21st (students create posters to advertise): Encouraging school to pick up litter and respect the school and one another

Portfolio: mobile, writing sample and rubric, self-reflection

Class/grade: First grade Age group: 6-7

School: International community school School code: 2548

Title: All of Us Do Some

PYP planner

Teacher(s): C. Shunnarah, F.July, M. Rector, A. Stowe, F. Koffi, N. Amedi, L.Steinerd (media), S. Awasti, PE, Music, Language teachers, Counselor (Ms. B. Davidson)

Date: August- end-of-September 2012

Proposed duration: 30 hours over 6 weeks

2. What do we want to learn?

What are the key concepts to be emphasized within this inquiry? **Connection** – What happens if I'm not responsible? **Form** –What are our roles? **Perspective** - What are others roles? What job do you like to do? What's a job you don't like to do? **Responsibility** - What are your roles? What is our responsibility to others? Why do I have to do? **Function and Causation**- How do rules help us with our roles? **Change and Connection** – How do rules change? **Respect-** for each other, respect for the school and the community **Independence**- responsibility for agendas and other school work, **Commitment** - to learning and coming to school on time and working together. **Responsibility** to ourselves - Health and Safety; to family, class, school, our animals community, and world members

RELATED CONCEPTS: appropriate behavior; our identities; our roles, our status; our rights; our responsibilities.

What teacher questions/provocations will drive these inquiries?

Questions:

- How are people and animals important to one another?
- How do I take care of myself?
- How do rules help us with our roles?
- How do rules change?
- What are your roles?
- What is our responsibility to yourself, to your family, to the community?

Provocations: Maggie's Dog, Ms. Andrea's Snake (how to take care of pets)
Movie on Community Helpers
Visit of local police officers
Brainpop Jr. Health and Nutrition
Ms. Brittany's lesson on feelings

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Planning the inquiry

3. How might we know what we have learned? *This column should be used in conjunction with "How best might we learn?"* What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

Class discussions/Brainstorming responsibilities as a class or in groups.

Assess prior knowledge with 3 pre-questions:-

1. What is my responsibility to myself?
2. What are my responsibilities to my family?
3. What are my responsibilities at school?

Use same Question's *as the post-test.*

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

- Our Responsibilities book
- Classroom Jobs
- Responsibility Mobile a summative tasks about community, school, home, and self responsibilities
- 4 box assessment on responsibility at school, bodies, home, and for pets
- Self-reflection on unit

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

- Student-made book of responsibilities
- Interview/discussion with students on their responsibilities
- Mobile on responsibilities to do at home
- Web of a family member's responsibilities
- Essential Agreement Creation / Classroom Jobs
- Service projects (picking up trash on campus)
- Taking care of the campus (picking u
- Homework and Agendas - responsible for doing work and bringing back signed by parent.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Communication skills - writing skills; reading; posing good questions; giving pertinent answers

Cooperation skills - Organizational Skills; Collecting and interpreting data. Safety rules and Essential agreements

Cooperation, Responsibility, Respect - for each other, for the school and for the community. Independence - responsibility for bringing in Agendas and other school work.

Commitment - to learning; to coming to school on time; to working cooperatively together, to taking care of your body.

5. What resources need to be gathered? What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available? Literature

. How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry? **We will talk about our roles as members of a classroom community and the commitments this requires (including essential agreements, class jobs)** Personal health component - HEALTHY ME level I, from readinga-z.com

-Resources: Books on Healthy Eating and Excersise, Brainpop, Jr. videos on health and nutrition, pet presentations

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Reflecting on the inquiry

6. To what extent did we achieve our purpose? Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

This is a very effective unit in helping students take responsibility for themselves and helping those around them. Through our children's literature and activities, this unit of inquiry has been explored throughout the school day, on the playground, at lunch, during afterschool and in the media center and technology room. Making responsible choices is always an ongoing topic, but emphasizing it in a unit is quite fruitful. It also makes a connection to students' home lives, in particular, with emphasis on homework responsibility and reading daily.

- The students learned new rules of the new school.
- Makes a connection to student's home lives especially in relation to bringing in their homework
- Making responsible choices during lunch time and on the playground
- Students help one another in the class
- Ms. Brittany's Guidance Lesson Focused on Conveying how you feel and WHY allowed students to take personal responsibility for feelings

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea. What was the evidence that connections were made between the central idea and the transdisciplinary theme?

- The assessment was effective. The student mobiles demonstrated their knowledge and their connections between the central idea and the theme.
- The "Raising Responsibility" Parade was an enthusiastic display of knowledge gained. It empowered students to share their voice with the school and inspire others to be responsible.
- We could improve the effectiveness of the Parade by putting the student-created posters up around the school and have classroom discussions about what the parade meant and what the students think it taught people.

7. To what extent did we include the elements of the PYP? What were the learning experiences that enabled students to develop an understanding of the concepts identified in "What do we want to learn?" Demonstrate the learning and application of particular transdisciplinary skills? Develop particular attributes of the learner profile and/or attitudes? In each case, explain your selection.

Communication Skills & **Research** Skills:

- Beginning **literacy and writing skills** - formation of the alphabet; learning how to read effectively; learning to write reports.
- **Interviewing skills/Oral language skills**; working in discussion groups; listening carefully and actively; Recording data. Also in French and Spanish
- Demonstrating **Responsibility**
- Being **Caring**
  - for our classmates
  - for our environment
  - for our families
  - for animals
- showing **Empathy**
  - Having empathy for needy people who need the Food Bank
- being **Reflective**
  - being reflective on our behavior to others
  - how we act in different situations
- being **Principled**
  - adhering to class rules/essential agreements
  - adhering to school-wide rules and essential agreements
  - following the rules on the school bus
- **demonstrating cooperation**
  - being helpful and cooperative in the classroom,
  - in the hallways; in the cafeteria,
  - in single-subject classes and in language classes etc
  - at home
  - in the community

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Reflecting on the inquiry

6. To what extent did we achieve our purpose? Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

This is a very effective unit in helping students take responsibility for themselves and helping those around them. Through our children's literature and activities, this unit of inquiry has been explored throughout the school day, on the playground, at lunch, during afterschool and in the media center and technology room. Making responsible choices is always an ongoing topic, but emphasizing it in a unit is quite fruitful. It also makes a connection to students' home lives, in particular, with emphasis on homework responsibility and reading daily.

- The students learned new rules of the new school.
- Makes a connection to student's home lives especially in relation to bringing in their homework
- Making responsible choices during lunch time and on the playground
- Students help one another in the class
- Ms. Brittany's Guidance Lesson Focused on Conveying how you feel and WHY allowed students to take personal responsibility for feelings

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea. What was the evidence that connections were made between the central idea and the transdisciplinary theme?

- The assessment was effective. The student mobiles demonstrated their knowledge and their connections between the central idea and the theme.
- The "Raising Responsibility" Parade was an enthusiastic display of knowledge gained. It empowered students to share their voice with the school and inspire others to be responsible.
- We could improve the effectiveness of the Parade by putting the student-created posters up around the school and have classroom discussions about what the parade meant and what the students think it taught people.

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Communication Skills & Research Skills:

- Beginning literacy and writing skills - formation of the alphabet; learning how to read effectively; learning to write reports.
- Interviewing skills/Oral language skills; working in discussion groups; listening carefully and actively; Recording data. Also in French and Spanish
- Demonstrating Responsibility
- Being Caring
  - for our classmates
  - for our environment
  - for our families
  - for animals
- showing Empathy
  - Having empathy for needy people who need the Food Bank
- being Reflective
  - being reflective on our behavior to others
  - how we act in different situations
- being Principled
  - adhering to class rules/essential agreements
  - adhering to school-wide rules and essential agreements
  - following the rules on the school bus
- demonstrating cooperation
  - being helpful and cooperative in the classroom,
  - in the hallways; in the cafeteria,
  - in single-subject classes and in language classes etc
  - at home
  - in the community

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International Community School – 2012 - 2013

International Baccalaureate Primary Years Programme – Programme of Inquiry - Grade TWO

Grade Two

Transdisciplinary Theme	Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. "Stand Up for Your Rights"	Where We Are in Place and Time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives. "This Land is Your Land"	How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the way in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. "Express Yourself"	How the World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment "Everything Matters"	How We Organize Ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment. "City Life"	Sharing the Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution. "The Unbroken Cycle"
Concepts Related concepts	Responsibility, Connection, Causation Equality, Freedom, Role, Diversity	Perspective, Causation, Connection Consequences, Bias, Prejudice, Relationships, Fact, Opinion, Empathy, Impact	Form, Perspective, Connection Expression, Originality, Imagination, Tradition, Character	Form, Causation, Change Patterns, Energy, Force, Motion	Causation, Connection, Change Laws/Rules, Government, Location, Place, Transportation, interdependence, Needs/Wants	Form, Function, Connection Environment, Energy, Cycles, Consumption, Ecosystems
Central Idea	People around the world have rights, but their rights are not always the same.	Past and Present Migration can have both positive and negative effects.	People express themselves in many different ways.	All things in the universe are composed of matter and are influenced by forces.	Many factors affect where cities are formed and how they grow.	Plants and animals depend on each other and their environment to sustain life
Lines of Inquiry	Roles, rights, and responsibilities How these differ around the world People's roles and responsibilities in championing rights	Culture of native people prior to the arrival of settlers Impact of migration on settlers and native peoples Contribution of native people and settlers	Genres of writing Audience and purpose Early forms of writing Author & Artist studies Alternative ways of communicating fine and performing arts	States and properties of matter Types of forces and energy Results of matter interacting with energy What it means to be a scientist and how scientists gain new knowledge	Effects of geographic regions, natural resources, and economic factors of cities Why people choose to settle in a particular city Impact and role of government within a city Importance of maps of cities	Plant and animal life cycles Environmental factors that influence plant and animal growth and development Human affects on animal and plant development
Time Frame	The effects of rights or lack of rights on daily life January - February	Relationships between native people and settlers Mid October - December	May	August - September	September – mid October	April - May

Sample IB Planner

Planning the inquiry

Class/grade: 2 Age group: 7-8
School: International Community School code: 2548
Title: "Stand Up For Your Rights"
Teacher(s): Korner, Nelson Jackson
Date: Proposed duration: 25 hours 5-6 weeks (March-April)

1. What is our purpose?
To inquire into the following:
Transdisciplinary theme
Who We Are
An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

Central idea
People around the world have rights but their rights are not always the same.

Summative assessment task(s):
What are the possible ways of assessing students' understanding of the central idea?
The student will choose a right from a menu that has emerged from unit lessons and discussion, and that they have a strong personal connection to, and research the best organization/individual to receive a persuasive letter. They will write a persuasive letter and a poster about the same right that states their opinion.

What evidence, including student-initiated actions, will we look for?

Plan for ACTION
.

2. What do we want to learn?
What are the key concepts - form, function, causation, change, connection, perspective, reflection to be emphasized within this inquiry?
Responsibility, Connection, Causation
Related concepts: **Equality, diversity, role, freedom**
What lines of inquiry will define the scope of the inquiry into the central idea?
· Examples of rights that people have and how they differ around the world (economic, civil, etc.)
-Human role and responsibility in championing rights
-effect of rights or lack of rights on daily life

What teacher questions/provocations will drive these inquiries?
How are the rights of children different from the rights that we have here?
What is a right? How do adults and childrens' economic rights differ around the world?
How have historical people influenced rights?
What are children's rights worldwide and how are they protected?
Provocations:
1. Video - Chocolate Child Slaves - CNN
2. Global Exchange Fair Trade Chocolate Book

1. What is our purpose?
To inquire into the following:
Transdisciplinary theme
Who We Are
An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

Central idea
People around the world have rights but their rights are not always the same.

Summative assessment task(s):
What are the possible ways of assessing students' understanding of the central idea?
The student will choose a right from a menu that has emerged from unit lessons and discussion, and that they have a strong personal connection to, and research the best organization/individual to receive a persuasive letter. They will write a persuasive letter and a poster about the same right that states their opinion.

What evidence, including student-initiated actions, will we look for?

Plan for ACTION
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-After researching what organizations/individuals are best to receive persuasive letters, and letters are fully edited, letters will be sent. End-of-unit celebration will include a rights march with their posters, ending in the cafeteria, where children will share their letters with guests and visitors in small groups; celebration will begin and end with the singing of two or three civil rights songs.

2. What do we want to learn?
What are the key concepts - form, function, causation, change, connection, perspective, reflection to be emphasized within this inquiry?
Responsibility, Connection, Causation
Related concepts: **Equality, diversity, role, freedom**
What lines of inquiry will define the scope of the inquiry into the central idea?
· Examples of rights that people have and how they differ around the world (economic, civil, etc.)
-Human role and responsibility in championing rights
-effect of rights or lack of rights on daily life

What teacher questions/provocations will drive these inquiries?
How are the rights of children different from the rights that we have here?
What is a right? How do adults and childrens' economic rights differ around the world?
How have historical people influenced rights?
What are children's rights worldwide and how are they protected?
Provocations:
1. Video - Chocolate Child Slaves - CNN
2. Global Exchange Fair Trade Chocolate Book

5. What resources need to be gathered?

School Supplies: posterboard for peace march; variety of Graphic Organizers

Book List: Through My Eyes (Rosa Parks biography); We Are The Ship; Teammates by Golenbock; Testing the Ice: A True Story of Jackie Robinson; Players in Pigtails; More Than Anything Else; Martin's Big Words; My Brother Martin; Thank You, Jackie Robinson by Cohen; Something Beautiful by Wyeth; We Are All Born Free

Videos: MLK Jr Speech (**http://www.dailymotion.com/video/xeitn3_i-have-a-dream-martin-luther-king-e_people**); Traveling Through Time (**www.jimmycarter.info**); Jimmy Carter 'timeline' **http://www.jimmycarter.info/studentresearch_11.html**

Print-out: Global Exchange chocolate book (http://www.globalexchange.org/sites/deault/files/ChocolateCurriculum.pdf

Additional Resources: Little Baby Snoogle-Fleejer by JImmy Carter; photgraphs from Vanishing Georgia (**http://dlg.galileo.usg.edu/vanga/html/vanga_homeframe_default.html**); Grade 2 movie curriculum - **http://www.jimmycarter.info/documents/2ndgrademoviecurriculum.pdf**; **http://www.jimmycarter.info/** - Jimmy Carter NHS Education Program resources

Letter to President Eisenhower – http://www.archives.gov/exhibits/featured_documents/jackie_robinson_letter/

Reflecting on the inquiry

6. To what extent did we achieve our purpose?

The biography posters were an excellent task; breaking it down the way we did helped with a variety of skills in Reading/ELA; the various read alouds about people who have stood up for rights generated lots of interest and many ideas were shared throughout the days. They really enjoyed learning and singing the civil rights songs and working on their posters for the Protest March and Peace Rally

7. To what extent did we include the elements of the PYP?

Learner Profiles: Cooperation, respect, commitment, principled, tolerance, creativity

Due to the content of this unit there were many opportunities to emphasize the learner profile attributes; we encouraged lots of personal connections with discussions of various rights, and the need to respect one other when beliefs are different

6. To what extent did we achieve our purpose?

The biography posters were an excellent task; breaking it down the way we did helped with a variety of skills in Reading/ELA; the various read alouds about people who have stood up for rights generated lots of interest and many ideas were shared throughout the days. They really enjoyed learning and singing the civil rights songs and working on their posters for the Protest March and Peace Rally

There was not quite enough time to do all the fair trade activities and hopefully next year we can move through the first two units more quickly in order to give this strong unit more time.

There was more evidence with unit than the others of student based actions; they shared about boycott various places due to business practices, and there was ample conversation about standing up for others

7. To what extent did we include the elements of the PYP?

Learner Profiles: Cooperation, respect, commitment, principled, tolerance, creativity

Due to the content of this unit there were many opportunities to emphasize the learner profile attributes; we encouraged lots of personal connections with discussions of various rights, and the need to respect one other when beliefs are different

transdisciplinary skills: research skills (biography poster; summative assessment)

communication skills (presentation): In addition to the project going well we added a reflection component about their presentation and the Peace Rally to the homework and the responses showed a real connection to the underlying central idea and lines of inquiry

8. What student-initiated inquiries arose from the learning?

-students initiated research of other African-

9. Teacher notes

Suggestion for later in year on when the students writing skills are stronger: The students will be given one of the following prompts to write a personal narrative:

- ? *from the point of view of a member of the United Nations visiting a country that lacks children's rights*
- ? *from the point of view of a child living in a country that lacks children's rights*

International Community School – 2012-2013

International Baccalaureate Primary Years Programme – Programme of Inquiry - Grade THREE

Grade Three

Transdisciplinary Theme	Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. "Money Matters"	Where We Are in Place and Time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives. "Living Landscapes"	How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the way in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic "Fighting for Freedoms"	How the World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment. "The Earth Rocks!"	How We Organize Ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment. "Citizens Are Us!"	Sharing the Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution. "Responsibility with Resources"
Concepts Related Concepts	Responsibility ; Reflection ; Perspective Decimals, Culture, Change, Resources, Interdependence, Power, Exchange, Consumption, barter, Supply &Demand	Form, Change - adaptation, Connection Ecosystem, Cycles, Movement, Similarities/Differences, Location/Place, time	Change, Perspective, Reflection, Causation, Responsibility Power, Freedom, Justice, Rights	Form, Function, Causation, Change, Volcanoes, Earthquakes, Fossil Fuels, Archaeologists, paleontologists, Geologists	Function, Responsibility, Connection Government, Citizenship, Leadership, Laws/Rules, Federation	Responsibility, Function, Reflection, Form, Function, Causation, Connection, Perspective
Central Idea	Individual and community economic decisions affect our way of life.	Each place on Earth is a habitat.	Individuals can extend people's rights and freedoms.	Changes to the Earth over time impact living things.	Government and people influence each other.	Essential resources are limited and unevenly distributed.
Lines of Inquiry	Money/Currencies of the world Math in the home Banking/saving Distribution of wealth	Differentiate between the habitats of the US State of Georgia Adaptation takes place over the centuries Changes in a habitat affects organisms	Expressing one's opinion Influencing and persuading others Political activism The lives of historical figures	The Earths structure Changes in the Earth's structure Earth's Resources Topography, geography, rivers and water of the U.S.A	Structure of Government Elections Influence of people Citizenship Roots of modern democracy	Water cycle, water use, sharing resources, conservation and action, Water distribution, how quantity of water affects people (drought and flooding), water storage
Time Frame	Sept. 9 – Oct. 22	March - April	December - February	February - March	October - November	April - May

International Community School – 2012 - 2013

International Baccalaureate Primary Years Programme – Programme of Inquiry - Grade FOUR

Grade Four

Transdisciplinary Theme	**Who We Are** An Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. "WHY VOTE?"	**Where We Are in Place and Time** An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives. "Finding Ourselves"	**How We Express Ourselves** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the way in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. "EXPLOSIVE EXPRESSIONS!"	**How the World Works** An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment "Reflective Vibrations"	**How We Organize Ourselves** An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment. "What Kind of Life do you Want?"	**Sharing the Planet** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution. "We Are Planeteers!"
Concepts **Related Concepts**	Connection, Change, Responsibility Ethics, Values, Beliefs, Government, Groups, citizenship, Order	Connection, Change Perspective Sustainability, , Institutions, Order, Migration, Adaptations	Form, Function, Perspective Culture, beliefs and values, (wants and needs) economy	Form, Function, Connection, Change Computation, Physical Features of battle, Scientific Investigation, Communication	Causation, Reflection Responsibility Rights, Freedom, Leadership,	Responsibility, Causation Perspective Ecosystem, Interdependence, Diversity
Central Idea	Established expectations help individuals to understand their rights & responsibilities as members of a community and the world at large.	Migration creates change and reveals various local and global perspectives.	People use poetry and other modes of writing to express and communicate understanding of the world and themselves.	Scientific principles provide us with the opportunity to explain and understand how our world works.	Change takes place when individuals claim their rights in society.	Each organism has a role in the movement of energy through the ecosystem.
Lines of Inquiry	•Classroom, school, and the surrounding neighborhood. •Rights and responsibilities of a global citizen	Causes and effects of migration on geography, communities, cultures, and Individuals Early voluntary and involuntary immigration to the New World from Europe and Africa Our personal journeys to the Americas	Different forms of expression Author's voice and interpretation Poetry, tall tales and figurative language Expression through material things	Light and Sound used in forms of battle Production of light Production of sound Relationship between Math and Science	Reasons for conflict What happens when people demand a voice in their government Contrast war with non-violent conflict.	Relationships in living communities Ecosystems and the flow of energy
Time Frame	August - October	October - January	April – May	February - March	January-February	Aug.-Sept.

International Community School – 2012-20113

International Baccalaureate Primary Years Programme – Programme of Inquiry - Grade FIVE

Grade Five

Transdisciplinary Theme	Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. "Transformation is constant."	There We Are In Place and Time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives. Technology in the 20th/21st Centuries	How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the way in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. "Don't Be Fooled"	How the World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment "You Have a Voice"	How We Organize Ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment. "Conflict and Peace"	Sharing The Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Concepts	Connection, Change, perspective	Causation, Change, Perspective	Form, Reflection	Causation, Change, Form, Connection, Perspective	Causation, Change, Perspective, Connection, Commitment, Responsibility, Reflection	Causation, Change, perspective, responsibility
Related Concepts	Change, Power, Freedom, Equality, Identity	Craftsmanship, Time, Change, Continuity, Communication, Development, Speed	Imagination, Identity, Culture, Critique	Laws, Rules, Motion, Force, Power, Environment, Space, Regions,	Identity, Freedom, Government, Rights,	Cooperation, Conflict, Environment, Space, regions
Central Idea	The impact of war can have both negative and positive effects on society	Technology has an impact on our life.	Our beliefs values and action are shaped and manipulated by dominant culture	There is a complex and intertwined relationship between the human and physical environment.	Politics and governing policies are influenced, changed, or resisted as cultures and communities change or move around the world.	Humanity is constantly struggling with conflict and its resolution.
Lines of Inquiry	World War II Post World War II Civil Rights Movement Independence Movements	Industrial Revolution railway/telegraph Magnetism and Electricity Environmental, social, and political effects caused by advances in technology	Advertisements and subliminal messages in mass media Persuasion/ Propaganda Communicating messages	Politics and Reconstruction European settlement of West Impact of technology	Examination of Socio-Economic influence Construction of different Political Cultures Impact of Culture on how politics or governing bodies are shaped or reshaped.	Reasons for conflict Effects of conflict Resolution of conflict Civil War (War between the US States) Reconstruction/Westward expansion
Time Frame	April-May	October	January -February	October - November	January	August-September

Exhibit 15: TEACHER KEYS EFFECTIVENESS SYSTEM (TKES)

Teacher Keys Effectiveness System (TKES)

2013-2014 Calendar Update

August 2013	September 2013	October 2013
] Principal and Assistant Principal complete Evaluator and Credential Training.] Principal or designee conducts orientation for Teacher Keys Effectiveness System (TKES) including the Teacher Assessment of Performance Standards (TAPS), Student Learning Objectives (SLO), Student Growth Percentile (SGP), and Student Surveys for teachers new to DCSD.] Principal or designee conducts TKES familiarization activities with teachers (ongoing throughout the school year).] Principal or designee provides teachers with TAPS Self-Assessment Form/process to complete in preparation for the Pre-Evaluation Conference.] Principal or designee provides teachers with the District Student Learning Objective (SLO) and the Teacher Student Learning Objective Form to be completed after the SLO pre-assessment administration.] Teachers complete their individual Teacher Student Learning Objective Form prior to the Pre-Evaluation Conference.] Principal or designee conducts walkthroughs.] Teachers administer SLO Course Pre-Assessments within 10 days of a student entering a course with a SLO and ensure data is located within SchoolNet/IDMS by **September 20, 2013.**	] Principal and Assistant Principal Evaluator and Credential Training.] Principal or designee conducts TKES familiarization activities with teachers (ongoing throughout the school year).] Principal or designated evaluator conducts TAPS Pre-Evaluation Conference with teachers and review TAPS Self-Assessment Form.] Principal or designee monitors SLO data and ensures all SLO data is housed within SchoolNet/IDMS by **September 20, 2013.**] Principal or designated evaluator develops and monitors Professional Development Plans (PDP) as needed.] Principal or designee conducts walkthroughs.] Principal or designee plans for administration of Student Surveys using the GaDOE Protocol.] Regional Superintendents review campus TKES Plan Status Reports using the TLE Electronic Platform and provide on-going support to schools.	[Principal or designee conducts TKES familiarization activities with teachers (ongoing throughout the school year). [Principal or designated evaluator conducts TAPS unannounced observations and completes Formative Assessment Reports based on observations and documentation. [Principal or designee monitors SLO data and ensures all SLO data is housed within SchoolNet/IDMS. [Principal or designated evaluator develops and monitors Professional Development Plans (PDP) as needed. [Principal or designee plans for administration of Student Surveys using the GaDOE Protocol. [Principal or designee conducts walkthroughs. [Regional Superintendents review campus TKES Plan Status Reports using the TLE Electronic Platform and provide on-going support to schools. [Principal or designee ensures roster verifications are conducted appropriately if required. **Survey Windows** **] October – December 13, 2013 – student survey window for courses taught only in first semester.** **] October – March 14, 2014 – student survey window for courses taught all year long.**

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November 2013	December 2013	January 2014
] Principal or designee conducts TKES familiarization activities with teachers (ongoing throughout the school year).] Principal or designated evaluator conducts TAPS unannounced observations and completes Formative Assessment Reports based on observations and documentation.] Principal or designee plans for administration of Student Surveys using the GaDOE Protocol.] Principal or designated evaluator develops and monitors Professional Development Plans (PDP) as needed.] Principal or designee conducts walkthroughs.] Principal or designee monitors SLO data and ensures all SLO data is housed within SchoolNet/IDMS.] Regional Superintendents review campus TKES Plan Status Reports using the TLE Electronic Platform and provide on-going support to schools.] Principal or designee ensures roster verifications are conducted appropriately if required.	] Principal or designee conducts TKES familiarization activities with teachers (ongoing throughout the school year).] Principal or designated evaluator conducts TAPS unannounced observations and completes Formative Assessment Reports based on observations and documentation.] Principal or designee conduct mid-year evaluation conferences.] Teachers and administrators plan for the administration of the Student Learning Objective (SLO) post-assessment for first semester courses and ensures data is housed in SchoolNet/IDMS by **December 13, 2013.**] In full-year courses teachers formatively assess student progress toward meeting annual SLO.] Principal or designee conducts walkthroughs.] Regional Superintendents review campus TKES Plan Status Reports using the TLE Electronic Platform and provide on-going support to schools.] Principal or designee ensures roster verifications are conducted appropriately if required. **] Principal or designee has conducted a minimum of 2 walkthroughs on each teacher.**	[Principal or designee conducts TKES familiarization activities with teachers (ongoing throughout the school year). [Teachers and administrators plan for the administration of the Student Learning Objective (SLO) pre-assessment for second semester courses and ensures data is housed in SchoolNet/IDMS by **January 31, 2014.** [Principal or designated evaluator conducts TAPS unannounced observations and completes Formative Assessment Reports based on observations and documentation. [Principal or designee conduct mid-year evaluation conferences. [Principal or designated evaluator develops and monitors Professional Development Plans (PDP) as needed. [Principal, following district guidelines and timelines, notifies in writing the appropriate Human Resources Director or district designee regarding possible non-renewal of any certified staff. [Regional Superintendents review campus TKES Plan Status Reports using the TLE Electronic Platform and provide on-going support to schools. [Principal or designee ensures roster verifications are conducted appropriately if required. [Principals or a designee should conduct a minimum of two walkthroughs and one formative assessment by **January 18, 2014.**

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		January 2014 Continued Survey Window January – March 14, 2014 – student survey window for courses taught only in second semester.
February 2014	March 2014	April 2014
Principal or designee conducts TKES familiarization activities with teachers (ongoing throughout the school year). Principal or designated evaluator conducts TAPS unannounced observations and completes Formative Assessment Reports based on observations and documentation. Principal or designee monitors SLO data and ensures all SLO data is housed within SchoolNet/IDMS. Principal or designated evaluator develops and monitors Professional Development Plans (PDP) as needed. Principal or designee conducts walkthroughs. Regional Superintendents review campus TKES Plan Status Reports using the TLE Electronic Platform and provide on-going support to schools. Principal or designee ensures roster verifications are conducted appropriately if required.	Principal or designee conducts TKES familiarization activities with teachers (ongoing throughout the school year). Principal or designated evaluator conducts TAPS unannounced observations and completes Formative Assessment Reports based on observations and documentation. Teachers and administrators plan for the administration of the Student Learning Objective (SLO) post-assessment for year-long and second semester courses which opens April 1 and ensures data is housed in SchoolNet/IDMS by **May 23, 2014**. Principal or designated evaluator develops and monitors Professional Development Plans (PDP) as needed. Principal or designee conducts walkthroughs. Regional Superintendents review campus TKES Plan Status Reports using the TLE Electronic Platform and provide on-going support to schools. Principal or designee ensures roster verifications are conducted appropriately if required. Principal or designee ensures completion of the administration of Student Surveys using GaDOE Protocol by **March 14, 2014**.	Principal or designated evaluator conducts TAPS Summative Conferences by **May 1, 2014**. Teachers and administrators plan for the administration of the Student Learning Objective (SLO) post-assessment for year-long and second semester courses which opens April 1 and ensures data is housed in SchoolNet/IDMS by **May 23, 2014**. Principal or designated evaluator develops and monitors Professional Development Plans (PDP) as needed. Regional Superintendents review campus TKES Plan Status Reports using the TLE Electronic Platform and provide on-going support to schools. Principal or designee ensures roster verifications are conducted appropriately if required. **Annual Evaluations must be completed and entered into the electronic platform by May 1, 2014.**

	March 2014 continued **Principal or designee has conducted a minimum of 4 walkthroughs on each teacher.**	
May 2014		
Principal or designated evaluator conducts TAPS Summative Conferences by **May 1, 2014**. TKES Plan Status Report submitted to Regional Superintendents by **May 16, 2014**. Teachers and administrators plan for the administration of the Student Learning Objective (SLO) post-assessment for year-long and second semester courses which opens April 1 and ensures data is housed in SchoolNet/IDMS by **May 23, 2014**. Regional Superintendents review campus TKES Plan Status Reports using the TLE Electronic Platform and provide on-going support to schools. Reports should be used to inform and support building leaders to make progress. Principal or designee ensures roster verifications are conducted appropriately if required. **Annual Evaluations must be completed and entered into the electronic platform by May 1, 2014.**		

Teacher Keys Effectiveness System (TKES)

2013-2014 Calendar Update

Important Expectations for DeKalb's TKES-SLO Process

- *SLO Course Pre-Assessments – administer within 10 days of a student entering a course with a SLO.*
- *SLO Course Post-Assessments – administer prior to end of the course and no later than May 23 for second semester courses.*
- *Every student enrolled in SLO courses must be administered Pre/Post SLO Assessments (teachers should use data to inform instruction).*
- *Grades should not be given on SLOs pre assessments. Teachers may assign a grade for the SLO post-assessment.*
- *All SLO pre and post assessment data must be housed in SchoolNet/IDMS.*
- *All teachers must sign off on orientation and familiarization electronically.*
- *All teachers must have a minimum of 2 unannounced observations and a minimum of 4 walkthroughs.*
- *All walkthroughs must be rated.*
- *Department chairs may be utilized to conduct informal classroom observations not related to the TKES formal process without TKES Credentialing. The informal classroom observation instrument is located within the PD360 platform.*
- *Department chairs may be utilized to conduct TKES walkthroughs if and only if they are TKES Credentialed Dept Chairs may be TKES Credentialed if and only if they hold a Georgia Leadership Certificate.*

Exhibit 16: WAIVERS - TITLE 20, STATE RULE, DEKALB LOCAL POLICY WAIVER REQUESTS

TITLE 20 (all references are to the Official Code of Georgia)

The state law provisions set forth below regulate for the typical public school such matters as curriculum, instructional methods, school day, calendar, attendance, textbooks and the like and for that reason should be waived in order for the Charter School to be able to achieve its unique educational objectives. As may be seen in the balance of this Petition, all of which is incorporated herein by reference, the specific plans of ICS in respect to these regulated matters are fully consistent with and do not in any way undermine the intent of the waived provisions of state law. They merely represent another way of achieving the same educational purposes as the Code sections enumerated.

20-2-168 (d):

(d) The governing board of any local unit of administration may provide for continued operation of one or more educational programs of the local unit for a period of time beyond the normal school year provided for in subsection (c) of this Code section for the purpose of providing summer school education programs, including: the continuation of one or more instructional programs provided for in Part 3 of this article, enrichment of prescribed school programs, accelerated school programs, special programs of education enumerated by or coming within the scope of this article, and such other education programs as may be approved by the State Board of Education. All summer school programs shall meet and be offered in accordance with standards, requirements, and criteria prescribed by the state board. Teachers and other certificated professional personnel employed full time or part time during such period shall be paid additional salaries based on the state minimum monthly salary schedule in proportion to the time and services rendered by such personnel. No additional state funds shall be allotted to local units in support of such programs unless the General Assembly authorizes funds for this purpose. The state board is authorized to allot such state funds to local units in support of all or any one or more of such summer school education programs. The extent to which these state funds may be allotted to local units of administration in support of any one or more of such programs shall be determined by the state board but shall not in any event exceed the ratio of state funds to local funds made available to the local unit during the preceding school year in support of the calculated cost of providing the Quality Basic Education Program in the local unit during that school year. The state board is authorized to determine the relative need for establishment of any one or more of the various summer school education programs enumerated in this subsection, to establish priorities for implementation of such programs, and to allot funds appropriated for this purpose to local units of administration in support of those programs.

Rationale: ICS requires flexibility as regards summer school offerings for its students. It already participates in the “rising scholar” summer program for students whose failing test grades require that they attend this program. If ICS chooses to add additional summer offerings, it should not be bound by state salary scale.

20-2-168 (e): (e)(1) It is declared to be the policy of this state that every effort be made to utilize currently available educational facilities and equipment on a year-round basis. The State Board of Education shall certify that a local school system has a year-round operation for one or more grade levels for any instructional program as provided in Part 3 of this article which meets the following criteria:

(A) That the operation of the program is for 232 official attendance days or more, constituting four quarters or any plan for year-round operation approved by the state board;

(B) That for a student's first 176 or more days, constituting three quarters or an equivalent plan approved by the state board, attendance shall be on a tuition-free basis; and

(C) That the program is offered for all official attendance days in accordance with such standards, requirements, and criteria as may be prescribed by the state board.

Rationale: ICS should have flexibility in regard to utilization of those facilities beyond the number of school attendance days mandated by the state or less as necessary to achieve fiscal stability.

20-2-168 (f): Each local board of education shall annually provide for a "Summer Opportunity Program," to extend educational opportunities beyond the normal school year provided for in subsection (c) of this Code section. This program will be made available to students who have been retained in grades kindergarten through eight or who have failed academic subjects in these grades. This program shall be offered during the summer months for not less than six weeks at no tuition cost to eligible students. The Summer Opportunity Program may provide for lower teacher-pupil ratios, coordination with family connection resources where appropriate, school locations for the program nearest residential areas of the majority of students eligible to attend the program, transportation, instruction in subject areas failed by students, utilization of instructional technology, and include teachers who have demonstrated teaching success and rapport with students. Each local board shall submit a projected number of students eligible for the Summer Opportunity Program by grade to the Department of Education no later than November 30 of each year in order to have calculated the state cost to operate the Summer Opportunity Program for inclusion as a separate funding item in the midterm adjustment for the current fiscal year. The allocation of state funds to each local school system for such program shall be based upon the actual enrollment in the Summer Opportunity Program of eligible students in such system. The cost calculations and allocations shall be based upon the length of the Summer Opportunity Program and appropriate program weights for programs in paragraphs (1) through (4) of subsection (b) of Code Section 20-2-161 multiplied times the base weight amount as established in the General Appropriations Act for the most recent fiscal year adjusted for training and experience of teachers as specified in subsection (e) of Code Section 20-2-161 multiplied times the total full-time equivalency program count within each appropriate program which includes funds sufficient to provide for teacher salaries, instructional materials, and facilities maintenance and operations costs. Pupil transportation costs shall be calculated and allocated at one-sixth the annual costs for each bus operated for the Summer Opportunity Program, excluding costs for items paid in the initial allotment for each earned bus such as bus replacement and bus insurance costs. The State Board of

Education is encouraged to coordinate with the board of regents to identify student teaching programs in appropriate university system institutions for the purpose of assigning student teachers to as many classes within each school system's Summer Opportunity Program as possible. This subsection in no way prohibits local boards of education from entering into a multisystem summer program contract to provide services identified in this subsection. Local boards are encouraged to expand the Summer Opportunity Program through the use of local funds, tuition, grants, scholarships, Chapter I, and all other available funds to provide summer educational opportunities for all other students in the school system.

Rationale: ICS requires flexibility as regards summer school offerings for its students. It already participates in the Rising Scholar summer program for students whose failing test grades require that they attend this program

The state law provisions set forth below regulate for the typical public school such matters as school personnel, fiscal management and responsibility, school physical facilities, and governance and the like and for that reason should be waived in order for the Charter School to be able to achieve its unique educational objectives. As may be seen in the balance of the petition the specific plans of ICS in respect to these regulated matters are fully consistent with and do not in any way undermine the intent of the waived provisions of state law. They merely represent another way of achieving the same educational, fiscal and governance purposes as the Code sections enumerated.

20-2-85: Legislative findings; role of local boards of education and school councils

(a) The General Assembly recognizes the need to improve communication and participation of parents and the community in the management and operation of local schools. The General Assembly believes that parent and community support is critical to the success of students and schools. The intent of this article is to bring communities and schools closer together in a spirit of cooperation to solve difficult education problems, improve academic achievement, provide support for teachers and administrators, and bring parents into the school-based decision-making process. The establishment of school councils is intended to help local boards of education develop and nurture participation, bring parents and the community together with teachers and school administrators to create a better understanding of and mutual respect for each other's concerns, and share ideas for school improvement. School councils shall be reflective of the school community.

(b) The management and control of public schools shall be the responsibility of local boards of education, and the school leader shall be the principal. School councils shall provide advice, recommendations, and assistance and represent the community of parents and businesses. Each member of the council, as a community representative, shall be accorded the respect and attention deserving of such election.

Rationale: ICS has its own community of parents as well as parents on its Board of Directors. The flexibility accorded to charter schools under state law in meeting their educational objectives requires that ICS be exempted from this particular means of obtaining parental and community input.

20-2-86

Operation of school councils; training programs; membership; management; roles and responsibilities

Rationale: ICS has its own community of parents as well as parents on its Board of Directors. The flexibility accorded to charter schools under state law in meeting their educational objectives requires that ICS be exempted from this particular means of obtaining parental and community input.

20-2-200. Regulation of certificated professional personnel by Professional Standards Commission; certification requirement; requirements for initial applicants, holders of out-of-state certificates, and renewal; in-field assignment standards; effect of unsatisfactory performance evaluations; withdrawal of application; fees

Rationale: Our rationale for requesting hiring flexibility is that, because the mission of ICS is to provide refugee, immigrant and local children with an international education, our personnel needs to have specific experience in refugee needs, specific national cultures present at the school (i.e., Bosnian, Kurdish, Burundian, etc.) as well as acculturation of said refugees in the general context of North American culture. Our specialized staff members, often individuals with refugee background themselves, allow us give specific attention to issues of personal development, self-esteem, and the unique stresses experienced by children who have suffered catastrophic loss through war and other forms of violence. Thus, our staff reflects a combination of expertise and experience that makes us unique within the framework of Premier DeKalb.

ICS will ensure that all faculty and administrative staff are Highly Qualified in accordance with the federal No Child Left Behind Law by either the same route as traditional public schools, or via the state charter law as provided for in Section 9101(23)(A)(i). For charter schools NCLB Section 9101 (23)(A)(i) also states:

(23) HIGHLY QUALIFIED- The term "highly qualified" —

(A) when used with respect to any public elementary school or secondary school teacher teaching in a State, means that —

(i) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law; and

(ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;

ICS is committed to ensuring that all faculty and administration required to hold state certification, be certified and hold a valid in-field educator's certificate issued by the Georgia Professional Standards Commission. Federal guidelines established by the Federal No Child Left Behind Law mandates that all teachers in traditional public schools be highly qualified and

placed in field, 100% of the day, for which they have demonstrated subject area competency. To demonstrate subject area competency, the educator must hold a clear renewable certificate in the subject area, or hold a non-renewable certificate in the subject area with successful completion of GACE I and GACE II, or hold an intern certificate in the subject area with the successful completion of GACE I.

Notwithstanding the above waiver, ICS will move all present staff to certification within four years, with at least 50% qualifying by May 30, 2011, 75% by May 30, 2012, and 100% by May 30, 2013. One of our goals is to have a fully certified and highly qualified staff by the expiration of this charter. Any new hires will have a two year window from their starting date to obtain certification.

All staff members who are not currently certified will be notified that they must enroll in a training program and obtain Georgia certification. ICS will support these staff members by providing information on Oconee RESA's certification through GATAPP. ICS will also ensure all international teachers have their degrees reviewed by an agency with review clearance privileges. ICS will provide DeKalb County Schools an annual update of their progress toward full certification.

20-2-212 - Salary Schedules

(a) The State Board of Education shall establish a schedule of minimum salaries for services rendered which shall be on a ten-month basis and which shall be paid by local units of administration to the various classifications of professional personnel required to be certificated by the Professional Standards Commission. The minimum salary schedule shall provide a minimum salary base for each classification of professional personnel required to be certificated; shall provide for increment increases above the minimum salary base of each classification based upon individual experience and length of satisfactory service; and shall include such other uniformly applicable factors as the state board may find relevant to the establishment of such a schedule. The minimum salary base for certificated professional personnel with bachelor's degrees and no experience, when annualized from a ten-month basis to a 12 month basis, shall be comparable to the beginning salaries of the recent graduates of the University System of Georgia holding bachelor's degrees and entering positions, excluding professional educator teaching positions, in Georgia having educational entry requirements comparable to the requirements for entry into Georgia public school teaching. The placement of teachers on the salary schedule shall be based on certificate level and years of creditable experience, except that a teacher shall not receive credit for any year of experience in which the teacher received an unsatisfactory performance evaluation. The General Assembly shall annually appropriate funds to implement a salary schedule for certificated professional personnel. For each state fiscal year, the state board shall adopt the salary schedule for which funding has been appropriated by the General Assembly. A local unit of administration shall not pay to any full-time certificated professional employee a salary less than that prescribed by the schedule of minimum salaries, except as required by this Code section; nor shall a local unit of administration pay to any part-time certificated professional employee less than a pro rata portion of the respective salary prescribed by the schedule of minimum salaries, except as required by this Code section.

Rationale: As a charter school with limited funding, ICS negotiates its own salaries. The present salary scale is set forth elsewhere within this charter.

20-2-213 - Career Ladder Programs

The State Board of Education is authorized and directed to devise career ladder programs for teachers and other certificated professional personnel which provide such personnel who demonstrate above average or outstanding competencies relative to their respective positions and exhibit above average or outstanding performance in executing their assigned responsibilities with salary supplements in recognition of such competency and performance. Achievement of students beyond the level that is typically expected for their ability shall be included in the performance criteria for any of the respective personnel categories when specified by the state board. The state board shall submit its policies and guidelines pertaining to the implementation of career ladder programs, along with the recommendations of the career ladder task force, to the General Assembly for review prior to submitting a request for funds to grant salary supplements under this program. The state board shall grant sufficient funds to each local unit of administration to pay the salary supplements of all personnel awarded supplements under the career ladder programs, subject to appropriation by the General Assembly.

Rationale: ICS, because of its small size and unique organization will need to develop individually negotiate career paths for our employees.

20-2-214 - Salary Schedule for Principals; Supplements

The State Board of Education shall establish a salary schedule for school principals that includes a supplement amount for each principal. The amount of the supplement shall be based on the amount appropriated by the General Assembly for this purpose each year divided by the total weighted full-time equivalent count for the state. The amount for each principal shall be determined by multiplying the amount per weighted full-time equivalent count by the weighted full-time equivalent count for each school. Local school systems shall pay this supplement to each local school principal.

Rationale: The principals salary will be determined through negotiation and will be determined by action of the Board of Directors.

20-2-218

Duty-free lunch period; exchange of lunch period for compensation or other benefit; length of school day not affected; exemption for extenuating circumstances; funding

Rationale: ICS has both a longer school day and staggered lunches with recess. As such, duty assignments must be negotiated individually with both teachers and assistants, and may include lunch or recess duty from time to time.

20-2-520

Acquiring and disposing of school sites; building, repairing, renting, and furnishing schoolhouses

(a) The county boards of education shall have the power to purchase, lease, or rent school sites; build, repair, or rent schoolhouses; purchase maps, globes, and school furniture; and make all arrangements necessary to the efficient operation of the schools. Such county boards are invested with the title, care, and custody of all schoolhouses or other property, with the power to control such property in such manner as they think will best serve the interests of the public schools; and when, in the opinion of the county board, any schoolhouse site has become unnecessary or inconvenient, they may sell it in the name of the county board; and the conveyance for any such sale shall be executed by the president or secretary of the county board, according to the order of the county board. Such county boards shall have the power to receive any gift, grant, donation, or devise made for the use of the public schools within the respective counties; and all conveyances of real estate which may be made to such a county board shall vest the property in such county board and its successors in office. Such county board may provide for the building of schoolhouses by a tax on all property located in the county and outside the territorial limits of any independent school system. The construction of all public school buildings must be approved by the county school superintendent and county board and must be according to the plans furnished by the county school authorities and the State Board of Education. All public school construction contracts in excess of $100,000.00 shall be publicly advertised and awarded through an open and competitive process, regardless of the funding source.

Rationale: ICS will be responsible for its own planning and contracting for facilities

20-2-850 through 853, inclusive:

Sick leave for teachers and other personnel; accumulation of sick and personal leave; regaining forfeited leave; local policies; cost of employing substitute

Use of accumulated sick leave for personal or professional reasons

Maternity leave

Accumulation of and payment for additional days of unused sick leave

Rationale: As a charter school that must raise substantial operating funds on its own, ICS cannot afford the generous sick, personal and maternity leave policies set forth in this section. As long as its teachers and other employees agree by contract to ICS' less generous leave policies, this matter should be left to the school and its employees to work out among themselves.

20-2-1160

Local boards to be tribunals to determine school law controversies; appeals; special provisions for disabled children

Rationale: Rather than having the local school board be a "tribunal to determine school law controversies" ICS seeks to resolve any such controversies by mediation through the State Board of Education.

STATE BOARD OF EDUCATION RULES

The State Board of Education Rules set forth below regulate for the typical public school such matters as curriculum, instructional methods, school day, calendar, attendance, textbooks, and the like and for that reason should be waived in order for the Charter School to be able to achieve its unique educational objectives. As may be seen in Sections the balance of this Petition, all of which is incorporated herein by reference, the specific plans of ICS in respect to these regulated matters are fully consistent with and do not in any way undermine the intent of the waived provisions of state law. They merely represent another way of achieving the same educational purposes as the state rules enumerated.

DEKALB COUNTY BOARD OF EDUCATION POLICIES

The DeKalb County Board of Education Policies set forth below regulate for the typical public school such matters as curriculum, instructional methods, school day, calendar, attendance, textbooks and the like and for that reason should be waived in order for the Charter School to be able to achieve its unique educational objectives. As may be seen in the balance of this Petition, all of which is incorporated herein by reference, the specific plans of ICS in respect to these regulated matters are fully consistent with and do not in any way undermine the intent of the waived provisions of state law. They merely represent another way of achieving the same educational purposes as the DeKalb County Board of Education Policies enumerated.

AEA - CALENDAR, SCHOOL
Mission: To develop an annual school calendar that clearly informs all students, parents, community members, and school system personnel about the scheduled operations of the school system

The DeKalb County Board of Education shall adopt a calendar for each school year. The calendar shall be adopted two years in advance. The Superintendent is authorized to develop a calendar, which will satisfy the legal requirements and the policies of the State Board of Education and the accrediting agencies. The school calendar shall include:

Rationale: ICS has the same number of school days as DCSD but has a different vacation schedule with a short break right before each testing phase (ITBS and CRCT). This allows children to approach the testing season rested. ICS compensate for this schedule by ending its year a week after DCSS. The calendar is created by a team of staff members.

AEA-R - CALENDAR, SCHOOL
Rationale: ICS has the same number of school days as DCSD but has a different vacation schedule with a short break right before each testing phase (ITBS and CRCT). This allows children to approach the testing season rested. ICS compensate for this schedule by ending its year a week after DCSS. The calendar is created by a team of staff members.

AF - THE SCHOOL DAY
MISSION: To ensure a consistent daily instructional schedule for all students enrolled in DeKalb County schools and centers

Rationale: The ICS day is longer than the DCSD day to accommodate specials (music, art, PE, and daily practice of a foreign language) as well as two recesses. This factor contributes significantly to the uniqueness of our programs and is consistent with the ICS commitment to a quality international education.

AF-R - THE SCHOOL DAY
Rationale: The ICS day is longer than the DCSD day to accommodate specials (music, art, PE, and daily practice of a foreign language) as well as two recesses. This factor contributes significantly to the uniqueness of our programs and is consistent with the ICS commitment to a quality international education. Additionally, Rationale: ICS has the same number of school days as DCSS but has a different vacation schedule with a short break right before each testing phase (ITBS and CRCT). This allows children to approach the testing season rested. ICS compensate for this schedule by ending its year a week after DCSS. The calendar is created by a team of staff members.

GBBA - QUALIFICATIONS FOR STAFF
Rationale: ICS substitutes are approved by the Principal and/or Assistant Principal. As other employees, they are hired directly by ICS without going through the HR department of DCSD.

GBI - EVALUATION OF PERFORMANCE OF PERSONNEL
Rationale: Because ICS staff members are hired directly by ICS without going through the HR department of DCSS, ICS uses its own evaluation instrument and system.

GCRB-R - WORK SCHEDULES FOR FULL-TIME AUXILIARY PERSONNEL
Rationale: Because ICS has a very limited administrative structure, its staff has a daily schedule different from that of DCSD employees.

GDRB-R - CALENDAR AND WORK SCHEDULES FOR FULL-TIME AUXILIARY PERSONNEL
Rationale: Because ICS assistants have a job description different from that of DCSS paraprofessionals and because ICS has a different daily schedule, assistants have a different schedule of activities which may include Before-School activities, carpool duties, and lunch-room duties.

IC - CURRICULUM DESIGN AND DEVELOPMENT
Rationale: While the ICS curriculum is aligned on GPS, it may differ in scope and sequence from the DCSD curriculum. The ICS curriculum is designed collaboratively by grade level teams and school wide task force (e.g. Literacy Task Force) in compliance with GPS and IB requirements.

ICD - CREATIVE AND INNOVATIVE PROJECTS
Rationale: As a charter school, ICS does not submit its curricular proposal to DCSS for approval.

ICFA - COURSE GUIDES
Rationale: As a charter school, ICS does not submit its curricular proposal to DCSS for approval. Teachers develop their own materials that may or may not include textbooks comparable to those used by DCSD.

IDA - PROGRAM OF INSTRUCTION
Rationale: While the basic contents of the ICS curriculum are consistent with this rule, ICS requests the right to add additional subject matters unique to the school, such the daily practice of a foreign language.

IDA-R(1) - PROGRAM OF INSTRUCTION
Rationale: As a charter school, ICS does not submit its curricular proposal to DCSS for approval. Teachers develop their own materials that may or may not include textbooks comparable to those used by DCSE.

IDA-R(3) - MATHEMATICS CURRICULUM REQUIREMENTS
Rationale: ICS reserves the right to switch programs if further analysis indicates such a move is advisable without submission for approval of the DCSD board.

IDB - PHYSICAL EDUCATION
Rationale: In addition to daily recess, ICS students have Physical Education in rotation with other specials. The school does not use the FitnessGram™ test at this time.

IDDD - GIFTED PROGRAM CONTINUATION CRITERIA
These are given in the section on gifted in the petition.

IFA - INSTRUCTIONAL MEDIA AND EQUIPMENT
Rationale: As a charter school, ICS does not submit its textbook choice to DCSD for approval.

IFA-R - INSTRUCTIONAL MEDIA AND EQUIPMENT
Rationale: As a charter school, ICS does not submit its textbook choice to DCSD for approval. Parents, however, are free to challenge media center materials by addressing a request to the Principal who will, if necessary, refer the matter to an ad hoc committee comprised of parents and staff members. Additionally, ICS makes a representation that the use of it media center cannot be included to the daily schedule as a specials period.

IFA-R(1) - INSTRUCTIONAL MEDIA AND EQUIPMENT
Rationale: As a charter school, ICS does not receive textbooks from DCSD to distribute to students.

IFA-E(2) - SELECTION GUIDELINES, LIBRARY MEDIA CENTER INSTRUCTIONAL MATERIALS
Rationale: As a charter school, ICS does not submit its textbook choice to DCSD for approval.

IH - STUDENT PROGRESS
Rationale: While ICS recognizes students' achievement through ceremonies, it does not award the same certificates as DCSD.

KIB-R - SPECIAL INTEREST MATERIAL DISTRIBUTION: Research, Surveys, and Questionnaire
Rationale: This requires approval in writing by the Department of Research and Program Evaluation before any survey or research may be done. ICS through its uniqueness, public relationships, and fund raising and grant writing efforts are all handled in house, therefore

constant need to seek permission for each effort would be burdensome for both ICS and DCSD personnel.

MK-R - ACCREDITATION OF SCHOOLS
Rationale: ICS is currently accredited by the Georgia Accrediting Commission, not SACS.

KK-R - PUBLIC SALES ON SCHOOL PROPERTY - PHOTOGRAPHY, COMMERCIAL
Rationale: Because ICS must create its own PR materials (newsletter, brochures, etc.) for fund raising purposes, it requests flexibility in developing its media release policies.

The DeKalb County Board of Education Policies set forth below regulate for the typical public school such matters as school personnel, fiscal management and responsibility, school physical facilities, and governance and the like and for that reason should be waived in order for the Charter School to be able to achieve its unique educational objectives. As may be seen in the balance of this petition all of which is incorporated herein by reference, the specific plans of ICS in respect to these regulated matters are fully consistent with and do not in any way undermine the intent of the waived provisions of state law. They merely represent another way of achieving the same educational, fiscal and governance purposes as the DeKalb County Board of Education Policies enumerated.

CGA-R - SALARIES AND COMPENSATION PROGRAM
Rationale: Because ICS is responsible for its own hiring and budget, it should be able to determine its own salary structure and job descriptions. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

CGBA - QUALIFICATIONS FOR STAFF
Rationale: As long as ICS continues to meet the educational objectives set forth in its charter, it should be able to determine what qualifications it seeks in its Principal and Assistant Principals. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

CGPH - ADMINISTRATIVE PERSONNEL VACATIONS
Rationale: Because ICS is responsible for its own hiring and budget, it should be able to determine what fringe benefits such as paid vacations are best for its employees. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

DFK - PUBLIC DONATIONS
Rationale: As a charter school that must raise substantial operating funds on its own and is audited annually, ICS should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

DG-R - FUNDS
For a detailed description of handling local school depositories and accounting, refer to the *Accounting Handbook for Use in DeKalb County Schools*. If questions arise, contact the Financial Accounting Unit of the Department of Finance for assistance.

Rationale: As a charter school that must raise substantial operating funds on its own and is audited annually, ICS should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

DH-R - BONDING OF EMPLOYEES
Rationale: Because ICS is responsible for its own hiring, budget, and insurance, and is audited annually, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

DIC - PROPERTY (Inventories)
Rationale: Because ICS is responsible for its own budget and purchasing, and is audited annually, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

DID-R - AUDITS
Rationale: Because ICS is responsible for its own budget and purchasing, and is audited annually, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

DO - SURPLUS EQUIPMENT, MATERIALS, AND REAL ESTATE
Rationale: Because ICS is responsible for its own budget and purchasing, and is audited annually, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

DO-R - SURPLUS REAL ESTATE
Rationale: Because ICS is responsible for its own budget and purchasing, and is audited annually, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

DJCB - PAYROLL DEDUCTIONS
Rationale: Because ICS is responsible for its own hiring, budget, and fringe benefits, and is audited annually, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

DJE - PAYROLL DEDUCTIONS
Rationale: Because ICS is responsible for its own budget and purchasing, and is audited annually, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

DJE-R - PURCHASING
Rationale: Because ICS is responsible for its own budget and purchasing, and is audited annually, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

EB-R - PROPERTY LOSS REPORTING
Rationale: Because ICS is responsible for its own budget, purchasing and insurance, and is audited annually, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

EEC-R - FOOD SERVICE
Rationale: Because ICS is responsible for its own budget and purchasing (including lunch catering services), and is audited annually, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

FEB-R - FACILITIES
Rationale: Because ICS, as all charter schools in Georgia, must raise its own funds for facilities and is responsible for its own construction projects, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

FEC-R - FACILITIES
Rationale: Because ICS, as all charter schools in Georgia, must raise its own funds for facilities and is responsible for its own construction projects, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

FED-R - FACILITIES PLANS AND SPECIFICATIONS
Rationale: Because ICS, as all charter schools in Georgia, must raise its own funds for facilities and is responsible for its own construction projects, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

FGF-R - FACILITIES PROJECTS QUALITY CONTROL
Rationale: Because ICS, as all charter schools in Georgia, must raise its own funds for facilities and is responsible for its own construction projects, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

GAE(2) - COMPLAINTS AND GRIEVANCES, CERTIFIED EMPLOYEES
Rationale: Because ICS is responsible for its own hiring and personnel policies, and has submitted its grievance policy as a part of this charter renewal petition, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

GAE(3) - COMPLAINTS AND GRIEVANCES, NON-CERTIFIED EMPLOYEES
Rationale: Because ICS is responsible for its own hiring and personnel policies, and has submitted its grievance policy as a part of this charter renewal petition, it should not be subject

to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

GBA - PROFESSIONAL PERSONNEL COMPENSATION GUIDES AND CONTRACTS
Rationale: Because ICS is responsible for its own hiring and budget, it should be able to determine its own salary structures. As long as its teachers and other employees agree by contract to ICS' salaries and benefits, this matter should be left to the school and its employees to work out among themselves. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

GBA-R - PROFESSIONAL PERSONNEL COMPENSATION GUIDES AND CONTRACTS
Rationale: Because ICS is responsible for its own hiring and budget, it should be able to determine its own salary structures and job descriptions. As long as its teachers and other employees agree by contract to ICS' salaries and benefits, this matter should be left to the school and its employees to work out among themselves. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

GBR - PROFESSIONAL PERSONNEL WORKING CONDITIONS
Rationale: Because ICS is responsible for its own hiring and personnel policies, it should not be subject to bureaucratic requirements of this sort. As long as its teachers and other employees agree by contract to abide by the school's personnel policies, this matter should be left to the school and its employees to work out among themselves. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

GBRH - PROFESSIONAL PERSONNEL LEAVES AND ABSENCES
Rationale: Because ICS is responsible for its own hiring and personnel policies, it should not be subject to bureaucratic requirements of this sort. As long as its teachers and other employees agree by contract to abide by the school's personnel policies, this matter should be left to the school and its employees to work out among themselves. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

GBRH-R - PROFESSIONAL PERSONNEL LEAVES AND ABSENCES
Rationale: Because ICS is responsible for its own hiring and personnel policies, it should not be subject to bureaucratic requirements of this sort. As long as its teachers and other employees agree by contract to abide by the school's personnel policies, this matter should be left to the school and its employees to work out among themselves. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

GBRI - PROFESSIONAL PERSONNEL LEAVES AND ABSENCES
Rationale: As a charter school that must raise substantial operating funds on its own, ICS cannot afford the generous sick, personal and bereavement leave policies set forth in this section. As long as its teachers and other employees agree by contract to ICS' less generous leave policies, this matter should be left to the school and its employees to work out among themselves. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

GCA - CLASSIFIED PERSONNEL COMPENSATION GUIDES AND CONTRACTS
Rationale: Because ICS is responsible for its own hiring and budget, it should be able to determine its own salary structures. As long as its teachers and other employees agree by contract to ICS' salaries and benefits, this matter should be left to the school and its employees to work out among themselves. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

GCB - CLASSIFIED PERSONNEL POSITIONS
Rationale: Because ICS is responsible for its own hiring and budget, it should be able to determine its own salary structures and job descriptions. As long as its teachers and other employees agree by contract to ICS' salaries and benefits, this matter should be left to the school and its employees to work out among themselves. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

GCE - CLASSIFIED PERSONNEL ASSIGNMENT
Rationale: Because ICS is responsible for its own hiring and budget, it should be able to determine its own salary structures and job descriptions. As long as its teachers and other employees agree by contract to ICS' salaries and benefits, this matter should be left to the school and its employees to work out among themselves. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

GCRA - CLASSIFIED PERSONNEL HEALTH EXAMINATIONS
Rationale: Because ICS is responsible for its own hiring and receives periodic inspections by the county health department and audits of its lunch program by the State DOE, it should not be subject to further bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

GCRA-R(1) - CLASSIFIED PERSONNEL HEALTH EXAMINATIONS
Rationale: ICS does not employ any bus drivers or others who drive commercial vehicles on behalf of the school.

GCRH - CLASSIFIED PERSONNEL VACATIONS
Rationale: Because ICS is responsible for its own hiring and budget, it should be able to determine what fringe benefits such as paid vacations are best for its employees. As long as its employees agree by contract to ICS' salaries and benefits, this matter should be left to the school and its employees to work out among themselves. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

GDE: ALLOTMENT AND ASSIGNMENT OF PARAPROFESSIONAL PERSONNEL
Rationale: Because ICS is responsible for its own hiring and budget, it should be able to determine how many paraprofessionals it needs and where they should be deployed. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

JK - SOLICITATIONS
Rationale: Because ICS, as all charter schools in Georgia, must raise substantial operating funds on its own, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

JK-R - SOLICITATIONS
Rationale: Because ICS, as all charter schools in Georgia, must raise substantial operating funds on its own, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

KEB - SOLICITATIONS
Rationale: Because ICS, as all charter schools in Georgia, must raise substantial operating funds on its own, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

KEB-R - SOLICITATIONS
Rationale: Because ICS, as all charter schools in Georgia, must raise substantial operating funds on its own, it should not be subject to bureaucratic requirements of this sort. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

KG - USE OF SCHOOL FACILITIES
Rationale: Because ICS, as all charter schools in Georgia, is responsible for finding and funding its own facilities, it should be able to determine what use, if any, is made of such facilities by outside groups. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

KG-R - USE OF SCHOOL FACILITIES
Rationale: Because ICS, as all charter schools in Georgia, is responsible for finding and funding its own facilities, it should be able to determine what use, if any, is made of such facilities by outside groups. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

KG-E (1) - USE OF SCHOOL FACILITIES
Rationale: Because ICS, as all charter schools in Georgia, is responsible for finding and funding its own facilities, it should be able to determine what use, if any, is made of such facilities by outside groups. Such flexibility is exactly the kind of thing the charter school law was intended to foster.

The DeKalb County Board of Education Policies set forth below are regulations that the ICS will abide by with the following enumerated modifications:

GAEB AND GAEB-R - SEXUAL HARASSMENT:
Rationale: The principal of ICS will be the first person notified. If the employee is either unable to resolve the issue or feels that the principal will not be responsive to the complaint, then the Chairperson of the ICS Board of Directors will provide the second level of appeal. If the issue

cannot be resolved at that level, then the Associate Superintendent for Parent, Community and Support Services would be the next level of appeal.

KM-R VISITORS TO SCHOOL: Parents who are picking their children up from the After School program after 4:00 p.m. may proceed directly to the building and classroom to sign their children out without reporting to the main office to sign in and get a badge first. Parents of children who arrive late must escort their children to the central office, sign them in and pick up a tardy slip, and then escort their child to their class if it is in another building. In this case, the parent will not be required to wear a badge.

Exhibit 17: PARENTS HANDBOOK

The International Community School
making a world of difference

Parent Handbook

2013-2014

Kindergarten through Grade 5
International Baccalaureate Primary Years Program (IBPYP)

International Community School
2418 Wood Trail Lane
Decatur, Georgia 30033
Phone: (404) 499-8969
Fax: (404) 499-8968

ICS Vision

The International Community School seeks staff and families who are committed to our vision of creating a supportive community of students, staff, and parents, learning from each other and celebrating the diversity among us. We seek to build and nurture the *Beloved Community* that Dr. Martin Luther King, Jr. worked for.

ICS Values

- **Academic Excellence:** Students follow the Georgia Performance Standards (GPS) within the framework of the International Baccalaureate Primary Years Programme. A challenging international program, the IBPYP offers an investigative, inquiry-based approach to learning. ICS is an authorized IB School, implementing the IBPYP. English, mathematics, science, social studies, physical education, the arts and other languages are taught in this integrated framework, emphasizing cross-disciplinary thinking, problem-solving and personal wellness.
- **Community in Diversity:** ICS seeks a diverse student body and staff in terms of national, ethnic, religious and socio-economic backgrounds. The school helps students to learn about the beliefs and traditions of others and encourages a respectful environment and global perspective.
- **Service-Oriented Education:** ICS expects students to become independent learners and to feel responsibility for the life of their school community and for the success of all its members. The school fosters a sense of service to others both within and outside the school community.
- **Family and Community Partnerships**: ICS partners with parents and community organizations in order to provide families with the educational, social and spiritual services they will need in a multicultural society.

ICS PROFILE

- **Students:** Over the years ICS students have represented over 30 countries and over 40 different language groups. Approximately half are refugee/immigrant children, and half are native born.
- **Classes** Approximately 411 students are enrolled in kindergarten through sixth grade for the 2011-2012 school year. Maximum class size is 20 students.
- **Staff**: ICS has a diverse group of teachers, recruited from area public and private schools and from abroad. Many are multi-lingual or have experience teaching English for Speakers of Other Languages (ESOL). They are supported by an international group of teaching assistants, two counselors

and office staff. The principal, Dr. Laurent Ditmann, has twenty years of experience as an educator, consultant, and businessman.

- **Facilities**: ICS has two campuses. The **"Avondale Campus"** (grades K-4) occupies the education building of the Avondale Pattillo United Methodist Church ("APUMC") near Avondale Estates (with dedicated space for classrooms and a cafeteria) and in modular buildings and trailers containing classrooms, offices and a small library. There is a large outdoor playground. The **"Stone Mountain Campus"** (grades 5-6) occupies classrooms, offices and a cafeteria in two buildings at the St. Michael & All Angels Episcopal Church in Stone Mountain, a short distance from the Stone Mountain Park.
- **School Hours**. Classes at the Avondale Campus are held from Monday through Friday, 8:25-3:15. An extended day program runs from 3:15 to 6:00 p.m., five days per week. The program offers assistance with homework, exploration of languages and cultures represented by students in the school, additional experience and skill building in the arts, and training in practical skills. (Fees for the program are based on data from the Federal Free and Reduced-Cost Meal Program.) Classes at the Stone Mountain Campus are held from 8:25-4:00 p.m. There is a snack and study hall for students who take the bus at 4:45 p.m.
- **Transportation.** Many parents bring their children by car or arrange carpools for groups of children. The school provides bus service to and from Clarkston and other areas with large concentrations of students. In the morning a bus takes fifth and sixth grade students to the Stone Mountain Campus. In the afternoon at 3:15, buses bring students home from the Avondale Campus. The bus from the Stone Mountain Campus at 4:45 delivers students to the Avondale campus. Parents may pick up these students from 5:00-5:30. Many of these students take the 5:15 buses home, with the Avondale After-School Program students.
- **Meals.** The school offers both a breakfast and hot lunch at the Avondale campus and a hot lunch at the Stone Mountain campus. Costs are based on family income and many students qualify for free or reduced-cost meals
- **Calendar**. For all public schools, there are 180 school days per year. School opens on the same day as other DeKalb County Schools, but closes later in the summer. There are short vacations about every six weeks.
- **Avondale Campus After-School Program.** At the Avondale Campus only, parents may choose to enroll children in the After-School Program that runs from 3:15 to 6:00 p.m., Monday through Friday, in two segments: 3:15-5:15 and 5:15-6:00. The buses are available to take children home after the first session at 5:15 p.m. You may register your child in the office. Fees for the program vary depending on family status as regards the Federal Free and Reduced-Cost Lunch Program. The AS Program offers some assistance with

homework completion, exploration of languages and cultures represented by families at our school, activities in the arts and the ***After-School Program Academy.*** This program will be staffed by teachers at ICS as well as teachers from other schools and teachers in training from local universities. The sessions will include intensive learning activities, especially in reading, writing and math for students who are not working at grade level in these subjects.

- **Stone Mountain Campus Electives and Study Hall.** At the Stone Mountain campus, most students follow electives during the 3:15-4:00 p.m. period five days a week. Electives include: band, chorus, theatre, art, step, creative, home economics, etc. Three days a week, during the elective period, students who are not at grade level in fundamental subjects will receive intensive learning sessions in these subjects. The Study Hall at the Stone Mountain Campus is held every day from 4:00 to 4:45 p.m. when the bus picks up students who use the bus service. During study hall, students work quietly and receive assistance with homework from the supervising staff. Students who are not working at grade level may also receive special assistance during some of these sessions.
- **Governance** ICS is a DeKalb County public (charter) school governed by a Board of Directors over half of whom are parents of children in the school.

ADMISSION OF STUDENTS

- **Criteria for Selection**. Students must be residents of DeKalb County. Kindergarten students must be age five and first grade students age six before September 1, 2010. The school has established a priority school zone encompassing Clarkston, Stone Mountain, and the Avondale area of DeKalb County. In addition, ICS gives preference to applicants whose siblings are already enrolled in the school and to children of our staff. Students who are eligible to attend Decatur City Schools cannot attend DeKalb County Schools. ICS does all that it can to ensure that the diversity of the student body reflects our Mission, Vision, and Values.
- **Admissions Procedures.** Parents complete an application form. In late March, the school verifies the number of qualified applicants (see above) for the following school year, and if there are enough places for qualified applicants, the school informs the parents/guardians that the children have been accepted. If there are more applicants than places in a charter school, the law obliges these schools to conduct a lottery among the applicants. If a student is accepted, before s/he can be registered at ICS as a DeKalb County student, parents must complete official registration forms and submit all necessary paperwork. In order to hold the place for a student who has been accepted, the school must receive all paperwork by the established deadline. At the first deadline for the 2011-2012 school year, there were more

applicants than places available. Therefore, ICS conducted a lottery to choose qualified students who were immediately placed on the class lists. Others joined waiting lists for each class, and because of some attrition, some of these students were able to enter the school as well.

THE ACADEMIC PROGRAM

The International Baccalaureate Primary Years Program (IBPYP) as a Framework for the and the Georgia Performance Standards (GPS)

ICS is implementing the IBPYP while the school seeks official recognition as an IBPYP school. In the IBPYP, teachers plan activities, engage students in the learning process, assess the success of their students in reaching the goals established, and then reformulate the plan according to the results. IBPYP planning documents further this thoughtful approach.

IBPYP STUDENT PROFILE

Students in the IBPYP should become:

Inquirers	Who acquire the skills necessary to conduct purposeful, constructive research
Thinkers	Who exercise initiative in applying thinking skills critically and creatively to make sound decisions and solve complex problems
Communicators	Who receive and express ideas and information confidently in more than one language, including the language of mathematical symbols
Risk-takers	Who approach unfamiliar situations without anxiety, have confidence and independence, are courageous and articulate in defending things in which they believe
Knowledgeable	Who have spent time in school exploring themes with global relevance and importance, and have acquired a critical mass of significant knowledge
Principled	Who have a sound grasp of the principles of moral reasoning, integrity, honesty, and a sense of fairness and justice

Caring	Who show sensitivity towards the needs and feelings of others, and have a sense of personal commitment to action and service
Open-minded	Who respect the views, values and traditions of other individuals and cultures and who are accustomed to seeking a considering a range of points of view
Well-balanced	Who understand the importance of physical and mental balance and personal well-being
Reflective	Who give thoughtful consideration to their own learning and who analyze their personal strengths and weaknesses in a constructive manner"*

Inquiry is the approach to teaching and learning. In the classroom, we start from the student's current understanding and then challenge her/him to learn by making connections between what s/he knows and can do and new information and skills. At each grade level, there are six IBPYP Units of Inquiry organized under six categories: *Who we are; Where we are in place and time; How we express ourselves; How the world works; How we organize ourselves; Sharing the planet.* As in other Georgia public schools implementing the IBPYP, ICS teachers incorporate social studies and science work within these units. In addition, they incorporate reading, writing, mathematics, the arts, and other subjects. However, in the daily schedule, language arts (reading, writing, grammar, spelling, etc.) and mathematics have an hour each separate from the IBPYP.

For the units, the teacher team at each grade level chooses a title for each unit and indicates the main emphasis for the unit (example at ICS: kindergarten – *How we share the planet…*"My World/Our World: People share the planet with other living things," an Inquiry into: "dead or alive, animal habitats, earth's surface, impact of people on environment.")

Field Trips. Students extend their learning in the classroom by visiting sites and participating in activities outside the school. Field trips are a part of the academic program at ICS, and must be related to the topics covered in the International Baccalaureate Program. Teachers, assisted by Room Parents, organize visits to places of interest in the Atlanta area during the school day.

* Quotations taken from *Making the PYP Happen*, International Baccalaureate Organization 2000. For more information about the IBPYP, please see the Appendix at the back of the handbook.

Building a Community. The ICS has enrolled children from very diverse racial, ethnic, linguistic, and cultural backgrounds. Therefore, the school will emphasize community building in every aspect of the curriculum, written and unwritten.

ICS Commitment to Internationalism and Diversity. ICS is committed to developing, nurturing and celebrating internationalism and diversity in all of its human forms. Our commitment means that we will:

- learn as much as we can about the experiences of the people represented by our families, including those who come from other countries around the world and from the United States, especially local groups
- use the experiences and knowledge of our families to develop our programs so that they are reflective of these experiences and this knowledge
- be sensitive to the meanings of our gestures, our words, our actions in an international, multi-racial, multi-cultural context
- engage our families in a dialogue about our work in this area
- relate this work to the mission of the school, to the values of the IBPYP (see above)

Connections with Other Schools. We have now begun relationships with schools in South Carolina and France, and ICS will continue to establish connections with schools in the United States and in the other countries from which our children originate. Our students communicate with children in these other schools either by letter or by e-mail. The objective of this communication is to further our understanding of the other cultures and/or regions, to have the children themselves communicate their experiences effectively with children in other places in the world and to develop joint community service projects with at least some of the other schools. Eventually children and teachers will display essential elements of these cultures on the walls of the classroom.

Guidance Program. An important support to healing and community building is the school's guidance programs. The guidance counselor works with the faculty and coordinates programs for children.

Assessment of Student Learning. Assessment is the gathering and analysis of evidence of student learning and performance. Good assessment addresses student knowledge, understanding, performance and attitudes. Assessment is integral to teaching and learning. Both students and teachers should be actively engaged in assessing the student's progress. Students, teachers, parents, administrators and board members should have a clear understanding of the reasons for assessment, what is being assessed, the criteria for success and the method by which the assessment is made.

Assessments should help to improve, rather than just document student performance. ICS expects the highest possible standards of performance from all of its students. Teachers have purposefully designed internal assessment to provide students with authentic tasks, meaningful benchmarks and direct feedback that they can then use to further their learning. For example, at the beginning of each IBPYP unit, teachers inform the students of the assessment objectives and process. In order to demonstrate that the students are improving in their work, the school administers the standardized tests given at other DeKalb County Schools according to the County testing calendar. The school also assesses the progress of students in each of the other key areas of their education.

WORKING WITH A MULTI-TALENTED STUDENT BODY

Our purpose at ICS is to encourage, inspire and guide students toward reaching their capacities for academic performance. The capacity of one student is different from the capacities of others. So we do everything we can to set our daily work and homework assignments to the needs of each child.

Level One Plans, Individual Educational Improvement Plan (IEP), Special Needs Identification and Early Intervention Program (EIP). According to State and County policies, the school develops a "Level One Plan" for students who do not meet minimum standards on tests given by DeKalb County Schools. Students who have been identified with "special needs" through the SST process and specific testing may qualify for an IEP which specifies what services they receive. ICS provides an "Early Intervention Program" for students in kindergarten through grade five who are not performing at grade level in mathematics and/or language arts. The learning specialist either works with these students in the regular classroom setting or pulls them out for special sessions. The school determines the approach based on the needs of the children.

Student Support Team (SST). The SST is an official DeKalb County Schools Committee comprised of several members of the school staff and an assigned DeKalb County School System psychologist. The SST meets with parents and teachers of children who may require special services, and develops written protocols for those services at the school.

Working with Advanced Students. According to our charter, ICS will address the needs of more advanced students, including those identified as "gifted" according to their results on standardized tests. Advanced work will be offered in two ways: (1) through reading and math groups within classes or across each grade level, and (2) through grouping of students for IBPYP units.

HOMEWORK

ICS views homework as an extension or practice of work done in the classroom. Therefore, teachers give homework to reinforce what the student has practiced in class (e.g., a few math problems to work on) and/or to complement classroom activities (e.g., a minor research paper or a model of a structure or a map, etc.). Teachers give homework according to the abilities and progress of individual students. Homework should encourage a student to become more responsible and help her/him to make effective use of her/his time. We really do want to see what the children can actually do, so that we can adjust our teaching to their needs. Therefore, beyond some simple advice or a quick response to a child's question, parents should not assist their children with homework. ICS can offer limited homework assistance as part of the After-School Program at the Avondale Campus or during the study hall at the Stone Mountain Campus. More importantly, during this time volunteer tutors help students to develop their skills in essential subjects.

Some grade levels give homework on a weekly basis and ask that students complete some of it each night of the week. Other grade levels give homework in the afternoon with most assignments due the next day. Especially at the upper grades, some assignments are longer term.

It is difficult to say how much time it should take to finish homework. The times indicated below for each grade level are averages per night. If a child is working in her/his second language, more time may be necessary. Moreover, some students work more slowly or more quickly than others, so that they will generally spend more or less time completing an assignment than the average indicated. Teachers attempt to gear the difficulty of the homework assignment to the abilities of the students to complete the assignment at the present time. For example, if the regular assignment is to read a chapter in history and answer questions on it, an ESOL student might be asked to read another book and a more advanced student might be asked to do some additional research on the subject.

Children who pay attention in class and work steadily every afternoon/evening to complete their assignments should not feel pressure. The school does not want homework to be a burden to either the children or their parents, and we realize that children should play at home and be in bed early every evening. Children should never stay up beyond a reasonable bedtime to finish their homework. ICS teachers know that it is more important that the children be well-rested at the beginning of each school day than that they hand in "perfect" homework. So if a child is having difficulty completing homework, we suggest that parents just encourage the child to go on to something else (another part of the work, a game, reading, bed, etc.) Parents can write a note to the teacher in

the *Agenda* explaining the difficulty (see p. 14 below). At bedtime, parents should encourage the child to relax and prepare for a pleasant sleep. If a child always has trouble doing homework, parents should speak to the teacher(s). In the case of advanced students, parents can further student learning by extending topics in conversations, games, visits to museums and other places of interest, etc.

Here are the <u>average</u> amounts of time for homework and reading on a daily basis:

Kindergarten	There is no homework, but we encourage parents to read to and with their children, discuss activities, etc. with them…Teachers sometimes suggest activities, but these are not required.
Grade 1	10 minutes + 10 minutes of reading = total of 20 minutes
Grade 2	15 minutes + 15 minutes of reading = total of 30 minutes
Grade 3	20 minutes + 20 minutes of reading = total of 40 minutes. There are also long-range assignments in third grade.
Grade 4	25 minutes + 25 minutes of reading = total of 50 minutes. There are also long-range assignments.
Grade 5	30 minutes + 30 minutes of reading = total of one hour. There are also long-range assignments.
Grade 6	40 minutes + 40 minutes of reading = total of one hour 20 minutes. There are also long-range assignments.

CODE OF BEHAVIOR

The Code of Behavior is based on the school's mission to create a community and to assist our students to be tolerant of and helpful to each other and self-disciplined in their behavior. The behavior theme for this year, as for last year, is "Building an International Community." Therefore, teachers and administration will emphasize a healthy self-respect and respect for others, especially those who are very different from us. Emphasizing such a positive theme should result in the children's development of social skills and self-confidence. However, it is also important for both children and parents to understand the consequences for behavior against the rules (See below). The Code of Behavior comprises four such easily understood rules:

1. **Do not do anything that might hurt another child or adult**.

   - Do not bring dangerous substances or objects (even pocket knives) to school.
   - Walk (never run) in the corridors and on the stairs.
   - Enjoy playing without doing anything that might hurt yourself or someone else, and when you do accidentally hurt someone, say you are sorry and help.

2. **Follow instructions for orderly gathering and moving from one place to another.**

   - Listen carefully to the teacher before proceeding.
   - Remain with the teacher until you are dismissed.
   - Walk (never run) silently in single file.
   - Keep to the right in stairways and corridors and maintain silence in the building.

3. **Show respect for yourself, for other students and for the teachers.**

   - Use respectful language and behavior with everyone. Use words of politeness: Please, Thank you, Excuse me, I'm sorry, May I help you. ICS does not tolerate bullying or threatening words or behavior of any kind.
   - Try to understand and appreciate differences between yourself and other people, e.g. differences in race, culture (including language and eating habits), religion, etc. Even compliment other people for their special differences.
   - Be open to playing with many other students. Do not form or join "clubs" or special groups that include only some students.
   - **Wear the school uniform (navy blue trousers or skirt, light blue or white shirt or blouse) and tuck in shirts and blouses.** Do not bring stuffed animals, toys or games (including cards), electronic equipment or candy of any kind to school. The exception is Kindergarten where children may bring toys, etc. for show-and-tell sessions.

BEHAVIORAL GUIDELINES/STUDENT AND PARENT EXPECTATIONS

The following behavioral guidelines are derived from the **IBPYP Student Attitudes**. Materials contained within are NOT designed to replace the ICS 4 Basic Rules, but rather to help the entire ICS community (staff and parents) guide students into the desired behavior until such time they are able to self-correct.

We want students to develop and parents and staff to model:

APPRECIATION:	Students will learn how to demonstrate a positive attitude towards learning by participating in classroom activities, being attentive, and taking care to ensure proper wearing of their uniforms.
COMMITMENT:	Students will demonstrate their commitment to learning by completing both classroom and homework assignments. Students will NOT intentionally be a distraction to others.
CONFIDENCE:	Students will demonstrate willingness to try, (in the learning process) and to make appropriate decisions and choices.
COOPERATION:	Students will work together as members of the team. They will consider the "we" as they consider the "me" In addition, students will learn to trust the judgment of those in charge as caregivers of their well-being.
CREATIVITY:	Students will demonstrate a variety of ways/strategies to respond (not react) to different challenging (sometimes unpleasant) situations.
CURIOSITY:	Students will demonstrate active participation in the learning about different people and cultures, using appropriate expressions of interest.
EMPATHY:	Students will demonstrate intentional/deliberate acts of kindness and sensitivity towards others. They will learn how to imagine themselves in the place of others.
ENTHUSIASM:	Students will attend class ready and eager to learn, coming to school every day (except when ill) on time.
INDEPENDENCE:	Students will take responsibility for their learning and behavior, and make their own choices and decisions within the framework of the school's vision, mission, values and rules.
INTEGRITY:	Students will demonstrate a sense of fairness towards others by being truthful, and not taking from others things that do not belong to them.

RESPECT: Students will demonstrate behavior that enhances the learning environment and is NOT distracting. Students' language will be kind and polite (not intrusive, profane or argumentative).

- OTHER STUDENTS AND ADULTS: Students must consider the needs of others by not pushing, fighting, or touching others in an uncomfortable or inappropriate manner. NO FORM OF VERBAL OR PHYSICAL INTIMIDATION WILL BE TOLERATED.

- SCHOOL PROPERTY: Students will treat school property in a responsible manner. There should be no defacing of school property, classroom property, or the personal property of others.

TOLERANCE: Students will allow, even encourage the expression of cultural and lifestyle differences ("thinking differently") without placing value judgments or public ridicule on others.

Consequences for inappropriate behavior. Consequences for behavior against the Code are appropriate to the misdeed. For example, we will warn students who are not dressed appropriately. On a second occasion we will call the parents. Another example: the school will take items that children should not bring to school (toys, stuffed animals, etc.) and ask that the children pick them up at the end of the school day. More importantly, the school considers bullying, threatening or violent and/or disruptive behavior to be the most serious of all offenses, and, therefore, the consequences for such behavior will be serious, including suspension or expulsion from school. (See "Family Contract" in appendices of this handbook) ICS rejects corporal punishment of any kind, for any reason.

Celebrating Student Success. At ICS, parents, staff, and students must work together toward academic success. Development of community is the foundation for the achievement of academic excellence. One of the hallway bulletin boards at each campus will list students who have been particularly successful at putting into practice the school's Values and the IB PYP Attitudes.

Systems for Keeping Track of Student Behavior. Teachers will use a variety of systems in this regard, including point systems, color-coded behavior charts, and behavior modification logs which teachers and parents will be asked to sign on a regular basis. Some students and their parent(s) will be asked to sign an

agreement that indicates precise expectations for the student, the parent(s), and the school. Specific consequences for misbehavior will be indicated in the agreement, and these will include suspension and expulsion from ICS. The purpose of these systems and documents is to help students, staff and parents concentrate on our expectations for each student, and follow the behavior of students for the purpose of supporting improvement.

Parent Support. No discipline system will work without the active and positive support of parents. We need and expect parent support of our work with the children. Children learn their behavior from the adults around them. Both school staff and parents should model the behavior we expect of the students. Parents who actively work with the school toward improvement of their children's behavior play a positive role in the school. Parents who are defensive or negative about the school's work, or show a lack of respect for members of the school staff, are teaching their children poor behavior, and undermining our community.

ICS Approaches to Teaching/Learning Good Behavior. The school is currently using several approaches and programs to help children gain an understanding of ways to deal with anger and conflict of all kinds. Among these is the **Second Step Program** wherein students observe photos of real life situations and discuss ways in which children can address the situations.

DAILY ACADEMIC SCHEDULE

Regular School Hours are from 8:25 a.m. to 3:15 p.m. on the Avondale Campus and 8:25 a.m. to 4:00 p.m. on the Stone Mountain Campus.

Schedules for all grade levels are comparable (The list is not necessarily in chronological order)

Mornings: One hour (minimum) language arts (English)
One hour (minimum) mathematics
45 minutes ESOL (*English for Speakers of Other Languages*), French or Spanish

15 minutes morning recess (except for Grades 5 and 6, which to do have morning recess)

Afternoon: 30 minutes lunch followed by a 15 minutes recess
One hour (minimum) of social studies/science in PYP Units of Inquiry
45 minutes art, music, physical education or science

Student Attendance. Regular attendance and punctuality are vital to students' academic success and to their integration into our school community. Please make certain that your child can be present in her/his classroom by no later than 8:20 every morning. It is embarrassing for the child and difficult for the teacher when a child arrives late. The school is obliged to report absences and tardiness to the local school authorities. There are official sanctions for students who are too often absent or frequently late.

Transportation. The school has organized buses for children who live in Clarkston and between Clarkston and Stone Mountain. The buses pick up children from 7:00 a.m., onward and arrive at the school before 8:00 a.m. Parents who live in other areas may arrange carpools to and from the school with families who live nearby.

Morning arrival

- **Avondale Campus.** Students who come by bus will arrive at about 7:50 a.m. If parents bring children to school by car they should **drive very slowly on campus (maximum 10 mph).** They should drop children off in the appointed place: at the curb at the side of the school building, **and nowhere else on campus no earlier than 7:40 a.m.** The school offers early morning childcare for a fee. We supervise all children together, either in the classrooms or in the music room until 8:10 a.m., at which time their teachers escort them to their regular classrooms. After dropping off your child, please drive away from the school as safely and smoothly as possible. **Parents who arrive with their children after 8:20 a.m. must park in the large parking lot and come into the office with their children to sign them in and take them to class.** Never park in the circular driveway in front of the cafeteria building (Fellowship Hall) or in front of the church. We keep careful records of attendance and lateness for two reasons: (1) In the interests of the children's safety and security, we must know which children are at school each day and where they are throughout the day. (2) We must report attendance records to school authorities.
- **Stone Mountain Campus.** Parents may bring students directly to the Stone Mountain Campus between 7:40 and 8:20 a.m. Parents may also drop students off at the Avondale Campus before 7:50 a.m., and these students will go to the Stone Mountain Campus via the bus that leaves the Avondale Campus promptly at 7:50 a.m. Parents who arrive at the Avondale campus after this time must take their children to the Stone Mountain Campus. Fifth and sixth grade students who come to the Avondale Campus by bus will board the Stone Mountain bus before 7:50 a.m.

Afternoon Departure

- **Avondale Campus.** Classes end at 3:15 p.m. to prepare for student departure and the afternoon activities. **Buses.** First buses leave at about 3:10 and **carpool begins at 3:15 p.m.** A Stone Mountain bus can take younger siblings of 5th and 6th grade students to the Stone Mountain campus where parents can pick them up. For those students who participate in the After-School Program, buses also leave the Avondale Campus at 5:15 p.m.
- **Carpool.** We ask that all parents who pick up children stay in their cars and display the yellow cards indicating carpool numbers so that we can calmly and safely get the children to their cars within a very short period of time. Please do not leave your car to pick up children at the door. Children whose parents have arranged for the After-School Program are escorted to the rooms reserved for the program. If you wish your child or children to participate in the After-School Program, please register them in the office.
- **Stone Mountain Campus.** Classes end at 4:00 p.m. Parents may pick up children between 4:05-4:20 p.m. A bus will leave the Stone Mountain Campus at 4:45 p.m., for the Avondale Campus, dropping a few students off on the way.

ABSENCES

For Reasons of Illness: In case of absence for more than two days because of illness, please provide a note on your child's return explaining the nature of the illness and giving the details of any medication needed or possible after effects. Both you and the doctor must complete a school form before the school can dispense medications of any kind. Ordinarily, children who are not well enough to take part in recesses should remain at home. If they are sick, children should not be at school. For children who are absent more than two days in a row, the school must have a note from the child's doctor.

For One Day or More for Other Reasons: It is <u>not advisable</u> to take students out of school for reasons other than illness or family emergency. When it is <u>necessary</u> to do so, please inform the Principal in writing at least one week prior to the day(s) of absence. Teachers will provide homework assignments in these cases, but completion of such assignments will not substitute for the child's active participation in the class sessions themselves. Parents send important messages to their children by the way they treat school attendance.

For Absences during Part of a Day: The school prefers that parents schedule medical and dental appointment for children outside of school hours. However, if you must take your child out of school during the school day for any reason, e.g. medical appointments, family commitments, please provide a note to the office **<u>in advance</u>**. Please do not take children out of school for activities such as

dance, music, etc. There may also be occasions when the school must send your child home (sickness for example). In all cases, come to the school office and sign your child out. **Do not take your child directly from the classroom.** We will bring her/him to you in the office. We will not release a child to an unknown person without identification and prior permission from the parent or guardian.

BREAKFAST, LUNCH, AND SNACK.

The school offers a light (cold) breakfast for Avondale Campus students as of 7:50 a.m., and a lunch at midday. A light snack is provided as part of the After-School Program. A hot lunch is also available to Stone Mountain Campus students. The exact fees for breakfast and lunch depend on the family status in the Federal Free and Reduced-Cost Lunch Program.

CLOTHING

The School Uniform. The uniform for the ICS is quite simple: navy blue pants/shorts and light blue or white oxford-style shirt or knit shirt for boys, and navy blue pants/shorts or jumper and light blue or white Peter Pan or knit blouse for girls. Children should wear blue or white socks. They should wear comfortable shoes that they can play in (tennis shoes or sneakers, or other comfortable shoes, but not sandals or flip-flops), since they will not change their shoes for recess or PE. Parents can purchase these clothes at department stores such as Target, K-Mart, Sears, WalMart, etc. The clothes are also available at uniform stores (e.g., DoRoMo) and thrift shops.

Young children are active, both in class and on the playground, and so the clothing provided should allow for ease of movement. “Flip flops," open-toed sandals or shoes are not acceptable, because they are hazardous on the playground and stairways. **Children must keep shirts tucked in** and cannot wear hats when they are in the buildings. If a child is in violation of the same rule twice, we will call the parents.

Clothes for Art Class. For Art classes and regular classroom artwork and crafts, students will need a protective overall. One of the simplest and most effective kinds is an old adult-sized shirt.

Lost and Found. The school keeps lost property for a certain period of time. Parents should check with the office as soon as they notice that an article is missing. From time to time, the school informs parents that on a certain date, lost and found items will be given away.

EQUIPMENT AND MATERIALS

Equipment. Each student needs a sturdy bag suitable for carrying school books and materials.

Educational Materials. Parents should purchase supplies from the list provided by each grade level. Generous volunteers provide enough supplies for families who cannot afford them. The school provides textbooks, notebooks, paper, etc.

Please help us to minimize loss by marking all items, including the uniform, with the student's name.

HEALTH AND SAFETY OF STUDENTS

The health and safety of each one of our students is of the utmost importance to us.

Safety of Students. ICS adheres to the DCSS rules and procedures regarding fire drills, tornado drills, lockdown, and evacuation drills. The school also promotes and teaches safety skills through a variety of programs, including the DeKalb Fire and Rescue *Dottie the Dog Fire Safety Program.*

- **Accidents at School.** Staff members report accidents on a form for that purpose, and call parents in case of a relatively serious accident. In serious cases, staff members call parents and emergency services.
- **Policy on Reporting Suspected Child Abuse.** The school will report suspicions of child abuse to the DeKalb County Schools' Social Work Department. An assigned social worker will investigate and may report findings to the appropriate authorities: the DeKalb County Department of Family and Children Services, Protective Services Division or the DeKalb County Department of Public Safety. There are three kinds of abuse: physical, emotional and sexual. Abuse in any of these categories is an action that violates state law. Signs of physical abuse might be burns or marks from beatings. Signs of sexual or emotional abuse might be found in children's comments or in their written work or art work. The school provides education to parents and staff on these issues.
- **Student Health.** Students in any school have a variety of physical and health challenges and ICS creates a specific health plan (federally recognized *504 Plan*) for each student with a special health challenge.
- **Allergies.** Several of our students have allergies to specific substances.

ICS IS A <u>NO-PEANUTS/PEANUT PRODUCTS</u> CAMPUS A few of our students have had a life-threatening allergy to peanuts, peanut products and traces of peanut products in various food items. For this reason, ICS is a Peanut-Free campus. Parents must check labels on all food items they or their children bring to school to make absolutely certain that none contains peanuts, peanut products or peanut oil and that none was manufactured in a factory that also produces peanut products (as indicated on the labels).

- **Healthy Food and Drink at ICS.** ICS encourages students to eat healthy food and drink, low in sugar fat and processed materials. If you provide a snack for your child and/or other children, please make sure that it meets these criteria. See appendix for list of healthy snacks that do not contain peanuts and peanut products.
- **Medications.** The Healthcare Coordinator (not the teacher) is responsible for giving prescribed medication to a child, but only on receipt of a form giving her permission to do so (signed by both the doctor and the parent) and full instructions. Such forms are available in the school office. Parents should never give children medication to take in school without supervision.
- **Infectious Diseases.** From time to time, the Health Care Coordinator will inform parents of an incident of infectious disease among the children of a certain grade level. This information is given so that parents will observe their child and take whatever precautions are necessary.

No-Nit Lice Policy. The presence of nits (eggs) or even lice in children's hair is widespread throughout the world. The U.S. National Pediculosis Association writes, "Pediculosis represents one of the most common communicable childhood diseases and whether or not we understand how this has evolved, it is important to acknowledge head lice as a problem when raising or caring for children. We can begin to improve the current situation by assuring that the health programs of every school, camp and child care facility operate with an acceptable head lice management protocol." Unless parents treat the condition, other children at the school will also become infected, and the problem will not be managed at school. For these reasons, ICS has adopted the No-Nit Policy recommended by the National Pediculosis Association:

> "Head-lice is very contagious and requires immediate treatment with appropriate medication (Rid or Nix, for example). Nits (lice eggs) must be removed from the hair shaft with a fine-toothed comb or by using one's fingernails to pull the nits out of the hair. Children cannot return to the school until they are free of live lice or nits. When a child returns to the school, the Health Coordinator or another designated person together with the parent, will check the child's head to confirm that the hair is free of live lice and nits

before the child is allowed to return to class."

Ringworm. Ringworm is also a highly contagious disease, and requires very specific treatments prescribed by a doctor. Students with ringworm will be sent home to be treated and cannot return until the treatment has been effected.

SPECIAL EVENTS AND ACTIVITIES

Assemblies

- Arts Night: Students and teachers display art works and perform for parents at this annual event.
- International Dance Evening: Parents, students, and staff learn international dance steps from the experts in our own community.

Parent Meetings

- A Family Orientation Meeting occurs on the Friday before school opens.
- Back-to-School Night occurs after Labor Day Holiday. Parents come to classrooms so that teachers can describe the programs and answer questions.
- Educational Workshops for Parents. These workshops can be organized by ICS or through DeKalb County Schools and may be scheduled at 8:30 a.m. or in the evening at about 5:00 p.m.

- Meetings for parents of different cultural groups may occur throughout the year.

Family Events

ICS sponsor many activities for families, including:

- Potluck Supper Evenings with entertainment
- International Fair in the Spring

Special Event

UN Day is usually held toward the end of November. Children dress in native dress or colors of national flags. Children parade by national groups, holding signs indicating each country. Children perform songs in different languages and the Second Grade Class recites the words of the Universal Declaration on the Rights of Children.

CELEBRATIONS

Class Parties and Celebrations. At certain times of the year, e.g., just before the Winter break and just before the Summer Holiday, teachers may organize celebrations. Teachers may request help from parents on these occasions, but the teachers accept responsibility for the organization of the celebrations and supervision of the children during normal school hours. For most of these celebrations food is not required. Also refer to the section above on Health.

Birthdays. Teachers recognize children's birthdays in various creative ways (e.g. sign on the door when a student arrives, balloon at student's desk, a card, special greetings from classmates, etc.) It is disruptive to have formal birthday celebrations in the classrooms or the school cafeteria. For this reason and because we want the children to eat nutritious food, **parents should not bring cakes, cupcakes and other such treats to school**. In all cases, we will be sensitive to cultural differences with regard to such celebrations. Parents and children should not give invitations to private birthday parties during school hours.

HOME - SCHOOL COMMUNICATION

Written Communications and Phone Calls between the School and Parents

- **Agendas:** ICS issues an *Agenda* to each student at the beginning of the school year. The Agenda contains information about the school as well as a

calendar with a box for each day on which students note their homework and teachers and parents can write or attach short messages. Please look at the Agenda every day and if you wish to send a short message to your child's grade level teacher, do so by writing on the space for that date. The Agenda should not be used for lengthy messages or fairly complicated or serious issues. In these cases, please make an appointment with the teacher.

- **Phone calls and email:** To change arrangements for After-School Carpool or for the After-School Program please call the school **before 2:00 p.m.** ICS cannot be responsible to communicate such messages after 2:00 p.m. **To contact a teacher or another staff member:** you may leave phone messages or make arrangements for email communications (depending on the staff member). Please be patient as regards a response, as staff members have very little time during the day to check phone messages or e-mail. Please use the Agendas for most brief and uncomplicated communications.
- **School Reports:** First semester progress reports are mailed to parents in late September-early October. Semester school reports are mailed to parents twice a year, in January and June.
- **Portfolios.** Teachers select pieces of students' written work, mathematics work and other work each year so that they can monitor progress in writing during the children's years at ICS.
- **Teacher and grade-level newsletters to parents:** At least once every four to six weeks, teachers communicate important general information to the parents of the class. These newsletters include information about the students' work on previous IBPYP units of inquiry as well as plans for the next unit, including upcoming field trips associated with the IBPYP.
- **Reports on Standardized Test Results:** ICS Students take all standardized tests given to DeKalb County public school students. The ITBS (given to students in grades 1, 3, and 5) is a norm-referenced test and results compare an individual child's progress with that of other students nation-wide who take the test at the same time of year. The CRCT is a criterion-referenced test and the results indicate how well the student is able to answer questions on the subjects of the state curriculum (GPS). These kinds of tests can be helpful to ICS in our planning and implementation of the academic program. However, to get a clear picture of an individual's academic profile, we must pay attention to the student's class work and look at testing results over several years as compared with classroom performance. Students in Kindergarten take the GKIDS which helps schools and families to know whether or not students have acquired necessary knowledge and skills at three different points in the kindergarten year. The CoGat (Cognitive Abilities Test = intelligence test) is given to students in grades 1, 3 and 5 at

the elementary level. The Renzulli test of creativity is also given at these grade levels.

- **Weekly Parent Letter from the Principal:** The Principal sends a weekly memo to parents, with translations into six languages (Arabic, Bosnian, Farsi, French, Spanish and Vietnamese).
- ***Community Connections:*** At least three times a year, the school sends this colorful general newsletter to over 1000 supporters of ICS.

In-Person Communications

- **Registration Assistance Days:** One is held in May and the other the last Friday afternoon before school opens (in association with parent orientation).
- **Back to School Class Meetings:** These take place in the evening during the weeks after Labor Day. Teachers can explain programs and procedures and parents can ask questions.
- **Scheduled Conference with Teachers:** After they receive progress reports, parents are asked to meet with grade-level teachers. Teachers or parents may ask for additional conferences at any time.
- **Parent Forums:** These meetings for parents with the Principal and other members of the ICS staff encourage discussion of issues of importance to our families, e.g. IBPYP and other programs, safety, discipline, etc. The International Parents and Staff Association (IPSA) will announce dates for these forums throughout the year.
- **Family Room:** Parents come to the Family Room, located in the church building, for socializing, assistance or meetings.

Visits to the School by Parents and Others

We invite parents to attend all special school events and meetings as described above. However, because of the ages of the children, the differences in their educational backgrounds, the sizes of the classrooms and the number of children per class, it is very difficult to accommodate visitors or observers in the classrooms. We invite parents to participate in the classrooms as occasional classroom assistants, speakers to the class on subjects of their expertise, as room parents, as book collection assistants, etc. For security reasons, except on occasions of a general meeting, individual visitors to the school **must report to the School Office** to sign the Visitors' Book and to receive a **visitor's badge**. We ask that the children observe silence in the hallways of the school buildings so that classes will not be disturbed, and we ask that parents follow this rule too. In fact, we find that silence at various times of the day helps all of us to refocus our

energies and recommit ourselves to the work at hand. Reflective, calming, and respectful silence is an ICS value worth our effort.

At ICS we realize that communications in an international school are very important, but also complicated because of language and culture differences. To make communication easier for everyone, please follow these procedures:

- If you are a native speaker of English, be patient and understanding of those at our school who are not, both staff member and other parents. Listen to them carefully, and – with kindness – ask them to repeat a word or spell a word that you do not understand.
- When you have questions about anything in the classroom, please see the teacher. You can write a note in the student's Agenda to request a meeting. Teachers appreciate hearing directly from parents. However, you should not go to the classroom just before or just after classes or during the school day. During these times teachers are very busy with all of the children.
- If you have questions beyond what a teacher can answer, please contact the Principal (Laurent Ditmann), Assistant Principals (Avondale Campus: Tahisha Edwards; Stone Mountain Campus: Mary Santiago). Parents who have difficulty communicating in English, should talk to another person who speaks that person's language and who can help the parent to communicate clearly with the school.

The 2011-2012 school year is our tenth year. We are still young as a school, still climbing the mountain together. However, our academic successes and recognitions for excellence from State and local authorities indicate how well we are progressing. We have not yet reached the summit. There is still a considerable distance to hike, but we are learning to enjoy the exercise together. We invite our parents to walk with us, helping us to move closer and closer to our vision of what an international community school can be, not just for the students but for us adults as well! Please join us by making your commitment to building a *Beloved Community* that is truly *making a world of difference, one child at a time.*

Laurent Ditmann, Ph.D.
Principal

APPENDICES

School Year 2011-2012

Parent Contract

List all attending students:	Grade:	Parent(s):
_____		
_____	____	
_____		
_____	____	
_____	____	
_____	____	
_____	____	

The International Community (DeKalb County Charter) School (ICS) provides refugee, immigrant, and local children with a challenging international education. ICS explores and celebrates cultural differences in a challenging, nurturing, and intentionally multi-ethnic environment. ICS Values are:

- **Academic Excellence**
- **Community in Diversity**
- **Service-Oriented Education**
- **Family and Community Partnerships**

I (in the rest of the text the words *"I"* and *"my"* should be interpreted as also referring to *"We"* and *"our"*), the parent(s)/guardian(s) of the above-named student(s), hereby agree that my child's enrollment at ICS requires that I understand and further the Mission and Values of ICS. Therefore, I agree to cooperate with the school in the ways enumerated under the Values described below and to work cooperatively with the school to resolve any other issues in a way that is consistent with these Values.

1) Academic Excellence: I understand that the ICS academic plan is governed by the Charter. The International Baccalaureate Primary Years Programme (IBPYP) is used as a framework for the Georgia Performance Standards. The Charter calls for a nontraditional grading system and methods of service delivery for ESOL and gifted students. I agree to support these approaches. I will encourage my child to read daily and to complete assignments on time and to the best of my child's ability. I will attend parent-teacher conferences and cooperate with ICS in developing improvement strategies if my child has academic difficulty. I understand that ICS will follow the same testing schedule as other DeKalb County School System (DCSS) schools, and that promotion of a student from grade to grade will be based solely on academic performance.

2) Community in Diversity: I will support ICS in helping my child to learn about the beliefs and traditions of others. I will build community by ensuring that my child wears a clean ICS uniform every day without exception. I understand that ICS is in DCSS, and that all of the policies and procedures in the DCSS Code of Conduct may be applied. Repeated disrespect toward staff members, fighting, physical or verbal intimidation, bullying, illegal acts of any kind (e.g., theft, vandalism, use of illegal substances) may result in suspension or expulsion according to DCSS procedures. I have a responsibility to know and make my children aware of these expectations and will cooperate with the school in developing and implementing any plans needed to address behavioral issues. I further understand that creating community in the midst of diversity requires more than the mere absence of the behaviors itemized in the Code of Conduct. It requires that all adults work cooperatively to guide the child toward becoming responsible for making wise community-building decisions.

3) Service-Oriented Education: I will seek to foster this sense of responsibility through my responsible care of my own child, other families at the school, and the needs of ICS itself. My child will: 1) attend school every day the child is not sick; 2) be kept home or picked up promptly when sick; 3) not be absent or taken out of school for reasons that are not serious; 4) be on time every day (at school no later than 8:20am). If the child is tardy, I agree to park, sign the child in at the office and walk him/her to class; 6) not be dropped off before 7:45am unless registered for the Before-School Program (a fee is charged to all families who participate); 7) be picked up before 3:45pm unless registered for After-School Program; 8) be picked up before 6:00pm at the Avondale Campus if enrolled in the After-School Program. In addition, I will: 1) attend parent-teacher conferences, orientation, and other meetings for parents; 2) provide all information requested by ICS and immediately inform ICS of changes of address, phone numbers or other emergency information; 3) drive slowly on campus, obey stop signs, and park only in designated places; 4) pay all bills due for meals and Before and After-School Programs.

4) Family and Community Partnerships: I will actively participate in building community by volunteering time and/or other resources to ICS and its families according to the needs of ICS and other families and my own capacity to contribute. A volunteer commitment of at least 10 hours per year will be expected, unless there are extenuating circumstances. In addition, I will carefully consider making a contribution to the ICS annual fund, knowing that when a high percentage of parents donate money, ICS has more credibility in asking foundations and corporations for their large contributions. Driving families without transportation to events, coaching soccer, preparing food for events, or volunteering professional expertise are all examples of potential volunteer activities. To further family connections I give permission for my name and contact information to be published in a school directory and will use the directory only for school-related purposes (if this presents difficulties, a waiver may be requested). I will support and participate in the creation of a strong parent organization and will be an ambassador of the school to the community at large.

I understand that any serious breach of this contract will be communicated to me in a letter spelling out the specific area(s) of concern and asking that I meet with ICS representatives to resolve the issues. If these issues cannot be resolved or if I am unwilling to meet to discuss them, I understand that I may be asked to withdraw my child. Appeal of such a decision may be made to the Board of Directors, whose determination will be final.

I understand that in signing this contract, I am agreeing with the terms and conditions found therein. Before signing, I have clarified any points I may not have understood.

Parent/Guardian of Student	Date
Parent/Guardian of Student	Date
Laurent Ditmann, Principal	Date

MEDIA RELEASE

I also understand that from time to time, someone acting on behalf of the International Community School ("ICS" or "the School") may take candid photographs, video or film clips of my son/daughter _____ in the classroom or elsewhere on ICS grounds, to be used in promotional materials for the School. By my signature below, I give my permission for such photographs, video, or film clips to be taken and used as ICS sees fit in connection with promotional/fundraising purposes for the School. This permission also applies retroactively to any such photographs, video or film clips that may have been taken of my child since the School opened in August 2002.

Parent Signatur_____ Date_____

3. New Parent/Student Grievance Policy

Parent complaints will be addressed in a timely and consistent fashion. Disagreements should be solved whenever possible among the people most closely involved while preserving positive relationships. Therefore, when parents have complaints or disagreements with any parties at International Community School, they should observe the following guidelines:

- If the complaint involves a situation in the classroom, parents should seek to resolve the issue with the classroom teacher or teacher assistant as is appropriate.
- If a student has a grievance, s/he should first discuss it with a parent; if the parent believes that the complaint has merit, it becomes a parent grievance and this policy applies.
- If a resolution with the classroom faculty is not possible, or if the complaint is with a school-wide policy or procedure, the parent should seek to resolve the issue with the Principal or the Assistant Principal.
- If resolution is not possible with any of the parties above, parents may submit complaints in writing or sign up to address the Board of Directors at a regularly scheduled meeting.
- Parents should also keep the following in mind when addressing a complaint to the Board of Directors:
- Complaints should be made in writing to the secretary of the board. This allows all parties involved to work from a consistent body of information. This is true even if the parent chooses to verbally address the Board.
- The Board of Directors, in general, will not to address a complaint based on hearsay or made on behalf of another parent or family.
- The Board of Directors, in general, will not address a complaint if resolution with the appropriate individuals in Items #1 and #2 above has not yet been attempted in good faith.
- The Board of Directors will not address a complaint that is made anonymously.
- The Board of Directors, in general, will not address specific complaints about the performance of individual school employees. If such a complaint is brought in the public comment section at a public meeting, that parent will be asked to refrain from public comment and bring the matter to the Principal or to the Board member who has agreed to be a liaison for resolution of the grievance (the "Board grievance liaison").
- If the complaint concerns actions taken by the Principal that may constitute of violation of any law or school policy (this may include a failure to address behavior of an employee that violates either the law or school policy), then the issue should be brought to the attention of the Board grievance liaison. This person will facilitate setting up a hearing in executive session before the full board where both sides may be heard. Care should be taken that other board members are not contacted by either side in the dispute. The Board grievance liaison will recues him or herself at the actual hearing due to prior knowledge of the complaint.

This Grievance Policy is not designed to supersede or supplant federal law and parent rights under The Individuals with Disabilities Education Improvement Act of 2004 and the Family Educational Rights and Privacy Act (FERPA) as amended, 1996.

4. PARENT-TEACHER CONFERENCES: SOME REFLECTIONS AND SUGGESTIONS

Notes. Members of staff take notes during the conference, but these notes are not meant to be polished minutes of the meeting. Neither do they necessarily cover all aspects of the academic program. Parents and teachers sign the conference notes and these become a part of the student's temporary file. Teachers refer to the conference notes when completing school reports at the end of each semester. Parents may request a copy if they wish, but they are also available for parent's viewing in the Office.

Viewing student work. Teachers keep portfolios of student work, sending work home at regular intervals (generally at the end of an academic unit). Parents should realize that portfolios are not showcases for student work, but rather samples of work that a student has produced over time. The portfolio pieces are also forms of assessment, i.e. the teacher, students and eventually the parents are able to see the student's academic progress over time by viewing the pieces contained in the portfolio. Students and teachers regularly make decisions about which pieces will be kept in the portfolios and which pieces given to the student and her/his family.

Discussing student work with the student. It is vital that parents discuss their child's work with her/him. The discussion should aim at getting the child to explain what she/he has done, how she/he has done it and whether or not the child believes she/he reached the goal of the assignment. Student ownership of the content and process is very important. The teachers use this inquiry-based method with the children in the classroom so the children should be able to respond well to parent questioning of this type.

Student participation at the conference. Depending on the child and the subject of the meeting, student participation in the conference can be a very positive experience both for the child and for the parents.

Parent preparation. Parents should prepare for the conference by writing down two or three points that they would like to discuss during the meeting. In choosing these points, they should concentrate on all areas of the academic program as well as social issues. They should also consider the child from the teacher's point of view. Finally, they should arrive for the conference a little earlier than the scheduled time so that they can review student work in the portfolio.

The child is an individual. Parents and teachers should think of the child and discuss the child as an individual, not as the brother, sister or child of someone. We should try to measure a child's progress against goals we set for that child, not necessarily against goals we set for groups of children. Our aim should be the healthy development of this child.

Topics to discuss. During the conference, parents and teachers should discuss the child, her/his progress, areas of strength and areas of improvement, never the general policies and procedures of the school (dress code, lunch program, etc.), unless these directly relate to the child's

performance. If parents wish to discuss these policies and procedures, they should make an appointment to see a member of the school administration.

Collective efforts. Teachers and parents should enter these discussions as problem-solvers, in a collaborative effort to support the work of the child at ICS. If, for any reason, a meeting is not going well, it may be preferable to end the meeting and schedule one for another time.

Time limits. If time runs out and there are still important issues to discuss, parents and teachers may schedule another appointment.

5. INTERNATIONAL BACCALAUREATE

The International Baccalaureate program spans the Primary (grades PK-5), Middle Years (6-10) and Upper High School Years (11-12). Each part of the program is integrated into an overall scheme which leads toward the IB examinations at the end of the 12th grade. Universities throughout the world (including the vast majority of U.S., colleges and universities) recognize the IB diploma, awarded to students who successfully complete the two year diploma program (grades 11-12).

INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMMME (IBPYP)
KEY CONCEPTS

The International Baccalaureate Organization intends that primary age children not only understand but also use an investigative, inquiry-based approach as they study any area worth learning. Those who developed the program identified certain key concepts. In the following list, a brief question follows the name of each concept. The question should draw the student's attention to that particular perspective when trying to understand and appreciate a particular subject or theme.

FORM
(What is it like?)

FUNCTION
(How does it work?)

CAUSATION
(Why is it like it is?)

CHANGE
(How is it changing?)

CONNECTION
(How is it connected to other things?)

PERSPECTIVE
(What are our points of view?)

RESPONSIBILITY
(What is our responsibility?)

REFLECTION
(How do we know?)

Exhibit 18: LEASE FOR MEDLOCK ELEMENTARY SCHOOL FACILITY

GROUND LEASE

THIS GROUND LEASE (this "Lease"), made and entered into as of the 5 day of December 2011 ("Effective Date"), by and between the **DeKalb County School District** (hereinafter referred to as "Landlord") and **International Community School, Inc.,** a Georgia non-profit corporation and State of Georgia Local Education Agency, with an address of 3260 Covington Highway, Decatur, GA 30032 (hereinafter referred to as "Tenant"). Landlord and Tenant are collectively referred to herein as the "parties".

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 Medlock Elementary School, 2418 Wood Trail Lane, DeKalb County, Georgia. The Premises shall include all improvements, fixtures, and appurtenances on and to the property, including any land, parking lots, playgrounds, athletic fields and the like.

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 or terminated as hereinafter provided for. The parties acknowledge and agree that the Initial Term is preconditioned upon the continuing validity (and renewal, if applicable) of Tenant's educational charter; provided that if the charter becomes invalid, this Lease shall automatically terminate upon the expiration or revocation of Tenant's charter, subject to Tenant's right to appeal such revocation or expiration. Notwithstanding the foregoing, Landlord hereby grants Tenant the right to access the Premises from and after the Effective Date hereof for purposes of commencing and pursuing renovations, installing equipment and furnishings, and otherwise preparing the Premises for the 2012 – 2013 school year. Such early access shall otherwise be upon the same terms and conditions as contained herein.

15169179.1

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, Fernbank Elementary School, Briar Vista Elementary School, Laurel Ridge Elementary School and/or McClendon Elementary School become filled to one hundred and fifteen percent (115%) of their capacity as determined by the Georgia Department of Education and there are no other available buildings, as determined in Landlord's reasonable discretion (the "Trigger Event"). In the event Landlord exercises the termination right granted under this paragraph, a termination fee ("Termination Fee") will be due from Landlord to Tenant at the time at which the termination is to become effective. The Termination Fee shall equal the unamortized cost of any structural improvements made by Tenant plus any alterations made by Tenant pursuant to Section 6.1(vi) if such alterations were approved in advance by Landlord at an interest rate of 4.5 % over the Term. Notwithstanding the foregoing, the termination right granted in this paragraph shall be inapplicable, null and void in the event the Trigger Event is precipitated by the closure of one of the listed elementary schools.

(b) Landlord may terminate this Lease effective at any time beyond the Initial Term for any reason by delivering advance written notice to Tenant no less than eighteen (18) months prior to the date set forth in the notice for termination. Said notice may be given prior to the expiration of the Initial Term, but shall not be effective until the Initial Term has first expired. In the event Landlord exercises

the termination right granted under this paragraph, the Termination Fee will be due from Landlord to Tenant at the time the termination is to become effective.

(c) Landlord may terminate this Lease at any time should Tenant breach any material term of the Lease, which breach is not cured within thirty (30) days following Tenant's receipt of written notice of the same; provided, however, if such breach is not capable of cure within such initial thirty (30) day period, the cure period shall be extended for an additional period of time as necessary so long as Tenant initiated the cure during such initial thirty (30) day period and is thereafter diligently pursuing such cure. No Termination Fee shall apply in the event this Lease is terminated in accordance with this paragraph.

(d) In addition to Tenant's rights under Article II above, Tenant may terminate this Lease at any time by delivering 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 arising after the Inspection Period and thereafter 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. 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, roofs, fixtures, ducts, conduits and pipes that serve the Premises exclusively to the extent located within 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 Term.

ARTICLE V
UTILITIES

From and after the earlier of (i) Tenant's entrance upon the Premises to commence renovations or (ii) the Commencement Date, 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 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, (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, and (vi) make non-structural alterations to the Premises provided that such alteration does not exceed $10,000 on an individual basis. Notwithstanding the foregoing, any structural improvements to the Premises must be approved in advance by Landlord, such approval not to be unreasonably withheld or delayed. Landlord shall determine whether it approves of any such request within sixty (60) days. If Landlord fails to respond within such sixty (60) day period, Landlord shall have been deemed to have approved such request. 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; provided however, that the cost of any such trade fixtures, furniture or equipment so removed shall not be included in any Termination Fee calculated pursuant to Article III. Tenant shall leave the Premises in a condition equal to or better than that in which they were received, normal wear and tear excepted. Notwithstanding the foregoing, Tenant may use or allow the use of the Premises for occasional non-educational purposes (*e.g.*, athletic contests and extra-curricular activities) so long as such non-educational purposes are ancillary to, and not in lieu of, the Permitted Use.

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 for a Permitted Use.

ARTICLE VII
LIENS

Landlord represents and warrants that, as of the Effective Date hereof, the Premises is free from any liens. 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 insurance with respect to the Premises as set forth in Exhibit "A" hereto. Notwithstanding the foregoing, Tenant shall not be required to maintain the insurance described in item 3 of Exhibit "A" until such time that Tenant's insurance provider does not consider the Premises "vacant", but in no event shall such date be later than July 1, 2012.

Landlord must be named as an additional insured on all such policies. If either party carries all-risk or other property insurance, then such policy shall contain a waiver of subrogation in favor of the other party, as herein below set forth. All such insurance coverages may be carried under "blanket" or "umbrella" policies from insurers licensed in the State of Georgia.

8.2 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:

If before July 1, 2012:

International Community School
3260 Covington Highway
Decatur, GA 30032
Attention: Principal

If on or after July 1, 2012:

International Community School
2418 Wood Trail Lane
Decatur, GA 30033
Attention: Principal

With a copy by H. Thurston Cooke

similar means to:	Chair, Board of Directors 1024 Viscount Count Avondale Estates, Georgia 30002
If to Landlord:	Superintendent DeKalb County School District 1701 Mountain Industrial Boulevard Stone Mountain, Georgia 30083
With a copy by similar means to:	Joshua Mayes, Esq. Sutherland Asbill & Brennan LLP 999 Peachtree Street, NE Atlanta, Georgia 30309

or at such other address as may be specified from time to time in writing by either party. All such notices hereunder shall be deemed to have been given on the date of delivery unless delivery is refused or cannot be reasonably made, in which case the date of refusal or inability to deliver shall be deemed the date notice has been given.

12.4 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, 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 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 during after-school hours 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.

12.15 Time is of the Essence. Time is of the essence of this Lease. Anywhere a date certain is stated for payment or for performance of any obligation, the day certain so stated enters into and becomes a part of the consideration for this Agreement. If any date set forth in this

Lease shall fall on, or any time period set forth in this Agreement shall expire on, a day which is a Saturday, Sunday or federal or state holiday, such date shall automatically be extended to, and the expiration of such time period shall automatically be extended to, the next day which is not a Saturday, Sunday or federal or state holiday. The final day of any time period under this Agreement or any deadline under this Agreement shall be the specified day or date, and shall include the period of time through and including such specified day or date.

12.16 Compliance with Codes and Ordinances. Tenant's use and maintenance of the Premises shall at all times comply with all applicable federal, state and local statutes, regulations, codes and ordinances.

[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: Dr. Cheryl L.H. Atkinson

Title: Superintendent

[OFFICIAL SEAL]

TENANT:

International Community School, Inc.

By: _____

Name: H. Thurston Cooke II

Title: Chair, Board of Directors

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Exhibit "A"

Insurance

1) Tenant shall procure and maintain throughout the term of this Agreement a policy or policies of insurance providing coverages as set forth below that shall protect the Tenant and the Indemnitees from any and all claims as set forth in the Indemnification clause above that may arise out of Tenant's operations under this Agreement. The foregoing policies shall be obtained from insurance companies approved to do business in the State of Georgia or companies acceptable to Landlord. Tenant shall procure the insurance policy(ies) at the Tenant's own expense and shall furnish to Landlord a certificate(s) of insurance containing the following information:

   (a) Name and address of agent/broker;
   (b) Name and address of insured;
   (c) Name of insurance company, underwriting syndicate, or other insuring entity;
   (d) Description of coverage in standard terminology;
   (e) Policy period;
   (f) Policy Number;
   (g) Limits of liability;
   (h) Name and address of certificate holder;
   (i) Acknowledgment to the Landlord of notice requirements of material adverse change;
   (j) Signature of authorized agent/broker;
   (k) Telephone number of authorized agent/broker; and
   (l) Details of policy exclusions applicable to this Agreement in comments section of Insurance Certificate.

   In addition to the Certificates of Insurance, Tenant's broker / insurer shall provide copies of the policy endorsements evidencing the coverage(s) for Landlord through the Indemnification and Insurance obligations assumed by Tenant herein. All certificates / endorsements evidencing primary and excess layers shall be renewed and kept current and up to date on an annual or lesser time basis as needed.

2) Tenant is required to maintain the following Liability insurance coverage(s) during the Term of this Agreement:

   (a) Commercial (Comprehensive) General Liability Policy (CGL), or equivalent coverage, to include the contractual obligation of Tenant for any liability assumed hereunder;

   (b) Should Tenant desire to structure their insurance program utilizing a Commercial Umbrella or Excess Liability Policy, all such policies shall have sufficient limits to provide that there is no gap in coverage between an underlying policy and the secondary layer;

   (e) Under all coverages required hereunder, the policy(ies) shall be endorsed to include the following terms and conditions:

      (i) All coverages shall be on an "occurrence" not "claims made" basis;
      (ii) The foregoing policies shall contain a provision that coverage afforded under the policies will not be canceled, allowed to lapse, fail to be renewed, or endorsed to adversely change any coverage applicable to Landlord or an Indemnitee for any

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reason until at least thirty (30) days prior written notice has been given to Landlord;

(iii) Shall waive all right of subrogation against Indemnitees for any losses arising out of this Agreement;

(iv) All such coverage shall remain in full force and effect during the Term and any renewal or extension thereof;

(v) Except for any acceptable secondary layer of protection, the policies shall be primary and not excess to any other coverage provided by or available to the Indemnitees.

(f) Under coverages required under Sections 2 (a) and (b) above, the policy(ies) shall be endorsed to include the following terms and conditions:

(i) Minimum limits of $1,000,000 per occurrence $3,000,000 in the annual aggregate (if applicable) with insurers approved to conduct business in the State of Georgia

(ii) Contractual liability coverage, specifically referencing this Agreement and the Indemnification herein.

(iii) Shall include Indemnitees as Additional Insureds.

(iv) A severability of interest or cross liability clause or endorsement applicable to Commercial (Comprehensive) General Liability, and any Excess Liability policy(ies).

3) Tenant is required to maintain the following insurance coverage(s) on the Property during the Term of this Agreement:

(a) All Risk Property (and Flood) Insurance including but not limited to the perils of: Fire, Lightning, Explosion, Windstorm or Hail, Smoke, Aircraft or Vehicle Impact, Riot, Strike or Civil Commotion, Vandalism and Malicious Mischief, Collapse, Flood, Leakage from Fire Protection Equipment, and Earth Movement with terms, conditions, sublimits, exclusions and amendments as is usual in the insurance industry.

(b) The amount of the insurance shall, at a minimum, have a $6,000,000 Stipulated Loss Value.

(c) Tenant shall maintain Property Insurance on the premises throughout the term of this lease and any renewal or extension with Deductibles and/or Self Insured Retentions acceptable to Landlord, however, in no event shall such Deductible or SIR exceed $500,000 per occurrence.

(d) Landlord shall be designated as the "Loss Payee as its interest may appear."

(e) Underwriters shall agree to waive any right of subrogation against Landlord.

(f) All losses in excess of $100,000 shall include Landlord in the adjustment and settlement of the claim. Landlord shall have the right to accept or reject any settlement for claims in excess of $100,000.

(g) The foregoing policy(ies) shall contain a provision that coverage afforded under this insurance will not be canceled, allowed to lapse, fail to be renewed, or endorsed to

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adversely change any coverage applicable to Landlord for any reason until at least thirty (30) days prior written notice has been given to Landlord.

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Exhibit 19: FACILITIES ASSESSMENT AND ASBESTOS REPORT

SILVERMAN
CONSTRUCTION
PROGRAM
MANAGEMENT

REPORT & BUDGET
FOR
MEDLOCK ELEMENTARY SCHOOL

For

International Community School

By

Silverman Construction Program Management, Inc.
1075 Zonolite Road, NE
Suite 5
Atlanta, GA 30306

January 18, 2012

SILVERMAN

CONSTRUCTION
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MANAGEMENT

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International Community School

1. **Executive Summary**
2. **Budget Summary**
3. **Clarifications**
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EXECUTIVE SUMMARY

Medlock Elementary School was occupied by DeKalb County until June 1 of 2011 at which point the school was closed. The original campus was constructed in 1951 with additions to the main facility added in 1953 and 1959. A gymnasium building was constructed in 2003. In addition to these buildings, the campus contains a storage building, covered walkway to the gym, playfield, playground and hard surface play area.

The total building is approximately 40,000 gross square feet and will allow ICS to combine both of their facilities at this single location. However, to accommodate the total number of students currently enrolled, ICS will need to relocate their existing modular building at the Covington Highway location. Other than modifying the front office counter to accommodate three staff members, ICS anticipates making no changes to the existing facility. No other modifications are required for the existing facility to meet ICS' needs.

SCPM visited the site with a general contractor and a Mechanical and Electrical subcontractor to review the existing systems in the buildings and develop a budget for modifications to the facility. The mechanical units were reviewed along with the electrical system, the fire alarm system and plumbing, as well as the general building conditions. A separate visit was conducted to evaluate the existing roof.

As part of the due diligence, contact was made with the DeKalb County Fire Marshall and the Planning and Sustainability Department (Zoning). SCPM spoke with Tommy Dunson and Jerry Wainwright in the Fire Marshall's office and Marion Eisenberg in Zoning. Per the Fire Marshall's office, a facility that is unoccupied for more than six months must be brought up to current code standards prior to new occupancy. SCPM has been advised that a variance with the Zoning department may be requested, but at the time of this report, SCPM has been unable to get the County to define what requirements ICS will have to comply with prior to occupying the facility.

Though the due diligence analysis, code violations have been identified that may need to be addressed if the County requires full code compliance. These include the lack of a sprinkler system and upgrading the fire alarm system. Other items include doors with knob hardware in lieu of levers, exit door widths, and ADA compliance in the restrooms. Depending on the County's requirements, a code review by an Architect may be necessary.

The facility contains asbestos, as is very common with a facility of this era. The report identifies asbestos in the original ceiling tiles, the drywall and in the floor tiles. Per the

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EPA's requirements and the Asbestos Hazard Emergency Response Act (AHERA), the County is required to perform an evaluation of the facility every three years and report the status. Enclosed within this report is the most recent evaluation records provided by the DeKalb County School System dated 01/23/06. A report should have been generated early in 2009, but SCPM has not been able to obtain such report.

If no modifications are made to the facility, it is likely the asbestos could be left undisturbed. However, if the County requires a sprinkler system be added, the asbestos containing ceiling tiles will have to be removed before the sprinkler system can be installed. Also, if new carpet is installed in the office area or the moveable wall in the Media Center, these changes, too, will likely disturb the asbestos containing materials.

The entire existing roof is in very poor condition and most likely the cause of water damage in the west corridor of the building. Although it is not imperative that this work be completed prior to move-in, it is advisable, as the condition of the roof will continue to deteriorate creating additional problems. There are many options on roofing materials and pricing will vary depending on the type of product selected. The budget number identified in the cost summary represents a mechanically fastened single ply membrane roof with a 20 year warranty.

A thorough inspection and startup of the Mechanical units and Plumbing lines is necessary to determine their existing condition and serviceability. The budget includes a cost for a complete service check including checking refrigerant levels, cleaning the coils and changing the filters, belts, strainers and checking all chilled water control valves, boiler and cooling tower. An allowance of $25,000 for any new equipment of repairs to the mechanical or plumbing systems is included in the cost summary.

Replacement of missing or malfunctioning light fixtures, ballasts, emergency lights and exit signs are included.

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BUDGET SUMMARY

1	Building Modifications	$138,228
2	Mechanical, Electrical, IT/Data	$198,939
3	Site Work	$39,166
4	Moving / Relocation	$51,400
5	Misc Soft Costs & Contingency	$202,803
	TOTAL ESTIMATED COSTS:	$630,535

	Future Costs:	
1	New Roof	$139,000
2	HVAC in Gym	$102,000

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CLARIFICATIONS

1. Due to the presence of asbestos, we are recommending an independent air quality test be performed and have included budget costs for the testing.
2. Costs for Asbestos abatement have not been included in the budget.
3. The Kitchen was not included in the review as this space will not be used for cooking food. All food for the students and staff will be catered daily.
4. Minimal grading to accommodate the modular building is included.
5. No new signage at the main entrance.
6. Engineering costs to prepare permit site documents to relocate the modular building are estimated.
7. Budget costs for areas of work, though not necessary for move in, but which should be addressed in the future, are shown in a separate column in the cost summary.
8. New lever hardware pricing is not included.

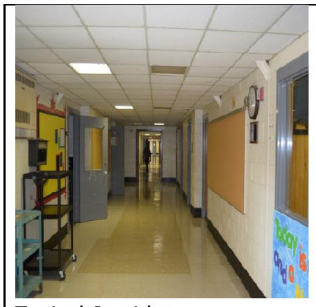
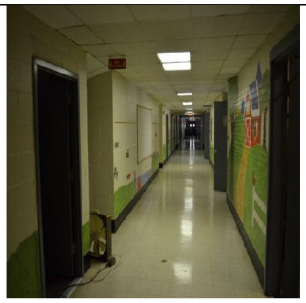
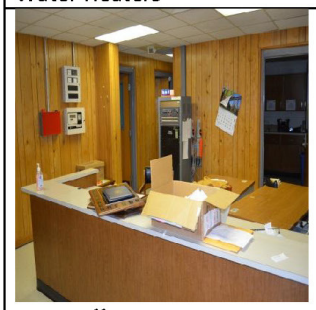
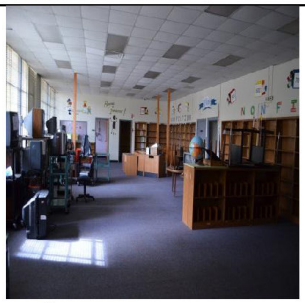
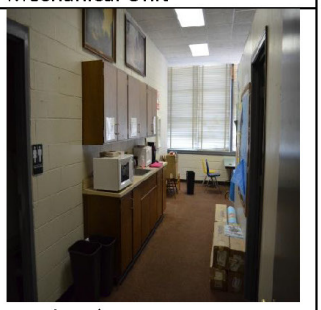
SILVERMAN
CONSTRUCTION
PROGRAM
MANAGEMENT

IMAGES OF THE FACILITY

 Main Entrance	 Main Entrance	 Main Entrance
 Playground	 Rear View of School	 Gym Building
 Exterior Garden	 Gym w/ Exterior Garden	 Lower Playground

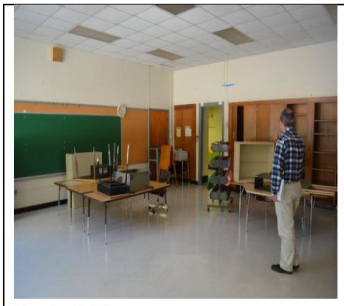
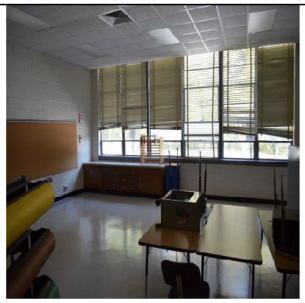
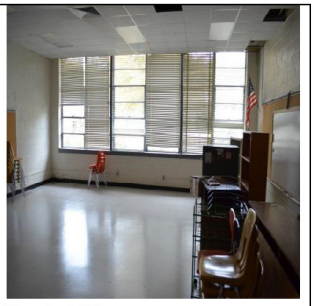
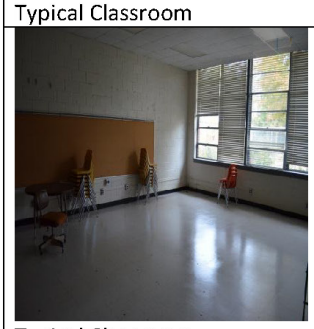
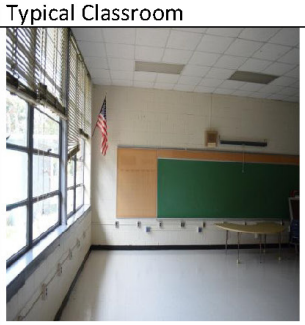
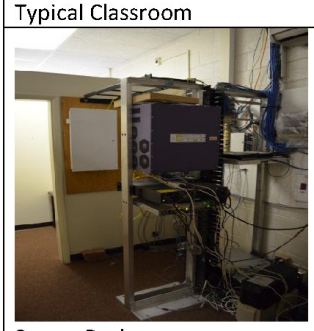
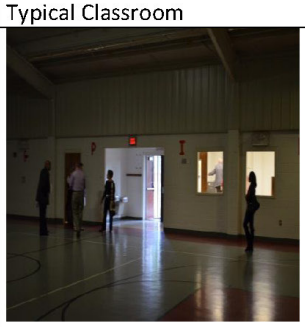
SILVERMAN

CONSTRUCTION
PROGRAM
MANAGEMENT

 Typical Corridor	 Cafeteria Dining Room	 Typical Corridor
 Water Heaters	 Mechanical Unit	 Mechanical Unit
 Front Office	 Media Room	 Teachers' Lounge

SILVERMAN

CONSTRUCTION
PROGRAM
MANAGEMENT

 Typical Classroom	 Typical Classroom	 Typical Classroom
 Typical Classroom	 Typical Classroom	 Typical Classroom
 Server Rack	 Gym Interior	 Gym Interior

SILVERMAN

CONSTRUCTION
PROGRAM
MANAGEMENT

DOCUMENT INVENTORY

Below is a list of documents provided to facilitate in the evaluation of the facility:

1. DeKalb County School System – Facility Condition Assessment Report dated July 5, 2011.
2. Existing record drawings from DCSS scanned and provided by John R. O'Connell.
3. Building floor plans from DCSS dated 4/15/05.
4. Asbestos Executive Summary from DCSS dated 01/23/06. (attached on following pages)

Management Plan

This management plan has made every effort to locate any asbestos containing materials in this facility; however, there may be additional ACBM in this facility that was inaccessible or overlooked at the time the facility was surveyed.

During the AHERA inspection survey, insulation located on systems behind walls, beneath floors and located in dangerous or hard-to-reach areas was not assessed.

Before renovation or demolition take place in this facility, all inaccessible insulation material should be evaluated for asbestos content.

Location MEDLOCK ES 1420

DEKALB COUNTY SCHOOLS
ASBESTOS EXECUTIVE SUMMARY

01/23/06 Page 1 of 4

Signature _____ Accred #: 11865 Date 2010

SPACE #	Material	Current Cond	AMOUNT/ UNITS	Fri	Pot Damage
Description		Es	Management Assessment Total Sq.Ft. 40,044		
R-6	TSI	Good	1Sq.Ft.	no	Low
Fri: *	CEMT. FITTING ASSUMED		ACBM low potential for damage		
R-11 ABOV	TSI	Good	1Sq.Ft.	no	Low
Fri: *	TRANSITE PANEL		ACBM low potential for damage		
R-11	TSI	Good	1Lin.Ft.	no	Low
Fri: *	CEMT. FITTING ASSUMED		ACBM low potential for damage		
R-9	TSI	Good	1Lin.Ft.	no	Low
Fri: *	CEMT. FITTING ASSUMED		ACBM low potential for damage		
R-10	TSI	Good	1Lin.Ft.	no	Low
Fri: *	CEMT. FITTING ASSUMED		ACBM low potential for damage		
R-13	TSI	Good	1Lin.Ft.	no	Low
Fri: *	CEMT. FITTING ASSUMED		ACBM low potential for damage		
R-12	TSI	Good	1Lin.Ft.	no	Low
Fri: *	CEMT. FITTING ASSUMED		ACBM low potential for damage		
K-1	TSI	Good	40Sq.Ft.	no	Low
Fri: *	CEMT. FITTING ASSUMED		ACBM low potential for damage		
R2	MISC	Good	300Sq.Ft.	no	Low
Fri:	plaster		Non-TSI/Non-Friable		
K2	MISC	Good	165Sq.Ft.	no	Low
Fri:	plaster		Non-TSI/Non-Friable		
R3	MISC	Good	175Sq.Ft.	no	Low
Fri:	plaster		Non-TSI/Non-Friable		

LEGEND: Friable - Yes/No Potential for Damage - Low/Medium/high
Current Condition - Good/Damaged/Significantly Damaged

DEKALB COUNTY SCHOOLS
ASBESTOS EXECUTIVE SUMMARY

01/23/06 Page 2 of 4

Signature _____ Accred #: 11465 Date - 2010

SPACE #	Material	Current Cond	AMOUNT/ UNITS	Fri	Pot Damage
Description			Management Assessment		
R12	MISC	Good	52Sq.Ft.	no	Low
Fri:	plaster		Non-TSI/Non-Friable		
R13	MISC	Good	52Sq.Ft.	no	Low
Fri:	plaster		Non-TSI/Non-Friable		
K6	MISC	Good	50Sq.Ft.	no	Low
Fri:	plaster		Non-TSI/Non-Friable		
K5	MISC	Good	50Sq.Ft.	no	Low
Fri:	plaster		Non-TSI/Non-Friable		
Stage	MISC	Good	720Sq.Ft.	no	Low
i:	plaster		Non-TSI/Non-Friable		
K1	MISC	Good	931Sq.Ft.	no	Low
Fri:	plaster		Non-TSI/Non-Friable		
K4	MISC	Good	497Sq.Ft.	no	Low
Fri:	plaster		Non-TSI/Non-Friable		
S6	MISC	Good	150Sq.Ft.	no	Low
Fri:	plaster		Non-TSI/Non-Friable		
S5	MISC	Good	150Sq.Ft.	no	Low
Fri:	plaster		Non-TSI/Non-Friable		
K1	MISC	Good	7,500Sq.Ft.	no	Low
Fri:	plaster		Non-TSI/Non-Friable		
K2	MISC	Good	500Sq.Ft.	no	Low
Fri:	plaster		Non-TSI/Non-Friable		

LEGEND: Friable - Yes/No Potential for Damage - Low/Medium/high
Current Condition - Good/Damaged/Significantly Damaged

DEKALB COUNTY SCHOOLS
ASBESTOS EXECUTIVE SUMMARY

01/23/06 Page 3 of 4

Signature _____ Accred #: 11865 Date 2010

SPACE #	Material	Current Cond	AMOUNT/ UNITS	Fri	Pot Damage
Description			Management Assessment		
6	MISC	Good	371Sq.Ft.	no	Low
Fri:	sheetrock		Non-TSI/Non-Friable		
9	MISC	Good	167Sq.Ft.	no	Low
Fri:	sheetrock		Non-TSI/Non-Friable		
R9	MISC	Good	50Sq.Ft.	no	Low
Fri:	sheetrock		Non-TSI/Non-Friable		
4	MISC	Good	167Sq.Ft.	no	Low
Fri:	sheetrock		Non-TSI/Non-Friable		
R3	MISC	Good	50Sq.Ft.	no	Low
Fri:	sheetrock		Non-TSI/Non-Friable		
1	MISC	Good	701Sq.Ft.	no	Low
Fri:	sheetrock		Non-TSI/Non-Friable		
R2	MISC	Good	50Sq.Ft.	no	Low
Fri:	Sheetrock		Non-TSI/Non-Friable		
11	MISC	Good	150Sq.Ft.	no	Low
Fri:	sheetrock		Non-TSI/Non-Friable		
13	MISC	Good	150Sq.Ft.	no	Low
Fri:	sheetrock		Non-TSI/Non-Friable		
15	MISC	Good	150Sq.Ft.	no	Low
Fri:	sheetrock		Non-TSI/Non-Friable		
3	MISC	Good	110Sq.Ft.	no	Low
Fri:	sheetrock		Non-TSI/Non-Friable		

LEGEND: Friable - Yes/No Potential for Damage - Low/Medium/high
Current Condition - Good/Damaged/Significantly Damaged

DEKALB COUNTY SCHOOLS
ASBESTOS EXECUTIVE SUMMARY

01/23/06 Page 4 of 4

Signature _____ Accred #: 11845 Date 2010

SPACE #	Material	Current Cond	AMOUNT/ UNITS	Fri	Pot Damage
	Description		Management Assessment		
R10	MISC	Good	50Sq.Ft.	no	Low
Fri:	sheetrock		Non-TSI/Non-Friable		
R11	MISC	Good	50Sq.Ft.	no	Low
Fri:	sheetrock		Non-TSI/Non-Friable		
8	MISC	Good	110Sq.Ft.	no	Low
Fri:	sheetrock		Non-TSI/Non-Friable		
10	MISC	Good	407Sq.Ft.	no	Low
Fri:	sheetrock		Non-TSI/Non-Friable		
12	MISC	Good	407Sq.Ft.	no	Low
Fri:	sheetrock		Non-TSI/Non-Friable		
2	MISC	Good	110Sq.Ft.	no	Low
Fri:	sheetrock		Non-TSI/Non-Friable		
Media	MISC	Good	890Sq.Ft.	no	Low
Fri:	sheetrock		Non-TSI/Non-Friable		
O1	MISC	Good	154Sq.Ft.	no	Low
Fri:	sheetrock		Non-TSI/Non-Friable		
O2	MISC	Good	154Sq.Ft.	no	Low
Fri:	sheetrock		Non-TSI/Non-Friable		
16	MISC	Good	150Sq.Ft.	no	Low
Fri:	sheetrock		Non-TSI/Non-Friable		
18	MISC	Good	140Sq.Ft.	no	Low
Fri:	sheetrock		Non-TSI/Non-Friable		

LEGEND: Friable - Yes/No Potential for Damage - Low/Medium/high
Current Condition - Good/Damaged/Significantly Damaged

DEKALB COUNTY SCHOOLS
ASBESTOS EXECUTIVE SUMMARY

01/23/06 Page 5 of 4

Signature _____ Accred #: 10865 Date 2010

SPACE # / Description	Material	Current Cond	AMOUNT/ UNITS	Fri	Pot Damage / Management Assessment
21	MISC	Good	110Sq.Ft.	no	Low
Fri: sheetrock		Non-TSI/Non-Friable			
19	MISC	Good	110Sq.Ft.	no	Low
Fri: sheetrock		Non-TSI/Non-Friable			
17	MISC	Good	150Sq.Ft.	no	Low
Fri: sheetrock		Non-TSI/Non-Friable			
Overhangs	MISC	Good	1,522Sq.Ft.	no	Low
Fri: transite		Non-TSI/Non-Friable			
R-1	MISC	Good	25Sq.Ft.	no	Low
1: FLOOR TILE 9X9 BROWN		Non-TSI/Non-Friable			
MEDIA	MISC	Good	1,334Sq.Ft.	no	Low
Fri: CARPET ON FLOOR TILE 9X9		Non-TSI/Non-Friable			
O-4	MISC	Good	119Sq.Ft.	no	Low
Fri: CARPET ON FLOOR TILE 9X9		Non-TSI/Non-Friable			
HALL	MISC	Good	5,047Sq.Ft.	no	Low
Fri: FLOOR TILE 12X12 WHITE ON 9X9		Non-TSI/Non-Friable			
DOWNSTAIR	MISC	Good	347Sq.Ft.	no	Low
Fri: FLOOR TILE 12X12 ON 9X9		Non-TSI/Non-Friable			
O-1	MISC	Good	114Sq.Ft.	no	Low
Fri: CARPET ON FLOOR TILE 9X9		Non-TSI/Non-Friable			
O-2	MISC	Good	126Sq.Ft.	no	Low
Fri: CARPET ON FLOOR TILE 9X9		Non-TSI/Non-Friable			

LEGEND: Friable - Yes/No Potential for Damage - Low/Medium/high
Current Condition - Good/Damaged/Significantly Damaged

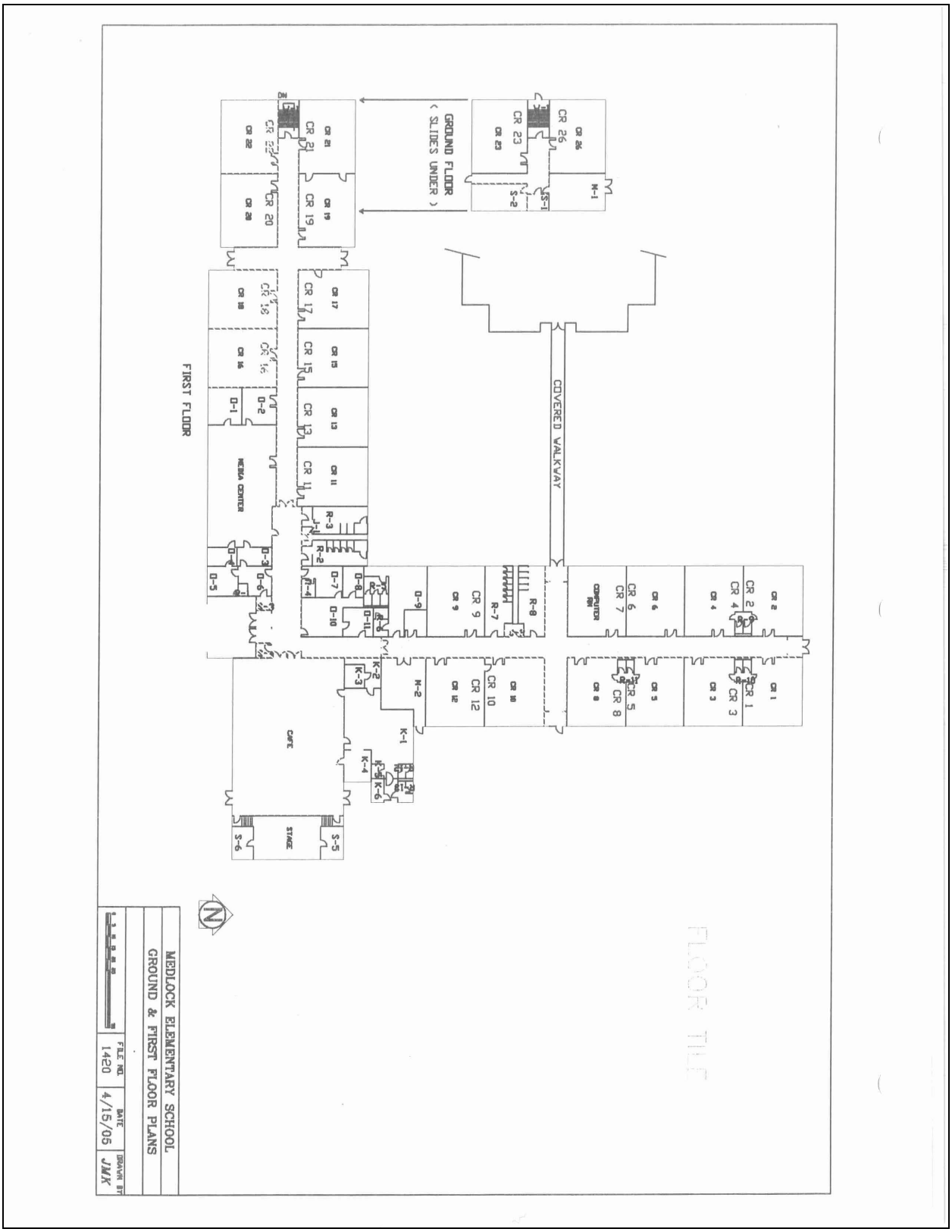
DEKALB COUNTY SCHOOLS
ASBESTOS EXECUTIVE SUMMARY

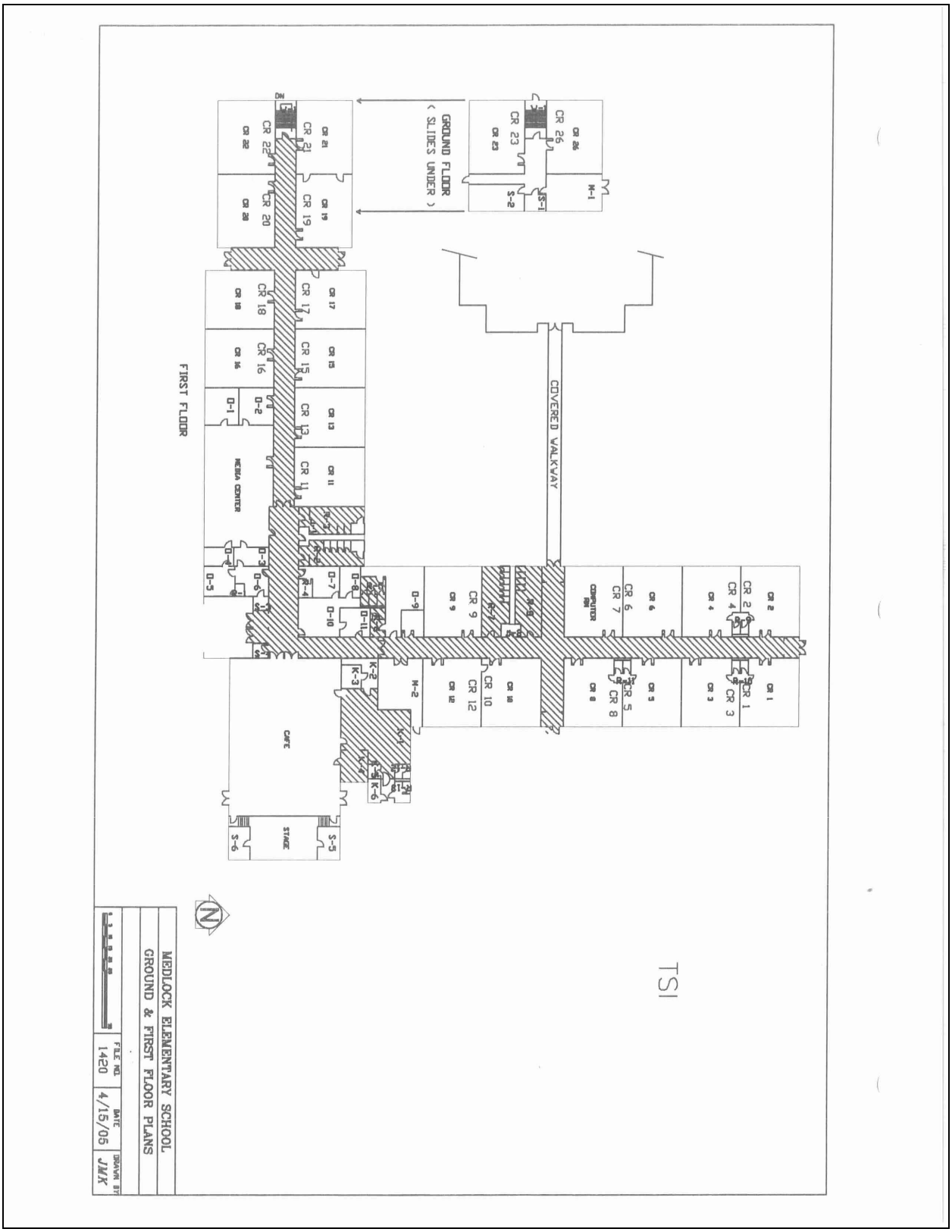
01/23/06 Page 4 of 6

Signature _____ Accred #: 11865 Date 7.2016

SPACE #	Material	Current Cond	AMOUNT/ UNITS	Fri	Pot Damage
	Description		Management Assessment		
26	MISC	Good	708Sq.Ft.	no	Low
Fri:	FLOOR TILE 12X12 BROWN ON 9X9	Non-TSI/Non-Friable			
J-1	MISC	Good	60Sq.Ft.	no	Low
Fri:	FLOOR TILE 9X9 BROWN	Non-TSI/Non-Friable			
J-2	MISC	Good	60Sq.Ft.	no	Low
Fri:	FLOOR TILE 9X9 BROWN	Non-TSI/Non-Friable			
O-9	MISC	Good	487Sq.Ft.	no	Low
Fri:	CARPET ON FLOOR TILE 9X9	Non-TSI/Non-Friable			
O3	MISC	Good	114Sq.Ft.	no	Low
Fri:	carpet on tile	Non-TSI/Non-Friable			
CAFE	MISC	Good	3,360Sq.Ft.	no	Low
Fri:	FLOOR TILE 12X12 WHITE	Non-TSI/Non-Friable			
S-2	MISC	Good	262Sq.Ft.	no	Low
Fri:	FLOOR TILE 9X9 GREEN	Non-TSI/Non-Friable			

LEGEND: Friable - Yes/No Potential for Damage - Low/Medium/high
Current Condition - Good/Damaged/Significantly Damaged


MEDLOCK ELEMENTARY SCHOOL
GROUND & FIRST FLOOR PLANS
FILE NO. 1420
DATE 4/15/05
DRAWN BY JMK
FIRST FLOOR
GROUND FLOOR
(SLIDES UNDER)
COVERED WALKWAY
MEDIA CENTER
COMPUTER RM
CAFE
STAGE
FLOOR TILE


MEDLOCK ELEMENTARY SCHOOL
GROUND & FIRST FLOOR PLANS
FILE NO. 1420
DATE 4/15/05
DRAWN BY JMK
FIRST FLOOR
GROUND FLOOR
(SLIDES UNDER)
COVERED WALKWAY
MEDIA CENTER
COMPUTER RM
CAFE
STAGE
TSI

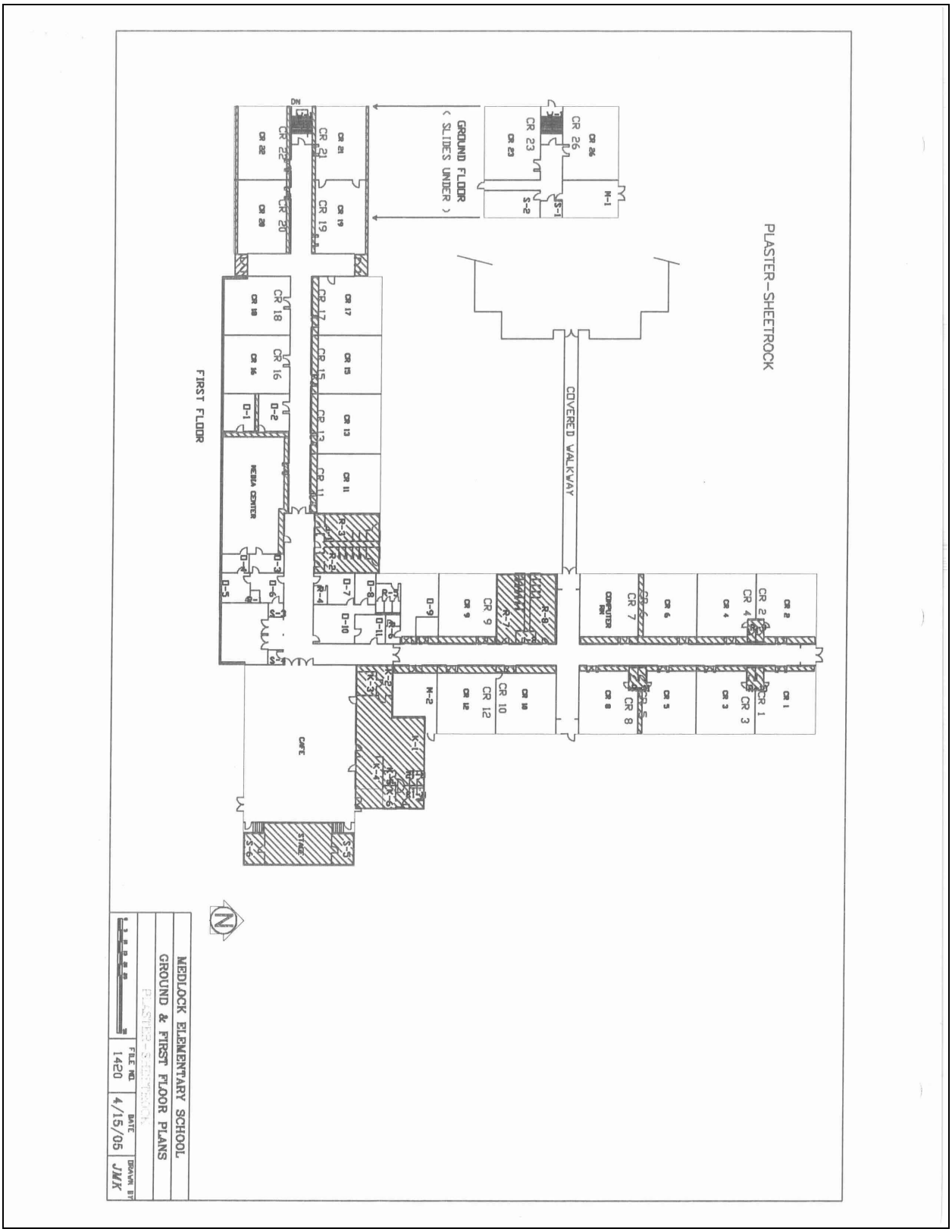

MEDLOCK ELEMENTARY SCHOOL
GROUND & FIRST FLOOR PLANS
PLASTER-SHEETROCK
FILE NO. 1420
DATE 4/15/05
DRAWN BY JMK
GROUND FLOOR
(SLIDES UNDER)
FIRST FLOOR
PLASTER-SHEETROCK
COVERED WALKWAY
MEDIA CENTER
CAFE
STAGE
COMPUTER RM
CR 1
CR 2
CR 3
CR 4
CR 5
CR 6
CR 7
CR 8
CR 9
CR 10
CR 11
CR 12
CR 13
CR 15
CR 16
CR 17
CR 18
CR 19
CR 20
CR 21
CR 22
CR 23
CR 26
M-1
M-2
S-1
S-2
S-3
D-1
D-2
D-3
D-5
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D-9
D-10
D-11
N

Exhibit 20: TRANSPORTATION/BUSING CONTRACT

SCHOOL BUS SERVICES AGREEMENT FOR INTERNATIONAL COMMUNITY SCHOOL, 2013-14 SY

This School Bus Services Agreement ("Agreement") is made and entered into, effective as of Aug. 1, 2013, by and between the DeKalb County School District ("DCSD") and International Community School, Inc. (the "Charter"). The DCSD and the Charter are referred to jointly as the "Parties" and individually as a "Party."

RECITALS

WHEREAS, the Charter operates a start-up charter school in the DCSD, located at 2418 Wood Trail Lane, Decatur 30033 pursuant to a charter between the Charter and the DeKalb County Board of Education;

WHEREAS, the Charter intends to provide limited school bus service for students who attend its school;

WHEREAS, the Charter desires to contract with DCSD to provide such school bus services, and while DCSD has no requirement to do so, DCSD has agreed to provide school bus services for the Charter, pursuant to the terms and conditions set forth herein;

NOW THEREFORE, in consideration of the covenants and promises set forth herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

1. Term. This Agreement shall commence effective Aug. 1, 2013 ("Effective Date") and expire on May 31, 2014 ("Term"), provided, however, that each Party has the right to terminate this Agreement for its convenience and without cause, after providing ninety (90) days written notice to the other Party. Additionally, if either party breaches any of its obligations under this Agreement, the other party shall notify the breaching party in writing citing all breaches. The breaching party shall have thirty (30) days to remedy the cited breaches. If the breaching party fails to remedy the cited breaches, then the other party may terminate this Agreement upon thirty (30) days written notice.

In addition, this Agreement shall automatically terminate upon the termination of the Charter ("Effective Date of Termination"). In the event of termination of this Agreement, the Charter shall be responsible for payment to DCSD for all school bus services provided through the Effective Date of Termination. This Agreement is expressly subject to and contingent upon approval by the DeKalb County Board of Education.

2. School Bus Services Provided by DCSD. DCSD agrees to the following:

(a) DCSD shall provide limited school bus service to the Charter, as outlined in Attachment A, during the Term of this Agreement. For the routes listed under the "REGULAR BUS LEVEL OF SERVICE" section in Attachment A, the Charter will provide the specific dates of service and details (bell time schedules, half day, full day, etc.) for each day of each school year, but these dates may be altered due to inclement weather or other legal conditions. DCSD also agrees to provide field trip services according to the conditions listed in Attachment A. No persons other than students currently attending the Charter school, supervisors, DCSD employees, Charter employees, or DCSD drivers in training are to ride the buses without the written approval of the Charter.

21004477.1

(b) DCSD shall provide all buses for the performance of this Agreement, and agrees that all buses will meet all applicable requirements for school buses as set forth in federal, state and/or local law, rules, regulation or policies

3. Charter Responsibilities. The Charter agrees to provide their specific dates of service and details, if any, as referenced in Paragraph 2 and the required insurance documents, outlined below in Paragraph 6, no later than 30 days prior to its first day of service.

4. Pricing and Payment. The Charter shall pay DCSD for the school bus services provided hereunder according to the terms outlined in the "COMPENSATION FOR BUS SERVICES" Section of Attachment A. DCSD shall invoice the Charter monthly. The Charter shall pay such invoices within 30 days of the date of each invoice.

5. Nondiscrimination. The Parties agree that no child shall be discriminated against on the basis of race, color, national origin, sex or disability. The Parties further agree that no child's eligibility for the NSLP program will be overtly identified through actions of DCSD or the Charter.

6. Indemnification and Insurance. The Charter shall hold harmless and indemnify DCSD, the DeKalb County Board of Education, its members, officers employees, agents, volunteers, and assigns (the "DCSD Indemnitees") for every liability, claim or demand arising out of or relating to DCSD's provision of school bus services under this Agreement. The Charter's obligation to indemnify DCSD Indemnitees shall survive the completion, expiration or termination of this Agreement. In addition, the Charter shall cause the DCSD Indemnitees to be named as additional insured under the Charter's insurance policies required by the terms of the charter.

7. Modification. This Agreement may not be changed, modified, amended or altered except in a written agreement signed by the Parties.

8. Successors and Assigns. The provisions of this Agreement shall extend to the successors and assigns of the DCSD. This Agreement may not be assigned by the Charter without the prior written consent of the DCSD.

9. No Violation. The Charter represents and warrants that the execution of, and performance under, this Agreement will not be a breach of, violation of, or conflict with any other contract or agreement to which it is a party or subject.

10. Severability. In the event that any term or provision of the Agreement is found to be, or becomes by operation of law, invalid, unenforceable or void, the remaining terms and provisions shall not be affected thereby and shall remain in full force and effect, and the invalid, unenforceable or void term or provision shall be deemed not to be a part of this Agreement.

11. Headings/Interpretation of Agreement. The headings contained in this Agreement are for convenience only and shall not affect in any way the meaning or interpretation of this Agreement. The Parties agree that this Agreement was fairly negotiated at arm's length, and neither Party shall be considered to have been the drafter of the Agreement for purposes of any rules of construction.

12. Governing Law and Venue. This Agreement shall be governed by and construed and enforced in accordance with the laws of the State of Georgia. The exclusive venue for any action arising out of or related to this Agreement shall be in the federal, superior, or state courts of DeKalb County, Georgia.

13. Notices. Unless otherwise provided in the Agreement, all notices, including, but not limited to, any notice of termination of this Agreement, shall be in writing and shall be personally delivered, sent by overnight delivery service or sent by certified mail, return receipt requested, postage prepaid. Notices shall be deemed given (a) on the date delivered if delivered personally, (b) on the first business day following the date of dispatch if delivered by overnight delivery service, or (c) on the earlier of confirmed receipt or the fifth business day following the date of mailing if sent by certified mail. Notices shall be addressed as follows:

To DCSD:	DeKalb County School District Attn: Superintendent 1701 Mountain Industrial Boulevard Stone Mountain, Georgia 30083
To Charter:	International Community School Attn: Principal 2418 Wood Trail Lane Decatur, GA 30033

14. Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed an original, and all counterparts so executed shall constitute one agreement binding upon all the Parties. Counterparts may be transmitted by facsimile or electronic mail, and such electronically transmitted counterparts shall be binding and enforceable.

15. Waiver. No failure or delay by the DCSD in exercising any right or remedy hereunder shall operate as a waiver thereof, nor shall any single or partial exercise of any such right or power, or any abandonment or discontinuance of steps to enforce such right or power, or any course of conduct, preclude any other or further exercise thereof or the exercise of any other right or power. The rights and remedies of the DCSD hereunder are cumulative and are not exclusive of any rights or remedies which it would otherwise have hereunder.

16. Entire Agreement. This Agreement constitutes the entire agreement between the Parties with respect to the subject matter set forth herein and supersedes all prior, contemporaneous, written or oral negotiations, agreements, or understandings between the Parties regarding such matters. No subsequent amendment or agreement shall be binding upon either party unless it is signed and delivered by both parties hereto.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their duly authorized signatories effective as of the date written above.

DEKALB COUNTY SCHOOL DISTRICT

By: _____
Mr. Michael Thurmond, Interim Superintendent
DeKalb County School District

By: _____
Dr. Melvin Johnson, Chair
DeKalb County Board of Education

INTERNATIONAL COMMUNITY SCHOOL, INC.

By: _____
Name, Board Chair

ATTACHMENT "A"
LEVEL OF SERVICE AND COMPENSATION FOR BUS SERVICES

REGULAR BUS SERVICE

The level of bus service provided by DCSD to the Charter is limited to no more than 177 days of regular bus service as outlined below:

Route #	School	Frequency	Bus Type
R635-01	ICS	School Days/AM and PM	Conventional
R635-02	ICS	School Days/AM and PM	Conventional
R635-03	ICS	School Days/AM and PM	Conventional

Regular bus service is defined as bus service provided to the general population of students attending the school and not service targeted for special needs of certain students. Other than the specific daily routes to and from school listed above and field trips below, no special education transportation, midday service, or other bus transportation services shall be provided under this Agreement. The Charter shall be responsible for providing special education transportation, midday service, or other bus transportation services required by federal, state and/or local law, rules, regulation or policies for the population of students attending the Charter.

COMPENSATION FOR BUS SERVICES

DCSD will invoice **monthly** and Charter shall pay the DCSD the following on a **monthly** basis:

1. Actual salary and benefits cost of each bus driver assigned by DCSD for the month being invoiced, including actual overtime earned by bus drivers. Drivers' time will include driving dead-head miles (as defined below) or any other mileage needed to provide the service under this Agreement;
2. Actual mileage cost for the month being invoiced, at $1.80 per mile. Miles calculated will include dead-head miles or any other mileage needed to provide the service under this Agreement; and
3. 5% transportation service fee applied to the total invoiced amount in #1 and #2 above, to cover the administration of the drivers, invoicing duties, and other administrative costs.

Dead-head miles will be calculated as:

1. For a leg not connecting to a DCSD bus route, 100% of the miles from the first/last stop to/from the parking location of the bus.
2. For a leg connecting to a DCSD bus route, 50% of the miles from the first/last stop for the Charter to the last/first stop of the DCSD route.

Should the fuel prices increase to the point of a negative impact on DCSD's budget, then the Charter agrees to, within fifteen (15) days after receipt of written notice by DCSD, in good faith, re-negotiate the terms of this Agreement.

FIELD TRIP BUS SERVICE

DCSD will provide field trip service, when buses and/or drivers are available, for the Charter. The Charter shall follow the procedures of establishing and conducting field trip service according to the latest version of the *DCSD Field Trip Manual*. Overtime charges may apply. DCSD will invoice full cost of field trips monthly according to the rates and fees listed above, which supersede any fees that may be listed in the *DCSD Field Trip Manual* which apply to DCSD students. The Charter shall pay such invoices to DCSD within 30 days of the date of each invoice.

Exhibit 21: INSURANCE FORMS

Each insurance policy required by the DeKalb County Board of Education the DeKalb County Board of Education be included as an additional insured.

Copies of each policy shall be provided to the DeKalb Charter Schools Office prior to the opening of school; ICS shall hold harmless and indemnify DeKalb County School District, the board of education, its members, officers and employees for every liability, claim or demand upon the charter school. ICS also agrees to defend and indemnify the DeKalb County Board of Education in any action from the charter school's activities.

AN
INSURANCE PROPOSAL
PREPARED FOR:

International Community School, Inc.

Effective Dates:

June 26, 2013 to June 26, 2014

Presented By:

Bruce Irvine
Vice President

&

Angelika Whittington
Account Executive

johnsonbryan

1575 Northside Drive
Building 100, Suite 100
Atlanta, GA 30318
(404) 351-8434
www.johnsonandbryan.com

Named as one of Atlanta's Top 10 Insurance Brokers for 2013 by the Atlanta Business Chronicle

YOUR J&B ACCOUNT SERVICE TEAM

Producer:	Bruce Irvine
Phone:	404-367-2676
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Commercial Account Manager:	Angelika Whittington
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Marketing Specialist:	Frank Rhodes
Phone:	404-575-1053
Email:	frank@j-binc.com
Claims Representative:	Lanette Pope, AIC
Phone:	404-575-1041
Email:	lanette@j-binc.com
Risk Control:	Nick Reynolds
Phone:	404-245-9125
Email:	nick@j-binc.com
Bonds/Surety Services:	Ed Mooney
Phone:	404-575-1049
Email:	ed@j-binc.com

PROPOSAL INFORMATION

- All coverage quotes are for the June 26, 2013 effective date.
- This proposal of insurance does not constitute a binding of insurance coverage.
- The values, limits of insurance, and other information contained in this proposal of insurance are based upon information you provided. Please carefully review it for accuracy and adequacy.
- Coverage proposed may not be identical to, or broad as, coverage in your expiring policy(s).
- Higher limits of liability may be available. Please advise us if you desire proposals for higher limits of liability.

NAMED INSURED SCHEDULE

International Community School, Inc. 501(c) 3

dba The Saturday School

dba Families Together Program

dba ICS at Medlock

Note:

These are the Named Insureds that will appear on your policy. Please advise us immediately if any additions or changes should be made.

PROPERTY LOCATION LISTING

Premises #	Building#	Address
1		**2418 Wood Trail Lane** **Decatur, GA 30033**
1	1	School Building
1	2	Gym / Covered Walkway
1	3	Storage Building
2		**6780 James B. Rivers Drive** **Stone Mountain, GA 30083**
2	1	Hensler Building
2	2	Beene Building
2	3	Classroom

PROPERTY INSURANCE

INSURANCE COMPANY: **Montgomery Insurance**

A.M. BEST CARRIER RATING: **A, XV**

Cause of Loss:

Special ("All Risk" unless excluded) – Blanket Agreed Amount

Insures the property against "all risks" of direct physical loss, unless excluded. The perils insured are not limited to, but include Fire, Lightning, Windstorm, Hail, Aircraft, Vehicles, Explosion, Smoke, Riot and Civil Commotion, Vandalism and Malicious Mischief, Burglar Damage, Weight of Ice and Snow, Falling Objects, Tearing or Breakage of Water Pipes, Collapse, Sinkhole & Theft.

SUBJECT OF INSURANCE	COVERAGE LIMIT	DED	CO-INS%	VALUATION
Blanket Building (includes Improvements & Betterments)	$6,043,224	$2,500	100%	Replacement Cost Agreed Amount
Blanket Contents	$102,400	$2,500	100%	Replacement Cost Agreed Amount
Blanket Business Income w/ Extra Expense	$1,250,000		100%	Agreed Amount
Earthquake	$1,000,000	$25,000		
Flood	$1,000,000	$25,000		

SPECIAL COVERAGES, ENDORSEMENTS AND COVERAGE LIMITATIONS

- Equipment Breakdown Included
- Data Compromise
  - Response Expenses: $50,000 Limit / $2,500 Deductible
  - Defense and Liability: $50,000 Limit
- School Extension Ultra Plus Endorsement
- Back-up of Sewer & Drains increased to $125,000

Important Note:

Vacancy Restrictions – Coverage is limited when a building is considered vacant. Such building is vacant unless at least 31% of its total square footage is rented to a leasee and used by lessee or used by building owner to conduct customary operations. If the building is vacant more than 60 days, vandalism, sprinkler leakage, glass, water damage, and theft is excluded and all other perils coverage is reduced by 15%. If policy contains multiple buildings, each building must meet these requirements.

PROPERTY LOCATION SCHEDULE AS OF JUNE 26, 2013

Location	Building	Furniture & Fixtures	Improvements & Betterments	Computer Hardware	Computer Software	Fine Arts	Maintenance Equipment	Musical Instruments
2418 Wood Trail Lane Decatur, GA 30033	**$6,150,000**	**$102,400**		**$80,000**	**$11,000**	**$0**	**$8,000**	**$17,000**
School Building	$5,163,937	Included		Included	Included		Included	Included
Gym / Covered Walkway	$818,141	Included		Included	Included		Included	Included
Storage Building	$17,922	Included		Included	Included		Included	Included
6780 James B Rivers Dr Stone Mountain, GA 30083	**$28,224**		**$15,000**			**$0**		
Hensler Building								
Beene Building								
Classrooms	$28,224		$15,000					
ALL LOCATIONS TOTAL	**$6,028,224**	**$102,400**	**$15,000**	**$80,000**	**$11,000**	**$0**	**$8,000**	**$17,000**

Location	Audio / Visual Photography Equip.	Library / Text Books/ Valuable Pap & Recds	Sets/Costumes Band Uniforms	Signs / Awnings	Gym/Athletic Equipment	Playground Equipment	Miscellaneous Property	Business Income
2418 Wood Trail Lane Decatur, GA 30033	**$10,000**	**$100,000**	**$0**	**$0**	**$0**	**$10,000**	**$50,000**	**$1,250,000**
School Building	Included	Included	Included	Included	Included	Included	Included	Included
Gym / Covered Walkway	Included	Included	Included	Included	Included	Included	Included	Included
Storage Building	Included	Included	Included	Included	Included	Included	Included	Included
6780 James B Rivers Dr Stone Mountain, GA 30083								
Hensler Building								
Beene Building								
Classrooms								
ALL LOCATIONS TOTAL	**$10,000**	**$100,000**	**$0**	**$0**	**$0**	**$10,000**	**$50,000**	**$1,250,000**

Comments:
Miscellaneous outdoor property consists of, but is not limited to retaining walls (gabion and geolifts included), decorative walls, benches, nets, fencing, gates, pavilions, sheds, tennis courts, masts/towers/antennas/satellite dishes, bridges, roadways, walks, patios, patio furniture, tracks, in-ground sprinkler systems, light poles, flag poles, and drains (under and above ground), scoreboards, pump/filter houses, dugouts, outdoor batting cage(s), bleachers, soccer/lacrosse goals, goal posts, storage containers, retention ponds/dams, signs, fuel tanks and piping, cistern systems, outdoor swimming pools and equipment, artificial grass surfaces, maintained athletic fields and lawns, geo-thermal systems, fire pits, generators, electrical switchboxes, monument signs / headstones, and any other school property not attached to a structure.

PROPERTY LOCATION SCHEDULE AS OF JUNE 26, 2013

Location	Occupancy	Square Footage	Construction	Year Built	Renovations	Sprinklered Yes/No	Roof Construction	Number of Stories
2418 Wood Trail Lane Decatur, GA 30033								
School Building	Classrooms	34,576	MNC	1951	1953, 1959 Additions	No	Flat / Membrane	1 w/ partial lower level
Gym / Covered Walkway	Gym	5,478	MNC	2003		No	Flat / Membrane	1
Storage Building	Storage	120	Concrete Block	1980		No	Flat / Membrane	1
6780 James B Rivers Dr Stone Mountain, GA 30083								
Hensler Building	Classrooms	6,750	Joisted Masonry	1985		Yes		
Beene Building	Classrooms & Offices	4,000	Joisted Masonry	1985		No		
Classrooms	Classrooms	784	Frame	1995	2008	No	Frmae / Flat	1

PROPERTY INSURANCE (cont)

17-174 School Extension Ultra Plus Endorsement	
Special Crime Provisions	Included
Broadened Premises	Included
Real Property of Others Required by Contract	$10,000
Electronic Data	$25,000
Foundations	Included
Debris Removal	$100,000
Fire Department Service Charge	$25,000
Pollutant Clean Up and Removal	$50,000
Classroom Chemical Spills	$ 10,000 each occurrence subject to $50,000 maximum
Inventory Costs	$50,000
Changes or Extremes in Temperature or Humidity	$15,000
Newly Acquired or Constructed Property	180 days
▪ Buildings	$1,000,000
▪ Business Personal Property	$1,000,000
Personal Effects and Property of Others	$50,000
Valuable Papers and Records (Other Than Electronic Data)	$100,000
Property Off-Premises (Including while in Transit)	$50,000
Outdoor Property	$100,000
Accounts Receivable	$100,000
Arson Reward	$25,000
Back-up of Sewers or Drains	$25,000
Extra Expense	$1,000,000
Fine Arts	$25,000
Fire Protective Devices	Included in Building Limit
Glass Showcases	$10,000
Loss of Refrigeration	$50,000
Computer Equipment	$200,000
Laptop/Portable Computers	$10,000
Lock Replacement	$1,000

PROPERTY INSURANCE (cont)

17-174 School Extension Ultra Plus Endorsement	
Money and Securities ▪ Inside the Premises ▪ Outside the Premises	 $10,000 $10,000
Off-Premises Services Interruption	$50,000
Business Income	$100,000
Paved Surfaces	$100,000
Underground Fiber Optic Cable	Included in Building Limit
Signs (Attached)	Included in Building Limit
Special Deductible Provisions	Included
Replacement Cost – Leased Personal Property	Included
Ordinance or Law	10% of the Building Limit subject to $500,000 maximum

INLAND MARINE

INSURANCE COMPANY: **Montgomery Insurance**

A.M. BEST CARRIER RATING: **A, XV**

UNSCHEDULED EQUIPMENT

DESCRIPTION	TOTAL LIMIT	DEDUCTIBLE
Library Books/Text Books	$100,000	$500
Musical Instruments	$17,000	$500
Audio/Visual Equipment	$10,000	$500
Playground Equipment	$10,000	$500
Maintenance Equipment	$8,000	$500
Miscellaneous Property	$50,000	$500
See Property Location Schedule		

Note:

The equipment listed on this proposal will be insured for Replacement Cost unless noted otherwise.

ELECTRONIC DATA PROCESSING

INSURANCE COMPANY: **Montgomery Insurance**

A.M. BEST CARRIER RATING: **A, XV**

LIMIT OF INSURANCE

Coverage applies where a limit of insurance is shown.

SUBJECT OF INSURANCE	LIMIT OF INSURANCE	DEDUCTIBLE
Hardware	$81,000	$500
Software	$11,000	$500
Extra Expense	$10,000	$500
Property in Transit		
▪ Hardware	$100,000	$500
▪ Software	10,000	$500
Unnamed Locations		
▪ Hardware	$100,000	$500
▪ Software	10,000	$500

CRIME

INSURANCE COMPANY: **Montgomery Insurance**

A.M. BEST CARRIER RATING: **A, XV**

COVERAGE FORM	LIMIT OF LIABILITY	DEDUCTIBLE
Coverage applies where a limit of liability is shown.		
Employee Dishonesty ERISA	$100,000	$500
Forgery or Alteration	$100,000	$500
Theft, Disappearance & Destruction	Inside Premises $25,000 Outside Premises $25,000	$500 $500
Credit Card, Debit or Charge Card Forgery	$25,000	$500

COMMERCIAL GENERAL LIABILITY

INSURANCE COMPANY: **Montgomery Insurance**

A.M. BEST CARRIER RATING: **A, XV**

COVERAGE WRITTEN ON: **Occurrence Form**

LIMITS OF LIABILITY:

General Aggregate Limit	$2,000,000
Products/Completed Operations Aggregate Limit	$2,000,000
Personal/Advertising Injury Limit	$1,000,000
Each Occurrence	$1,000,000
Fire Damage Limit – Any One Fire	$500,000
Medical Expense Limit – Any One Person	$15,000
Employee Benefits Liability	
Each Employee	$1,000,000
Aggregate Limit	$3,000,000
Deductible	$1,000
Retroactive Date	6/26/2006
Sexual Abuse or Molestation	
Each Loss	$1,000,000
Aggregate Limit	$1,000,000

GENERAL LIABILITY SCHEDULE OF EXPOSURES:

CLASSIFICATION	CODE	BASIS	2013 / 2014 PREMIUM BASIS
Not For Profit Schools	47471	Pupils	375
Schools – Faculty Liability for Corporal Punishment	47469	Faculty Members	65
Not For Profit – After School	41716	Students	260
Camps - Not For Profit	41422	Camper Days	If Any

*** Inadequately insured subcontractors will be charged to your insurance as if they were your employees. We recommend your subcontractors carry the same General Liability limits that you carry in order to be adequate***

Note: This policy is subject to audit

COMMERCIAL AUTOMOBILE

INSURANCE COMPANY: **Montgomery Insurance**

A.M. BEST CARRIER RATING: **A, XV**

LIMITS OF LIABILITY:

Bodily Injury & Property Damage (CSL)	$1,000,000	Per Accident Bodily Injury & Property Damage Combined (CSL)
Hired Car Physical Damage	$ 50,000	Limit
	$ 100	Comprehensive Deductible
	$ 500	Collision Deductible
Hired/Borrowed Liability – States	GA	
Non-Owned Liability – States	GA	

COVERED AUTO SYMBOLS:

COVERAGE	**SYMBOL**	
Liability	8 & 9 –	Hired & Non-Owned Autos Only
Comprehensive	8 –	Hired Autos Only
Collision	8 –	Hired Autos Only

SPECIAL COVERAGES, ENDORSEMENTS AND COVERAGE LIMITATIONS

- Employees and Voluteers as Insureds

WORKERS' COMPENSATION

INSURANCE COMPANY: **Montgomery Insurance**

A.M. BEST CARRIER RATING: **A, XV**

COVERAGE (A) WORKERS' COMPENSATION BENEFITS STATES: GA

COVERAGE (B) EMPLOYERS LIABILITY:

Each Accident	$500,000
Disease – Policy Limit	$500,000
Disease – Each Employee	$500,000

DEDUCTIBLE: None

EXPERIENCE MOD: 1.39

ESTIMATED PAYROLLS

STATE	CLASSIFICATION	CODE	ESTIMATED PAYROLL	# OF EMPLOYEES
GA	School: Professional Employees & Clerical	8868	$3,134,000	65
GA	School: All Other	9101	$30,000	5
		TOTAL	$3,164,000	70

Note: This policy is subject to audit

Special Considerations

To make sure you are covered properly, you must notify us if you perform work in states other than Georgia with your employees, or, if you hire other employees or subcontractors in states other than Georgia.

Florida Disclaimer: If you perform any work in the State of Florida, please contact us prior to beginning your work. The State of Florida now requires that you purchase specific insurance for that state. Failure to purchase the required insurance will result in substantial fines and penalties.

UMBRELLA LIABILITY

INSURANCE COMPANY: **Montgomery Insurance**

A.M. BEST CARRIER RATING: **A, XV**

COVERAGE PROVIDED:
This type of liability insurance is an "Umbrella" of blanket catastrophe excess liability protection and accomplishes two purposes for your business.

1) Excess coverage over other liability insurance carried by you which is called the "underlying" insurance
2) Coverage of certain exposures that are not covered under your underlying insurance, subject to a large deductible or Self Insured Retention (SIR)

LIMIT OF LIABILITY: $3,000,000 Each Occurrence
$3,000,000 Annual Aggregate

SELF INSURED RETENTION: $ 10,000

AUDITABLE: No

FLAT CHARGE: Yes

UNDERLYING COVERAGE:

This policy is excess over the following underlying coverage(s) as indicated:

POLICY TYPE	COVERAGE	UNDERLYING LIMIT OF LIABILITY
Automobile	Bodily Injury & Property Damage CSL	$1,000,000
General Liability	General Liability Each Occurrence	$1,000,000
	General Liability Aggregate	$2,000,000
	Products & Completed Operations Aggregate	$2,000,000
	Personal & Advertising Injury	$1,000,000
Workers' Compensation	Bodily Injury Each Accident	$500,000
	Bodily Injury by Disease Policy Limit	$500,000
	Bodily Injury By Disease Each Employee	$500,000
Abuse & Molestation	Per Occurrence	$1,000,000
	Aggregate Limit	$1,000,000
Employee Benefits Liability	Each Employee	$1,000,000
	Aggregate Limit	$3,000,000

Automobile Limitation Endorsement – this endorsement is included and forms a part of your Umbrella quote. Follow-form Automobile Liability Coverage is included as part of the Umbrella policy.

EMPLOYMENT PRACTICES LIABILITY
DIRECTORS & OFFICERS LIABILITY
EDUCATORS LEGAL LIABILITY

INSURANCE COMPANY: **Great American**

A.M. BEST CARRIER RATING: **A, XIII**

Coverage Summary

The insurer will pay on behalf of the insured's loss and defense costs resulting from any claim first made against any of them during the policy period or optional extension period, if applicable, including any claim for personal injury, discrimination against a third party or a wrongful employment practice.

Employment Practices Liability Annual Aggregate $1,000,000
Directors & Officers Liability Annual Aggregate $1,000,000
Retention – Per Claim $5,000

SPECIAL COVERAGES, ENDORSEMENTS AND COVERAGE LIMITATIONS

- Policy Written on a Duty to Defend Basis
- Defense Costs Provided in Addition to the Limit of Liability
- Broad definition of Wrongful Employment Practices, including wrongful termination, discrimination, sexual harassment, and any adverse or differential employment decision prohibited by Federal, State or Local Law.
- Full Prior Acts Coverage
- Notice of Cancellation Amended to 90 Days
- Wrongful act is defined as actual or alleged act, error or omission, misstatement, misleading statement, neglect or breach of duty by the Organization, and/or any Insured Persons acting in their capacity with the Organization or a subsidiary.
- Terrorism is Included
- Prior or Pending Litigation Date: June 26, 2006
- Punitive Damages Where Allowed by Law
- Elite Coverage Amendment (D9718-8)
- Pollution Exclusion
- Negligent Hiring, Supervision and Retention Exclusion
- Cost of Defense Subject to Retention
- Third Party Discrimination Endorsement Included
- Security & Privacy Coverage
- Workplace Violence

PREMIUM QUOTATION

Policy Term June 26, 2013 to June 26, 2014

COVERAGE	CARRIER	2013 / 2014 PREMIUM
Commercial Property	Montgomery Insurance	$19,604
Inland Marine	Montgomery Insurance	Included
Commercial Crime	Montgomery Insurance	Included
General Liability	Montgomery Insurance	$4,179
Business Automobile	Montgomery Insurance	$288
Workers' Compensation	Montgomery Insurance	$36,171
Umbrella	Montgomery Insurance	$1,545
EPLI / D&O / Educators Legal	Great American	$4,608
Total Annual Premium		**$66,395**

THESE POLICIES ARE SUBJECT TO ANNUAL AUDIT ADJUSTMENT

PAYMENT PLANS

~ Montgomery ~
Direct Bill
Quarterly Installments – 25% down plus 3 equal installments at 90 day intervals ($7 installment fee)

~ Great American ~
Agency Bill
Payment in Full

RISK CONTROL SERVICES

At Johnson & Bryan we understand the rigors and hazards encountered in the workplace and that each industry has its own inherent risks, but you do not have to manage them alone. Johnson & Bryan is a full-service insurance agency that not only offers first rate Risk Management, Claims and Employee Benefit Services, we also offer comprehensive Risk Control Services. Johnson & Bryan Risk Control Department will design a Risk Management Plan that is tailored to fit your operational needs and the unique hazards specific to your business that may be affecting your company's bottom line.

Don't risk it alone! Let Johnson & Bryan be the source for all your risk control needs.

Estimated Total Hours	_____
Complimentary Hours	_____
Estimated Fee Based Hours	_____
Hourly Rate*:	$95/hr ☐ $75/hr ☐
** Hourly rate differential is based upon Johnson & Bryan handling the insurance program for*	_____
Estimated Total Cost	_____

The providing of "Risk Control Services" is not contingent upon; nor are they related in any way to the insurance program being proposed by Johnson & Bryan.

DISCLAIMER

The purpose of this insurance summary is to provide a brief description of the coverages afforded and the exclusions applicable to our proposal. It is not intended to completely identify all of the coverages and exclusions. We recommend that you refer to the actual policy to determine the exact coverage available to a particular loss.

ACORD®

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 6/19/2013

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME: Angelika Whittington
Johnson & Bryan, Inc. 1575 Northside Drive Bldg 100 Ste 100 Atlanta GA 30318	PHONE (A/C, No, Ext): (404) 351-8434 FAX (A/C, No): (404) 351-3923 E-MAIL ADDRESS: angelika@j-binc.com
INSURED	INSURER(S) AFFORDING COVERAGE — NAIC #
International Community School, Inc. 501 (c) 3 2418 Wood Trail Lane Decatur GA 30033	INSURER A: Montgomery Insurance Company INSURER B: Great American Insurance Co INSURER C: INSURER D: INSURER E: INSURER F:

COVERAGES **CERTIFICATE NUMBER:** 13/14 Master Liability **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	GENERAL LIABILITY X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: X POLICY PRO-JECT LOC	X		CBP8914555	6/26/2013	6/26/2014	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$ 1,000,000 $ 500,000 $ 15,000 $ 1,000,000 $ 2,000,000 $ 2,000,000
A	AUTOMOBILE LIABILITY ANY AUTO ALL OWNED AUTOS SCHEDULED AUTOS X HIRED AUTOS X NON-OWNED AUTOS			CBP8914555	6/26/2013	6/26/2014	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ 1,000,000 $ $ $
A	X UMBRELLA LIAB X OCCUR EXCESS LIAB CLAIMS-MADE DED X RETENTION $ 10,000			CU8918455	6/26/2013	6/26/2014	EACH OCCURRENCE AGGREGATE	$ 3,000,000 $ 3,000,000
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N If yes, describe under DESCRIPTION OF OPERATIONS below	N/A		WC8918155	6/26/2013	6/26/2014	X WC STATU-TORY LIMITS OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ 500,000 $ 500,000 $ 500,000
B	D&O/EPL/ELL			EPP9427514	6/26/2013	6/26/2014	$1,000,000 Limit $5,000 Retention	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)
Re: 2418 Wood Trail Lane, Decatur, GA 30033
DeKalb County School District is Additional Insured as respects to General Liability.

CERTIFICATE HOLDER

DeKalb County School District
1701 Mountain Industrial Blvd
Stone Mountain, GA 30083

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Bruce Irvine/RAY Bruce E. Irvine

ACORD 25 (2010/05)

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INS025 (201005) 01

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ACORD®

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 6/19/2013

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

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PRODUCER	CONTACT NAME: Angelika Whittington
Johnson & Bryan, Inc. 1575 Northside Drive Bldg 100 Ste 100 Atlanta GA 30318	PHONE (A/C, No, Ext): (404) 351-8434 FAX (A/C, No): (404) 351-3923 E-MAIL ADDRESS: angelika@j-binc.com
INSURED	INSURER(S) AFFORDING COVERAGE — NAIC #
International Community School, Inc. 501 (c) 3 2418 Wood Trail Lane Decatur GA 30033	INSURER A: Montgomery Insurance Company INSURER B: Great American Insurance Co INSURER C: INSURER D: INSURER E: INSURER F:

COVERAGES **CERTIFICATE NUMBER:** 13/14 Master Liability **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	GENERAL LIABILITY X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: X POLICY PRO-JECT LOC			CBP8914555	6/26/2013	6/26/2014	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$ 1,000,000 $ 500,000 $ 15,000 $ 1,000,000 $ 2,000,000 $ 2,000,000
A	AUTOMOBILE LIABILITY ANY AUTO ALL OWNED AUTOS SCHEDULED AUTOS X HIRED AUTOS X NON-OWNED AUTOS			CBP8914555	6/26/2013	6/26/2014	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ 1,000,000 $ $ $
A	X UMBRELLA LIAB X OCCUR EXCESS LIAB CLAIMS-MADE DED X RETENTION $ 10,000			CU8918455	6/26/2013	6/26/2014	EACH OCCURRENCE AGGREGATE	$ 3,000,000 $ 3,000,000
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y/N ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N/A		WC8918155	6/26/2013	6/26/2014	X WC STATU-TORY LIMITS OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ 500,000 $ 500,000 $ 500,000
B	D&O/EPL/ELL			EPP9427514	6/26/2013	6/26/2014	$1,000,000 Limit $5,000 Retention	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

CERTIFICATE HOLDER

For Information Purposes Only

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Bruce Irvine/RAY

ACORD 25 (2010/05)

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ACORD®

CERTIFICATE OF LIABILITY INSURANCE

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Johnson & Bryan, Inc. 1575 Northside Drive Bldg 100 Ste 100 Atlanta GA 30318	PHONE (A/C, No, Ext): (404) 351-8434 FAX (A/C, No): (404) 351-3923 E-MAIL ADDRESS: angelika@j-binc.com
INSURED	INSURER(S) AFFORDING COVERAGE / NAIC #
International Community School, Inc. 501 (c) 3 2418 Wood Trail Lane Decatur GA 30033	INSURER A: Montgomery Insurance Company INSURER B: Great American Insurance Co INSURER C: INSURER D: INSURER E: INSURER F:

COVERAGES **CERTIFICATE NUMBER:** 13/14 Master Liability **REVISION NUMBER:**

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B	D&O/EPL/ELL			EPP9427514	6/26/2013	6/26/2014	$1,000,000 Limit $5,000 Retention	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Georgia Department of Human Resources is Additional Insured with respects to General Liability coverage but only as required by written contract with the above Named Insured.

CERTIFICATE HOLDER

Georgia Department of Human Resources
2 Peachtree St.
27th Floor
Atlanta, GA 30303

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Bruce Irvine/RAY

ACORD 25 (2010/05)

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International Community School, Inc. 501 (c) 3 2418 Wood Trail Lane Decatur GA 30033	INSURER A: Montgomery Insurance Company INSURER B: Great American Insurance Co INSURER C: INSURER D: INSURER E: INSURER F:

COVERAGES **CERTIFICATE NUMBER:** 13/14 Master Liability **REVISION NUMBER:**

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DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Customer #713835. Unit# 660904. Modular Space Corporation is included as Loss Payee and Additional Insured with respects to General Liability coverage but only as required by written contract with the above Named Insured.

CERTIFICATE HOLDER

(888) 204-0015

Modular Space Corporation
Insurance Services Tracking Division
1200 West Swedsford Rd.
Berwyn, PA 19312

CANCELLATION

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AUTHORIZED REPRESENTATIVE

Bruce Irvine/RAY

ACORD 25 (2010/05)

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B	D&O/EPL/ELL			EPP9427514	6/26/2013	6/26/2014	$1,000,000 Limit $5,000 Retention	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)
RE: Lease# 0360014187000 RICOH is included as loss payee per their interest in the referenced equipment.

CERTIFICATE HOLDER

(305) 964-2341

RICOH
c/o ABIC - Specialty Services, 5th floor
P.O. Box 979220
Miami, FL 33197-9220

CANCELLATION

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AUTHORIZED REPRESENTATIVE

Bruce Irvine/RAY Bruce E. Irvine

ACORD 25 (2010/05)

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INSURANCE BINDER

DATE (MM/DD/YYYY): 6/19/2013

THIS BINDER IS A TEMPORARY INSURANCE CONTRACT, SUBJECT TO THE CONDITIONS SHOWN ON THE REVERSE SIDE OF THIS FORM.

AGENCY
Johnson & Bryan, Inc.
1575 Northside Drive
Bldg 100 Ste 100
Atlanta GA 30318

PHONE (A/C, No, Ext): (404) 351-8434 FAX (A/C, No): (404) 351-3923
CODE: 59-2022132 SUB CODE:
AGENCY CUSTOMER ID: 00016105

INSURED
International Community School, Inc. 501 (c) 3
2418 Wood Trail Lane

Decatur GA 30033

COMPANY: Montgomery Insurance Company

BINDER #: B1361916974

EFFECTIVE DATE	EFFECTIVE TIME		EXPIRATION DATE	EXPIRATION TIME	
6/26/2013	12:01	X AM / PM	7/26/2013	X 12:01 AM / NOON	

☐ THIS BINDER IS ISSUED TO EXTEND COVERAGE IN THE ABOVE NAMED COMPANY PER EXPIRING POLICY #: BINDER-WC8918155

DESCRIPTION OF OPERATIONS/VEHICLES/PROPERTY (Including Location)

COVERAGES

TYPE OF INSURANCE	COVERAGE/FORMS	DEDUCTIBLE	COINS %	LIMITS AMOUNT
PROPERTY — CAUSES OF LOSS: ☐ BASIC ☐ BROAD ☐ SPEC				
GENERAL LIABILITY		EACH OCCURRENCE		$
☐ COMMERCIAL GENERAL LIABILITY		DAMAGE TO RENTED PREMISES		$
☐ CLAIMS MADE ☐ OCCUR		MED EXP (Any one person)		$
		PERSONAL & ADV INJURY		$
		GENERAL AGGREGATE		$
	RETRO DATE FOR CLAIMS MADE:	PRODUCTS - COMP/OP AGG		$
VEHICLE LIABILITY		COMBINED SINGLE LIMIT		$
☐ ANY AUTO		BODILY INJURY (Per person)		$
☐ ALL OWNED AUTOS		BODILY INJURY (Per accident)		$
☐ SCHEDULED AUTOS		PROPERTY DAMAGE		$
☐ HIRED AUTOS		MEDICAL PAYMENTS		$
☐ NON-OWNED AUTOS		PERSONAL INJURY PROT		$
		UNINSURED MOTORIST		$
				$
VEHICLE PHYSICAL DAMAGE DED	☐ ALL VEHICLES ☐ SCHEDULED VEHICLES	☐ ACTUAL CASH VALUE		
☐ COLLISION:		☐ STATED AMOUNT		$
☐ OTHER THAN COL:				
GARAGE LIABILITY		AUTO ONLY - EA ACCIDENT		$
☐ ANY AUTO		OTHER THAN AUTO ONLY:		
		EACH ACCIDENT		$
		AGGREGATE		$
EXCESS LIABILITY		EACH OCCURRENCE		$
☐ UMBRELLA FORM		AGGREGATE		$
☐ OTHER THAN UMBRELLA FORM	RETRO DATE FOR CLAIMS MADE:	SELF-INSURED RETENTION		$
WORKER'S COMPENSATION AND EMPLOYER'S LIABILITY	WC & Employer's liability	X WC STATUTORY LIMITS		
		E.L. EACH ACCIDENT		$ 500,000
		E.L. DISEASE - EA EMPLOYEE		$ 500,000
		E.L. DISEASE - POLICY LIMIT		$ 500,000
SPECIAL CONDITIONS / OTHER COVERAGES		FEES		$
		TAXES		$
		ESTIMATED TOTAL PREMIUM		$

NAME & ADDRESS

☐ MORTGAGEE ☐ ADDITIONAL INSURED
☐ LOSS PAYEE

LOAN #

AUTHORIZED REPRESENTATIVE
Bruce Irvine/RAY

Bruce E. Irvine

ACORD 75 (2010/04) Page 1 of 2
INS075 (201004).02

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AGENCY CUSTOMER ID: 00016105

CONDITIONS

This Company binds the kind(s) of insurance stipulated on the reverse side. The Insurance is subject to the terms, conditions and limitations of the policy(ies) in current use by the Company.

This binder may be cancelled by the Insured by surrender of this binder or by written notice to the Company stating when cancellation will be effective. This binder may be cancelled by the Company by notice to the Insured in accordance with the policy conditions. This binder is cancelled when replaced by a policy. If this binder is not replaced by a policy, the Company is entitled to charge a premium for the binder according to the Rules and Rates in use by the Company.

Applicable in California

When this form is used to provide insurance in the amount of one million dollars ($1,000,000) or more, the title of the form is changed from "Insurance Binder" to "Cover Note".

Applicable in Colorado

With respect to binders issued to renters of residential premises, home owners, condo unit owners and mobile home owners, the insurer has thirty (30) business days, commencing from the effective date of coverage, to evaluate the issuance of the insurance policy.

Applicable in Delaware

The mortgagee or Obligee of any mortgage or other instrument given for the purpose of creating a lien on real property shall accept as evidence of insurance a written binder issued by an authorized insurer or its agent if the binder includes or is accompanied by: the name and address of the borrower; the name and address of the lender as loss payee; a description of the insured real property; a provision that the binder may not be canceled within the term of the binder unless the lender and the insured borrower receive written notice of the cancellation at least ten (10) days prior to the cancellation; except in the case of a renewal of a policy subsequent to the closing of the loan, a paid receipt of the full amount of the applicable premium, and the amount of insurance coverage.

Chapter 21 Title 25 Paragraph 2119

Applicable in Florida

Except for Auto Insurance coverage, no notice of cancellation or nonrenewal of a binder is required unless the duration of the binder exceeds 60 days. For auto insurance, the insurer must give 5 days prior notice, unless the binder is replaced by a policy or another binder in the same company.

Applicable in Maryland

The insurer has 45 business days, commencing from the effective date of coverage to confirm eligibility for coverage under the insurance policy.

Applicable in Michigan

The policy may be cancelled at any time at the request of the insured.

Applicable in Nevada

Any person who refuses to accept a binder which provides coverage of less than $1,000,000.00 when proof is required: (A) Shall be fined not more than $500.00, and (B) is liable to the party presenting the binder as proof of insurance for actual damages sustained therefrom.

Applicable in the Virgin Islands

This binder is effective for only ninety (90) days. Within thirty (30) days of receipt of this binder, you should request an insurance policy or certificate (if applicable) from your agent and/or insurance company.

Additional Named Insureds

Other Named Insureds	
Families Together Program	Doing Business As
ICS at Medlock	Doing Business As
The Saturday School	Doing Business As

OFAPPINF (02/2007)

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ADDITIONAL COVERAGES

Ref #	Description	Coverage Code	Form No.	Edition Date
	Premium discount	PDIS		

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date
	Expense constant	EXCNT		

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date
	Experience Mod Factor 1	EXP01		

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

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Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

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Errors or Omissions

GREAT AMERICAN INSURANCE GROUP
580 Walnut Street, Cincinnati, OH 45202
Great American Insurance Company

Renewal Proposal Form for Nonprofit Directors' and Officers' Liability, Employment Practices Liability, Fiduciary Liability, and Workplace Violence Coverages

ExecPro® Nonprofit Solution

Name of Organization International Community School, Inc.

Address 2418 Wood Trail Lane City Decatur

State GA Zip Code 30033 Website intcomschool.org

1. Number of Employees 70 Turnover rate in past 12 months 2%
2. Annual Salary/Wages Expense $ 2,895,000
3. Total Assets $ 500,072
4. Has there been any change in the Organization's legal structure, purpose(s), tax status or the nature of operations during the past 3 years? **If "Yes," please attach details.** ☐ Yes ☒ No
5. Is the Organization or any of its Subsidiaries involved in or presently considering any merger, consolidation, acquisition, divestment or sale of a portion of its business or has a similar transaction been considered or completed during the past 3 years? **If "Yes," please attach details.** ☐ Yes ☒ No
6. Have there been during the last 3 years, or are there now pending, any civil, criminal, administrative or arbitration proceedings (including any proceeding initiated before the Equal Employment Opportunity Commission) brought against the Organization, its Subsidiaries, the Employee Benefit Plans of the Organization or its Subsidiaries, or any person proposed for this insurance in their capacity as either Director, Officer, Trustee, employee, volunteer, or staff member of the Organization or its Subsidiaries. ☐ Yes ☒ No

   If "Yes," for each proceeding please attach details of the complaint, the dollar amount of costs of defense and loss, the date the proceeding was filed, and whether the proceeding is open or closed.

Attention - Applicants in AR, CO, DC, KY, NJ, NM, NY, OH, OK, PA, TN, VA:
Any person who, knowingly and with intent to defraud any insurance company or other person, files an application for insurance or statement of claim containing any materially false information or conceals, for the purpose of misleading, information concerning any fact material thereto, commits a fraudulent insurance act, which is a crime and may also be subject to a civil penalty.

In Colorado: *Any insurance company or agent of an insurance company who knowingly provides false, incomplete or misleading facts or information to a policyholder or claimant for the purpose of defrauding or attempting to defraud the policyholder or claimant with regard to a settlement or award payable from insurance proceeds shall be reported to the Colorado Division of Insurance within the Department of Regulatory Agencies.*

In Washington, Maine and Louisiana: *It is a crime to knowingly provide false, incomplete, or misleading information to an insurance company for the purpose of defrauding the company (including false information in an application for insurance and claim for payment of loss or benefit). Penalties include imprisonment, fines and denial of insurance benefits.*

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Errors or Omissions

In Florida: *Any person who knowing and with intent to injure, defraud, or deceive any insurer, files a statement of claim or an application containing any false, incomplete, or misleading information, is guilty of a felony of the third degree.*

Also provide: Agent Name: _____ Agent License #: _____

In Iowa and New Hampshire:

Provide: Producer Signature _____ Date: _____

In New York: *Any person who knowingly, and with intent to defraud any insurance company or other person, files an application for insurance containing any materially false information, or conceals for the purpose of misleading any fact material thereto, commits a fraudulent insurance act, which is a crime and shall also be subject to a civil penalty not to exceed five thousand dollars ($5,000.00) and the stated value for each such violation.*

It is agreed the particulars and statements contained in Proposal Forms submitted to the Insurer (and any material submitted therewith) are the representations of the Insured and are to be considered as incorporated in and constituting part of this Policy. It is also agreed this Policy is issued in reliance upon the truth of such representations. However, coverage shall not be excluded as a result of any untrue statement in the Proposal Form, except:

(1) as to any Insured Person making such untrue statement or having knowledge of its falsity; or

(2) as to the Organization and any Subsidiary, if the person(s) who signed the Proposal Form(s) for this coverage or any Insured Person who is or was a past, present or future Chief Financial Officer, President, or Executive Director of the Organization made such untrue statement or had knowledge of its falsity.

By _____ _____ _____

SIGNATURE OF EXECUTIVE DIRECTOR *PRINT NAME* *DATE*

The above individual is also designated as agent of the Organization and all of the Insureds to receive any and all notices from the Insurer.

This Proposal Form, including any material submitted therewith, shall be treated in strictest confidence. Submit this Proposal Form including documentation to: *GREAT AMERICAN INSURANCE GROUP, EXECUTIVE LIABILITY DIVISION, P.O. BOX 66943, CHICAGO, IL 60666*

Registered Producers can also Quote Online at www.ExecProQuote.com

D 16201 (01/09) Page 2 of 2

International Community School, Inc.

PREMIUM/RATE COMPARISON

2012 ***Montgomery/Great American*** *Expiring Program versus 2013* ***Montgomery/Great American*** *Renewal Program*

Coverage	Expiring				Renewal				% Change	
	Experience Mod	Rate	Exposure	Premium	Experience Mod	Rate	Exposure	Premium	Rate	Exposure
Property (incl. crime prem.)	NA	$0.28	$6,984,576	$19,594	NA	$0.28	$6,984,576	$19,604	0%	0.0%
General Liability[1]	NA	$10.49	380	$3,988	NA	$11.14	375	$4,179	6%	-1.3%
Automobile	NA	$288.00	0	$288	NA	$288.00	0	$288	0%	0.0%
Umbrella	NA	$0.52	$3,000,000	$1,545	NA	$0.52	$3,000,000	$1,545	0%	0.0%
Workers' Compensation	1.11	$9.02	$3,164,000	$28,547	1.39	$11.43	$3,164,000	$36,171	27%	0.0%
D&O/EPL/ELL	NA	$0.44	$1,000,000	$4,441	NA	$0.46	$1,000,000	$4,608	4%	0.0%
Total Premium				**$58,403**				**$66,395**		

[1] based on number of students

[2] Per $100 Payrolls

Property exposure includes values from the Property Location Schedule: buildings, personal property, improvements & betterments, computer hardware & software, maintenance equipment, musical instruments, photography equipment, valuable papers, playground equipment, miscellaneous property, business income

Property/Lease Insurance

ACORD®

CERTIFICATE OF PROPERTY INSURANCE

DATE (MM/DD/YYYY): 6/19/2013

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

If this certificate is being prepared for a party who has an insurable interest in the property, do not use this form. Use ACORD 27 or ACORD 28.

PRODUCER Johnson & Bryan, Inc. 1575 Northside Drive Bldg 100 Ste 100 Atlanta GA 30318	CONTACT NAME: Angelika Whittington PHONE (A/C, No, Ext): (404) 351-8434 FAX (A/C, No): (404) 351-3923 E-MAIL ADDRESS: angelika@j-binc.com PRODUCER CUSTOMER ID: 00016105
INSURED International Community School, Inc. 501 (c) 3 2418 Wood Trail Lane Decatur GA 30033	INSURER(S) AFFORDING COVERAGE / NAIC # INSURER A: Montgomery Insurance Company INSURER B : INSURER C : INSURER D : INSURER E : INSURER F :

COVERAGES **CERTIFICATE NUMBER:** 13/14 Master Property **REVISION NUMBER:**

LOCATION OF PREMISES / DESCRIPTION OF PROPERTY (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Blanket Premise

See Attached Overflow Pages

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE		POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YYYY)	POLICY EXPIRATION DATE (MM/DD/YYYY)		COVERED PROPERTY	LIMITS
	X PROPERTY						BUILDING	$
	CAUSES OF LOSS	DEDUCTIBLES					PERSONAL PROPERTY	$
	BASIC	BUILDING					BUSINESS INCOME	$
	BROAD	CONTENTS					EXTRA EXPENSE	$
A	X SPECIAL		CBP8914555	6/26/2013	6/26/2014		RENTAL VALUE	$
	EARTHQUAKE					X	BLANKET BUILDING	$ 6,043,224
	WIND					X	BLANKET PERS PROP	$ 102,400
	FLOOD						BLANKET BLDG & PP	$
	X Special	25,000				X	Flood	$ 1,000,000
	X Special	25,000				X	Earthquake	$ 1,000,000
A	X INLAND MARINE		TYPE OF POLICY			X	Hardware	$ 80,000
	CAUSES OF LOSS		Computers			X	Software	$ 11,000
	NAMED PERILS		POLICY NUMBER					$
			CBP8914555	6/26/2013	6/26/2014			$
A	X CRIME		CBP8914555	6/26/2013	6/26/2014	X	EE Dishonesty	$ $1,000,000
	TYPE OF POLICY							$
								$
A	X BOILER & MACHINERY / EQUIPMENT BREAKDOWN		CBP8914555	6/26/2013	6/26/2014	X		$ Included
								$
								$
								$

SPECIAL CONDITIONS / OTHER COVERAGES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Re: 2418 Wood Trail Lane, Decatur, GA 30033

CERTIFICATE HOLDER

DeKalb County School District
1701 Mountain Industrial Blvd
Stone Mountain, GA 30083

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Bruce Irvine/RAY Bruce E. Irvine

ACORD 24 (2009/09)
INS024 (200909)

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Property/Lease Insurance

ADDITIONAL COVERAGES

Ref #	Description			Coverage Code	Form No.	Edition Date
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium	
Ref #	Description			Coverage Code	Form No.	Edition Date
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium	
Ref #	Description			Coverage Code	Form No.	Edition Date
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium	
Ref #	Description			Coverage Code	Form No.	Edition Date
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium	
Ref #	Description			Coverage Code	Form No.	Edition Date
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium	
Ref #	Description			Coverage Code	Form No.	Edition Date
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium	
Ref #	Description Inland Marine (C)			Coverage Code	Form No.	Edition Date
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium	
Ref #	Description Inland Marine (C)			Coverage Code	Form No.	Edition Date
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium	
Ref #	Description Inland Marine (C)			Coverage Code	Form No.	Edition Date
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium	
Ref #	Description Inland Marine (C)			Coverage Code	Form No.	Edition Date
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium	
Ref #	Description Inland Marine (C)			Coverage Code	Form No.	Edition Date
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium	

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Property/Lease Insurance

ADDITIONAL COVERAGES

Ref #	Description	Coverage Code	Form No.	Edition Date
	Inland Marine (C)			

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date
1	Loc#:00001			

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date
1	Loc#:00001			

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date
1	Loc#:00001/Bldg#:00001,2418 Wood Trail Lane,Decatur,GA,30033			

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date
1	Loc#:00001/Bldg#:00002,2418 Wood Trail Lane,Decatur,GA,30033			

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date
1	Loc#:00001/Bldg#:00003,2418 Wood Trail Lane,Decatur,GA,30033			

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date
	Equipment (hardware),80,000	SPCDT		

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium
			500		

Ref #	Description	Coverage Code	Form No.	Edition Date
	Equipment (hardware),Included	SPCDT		

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date
	Equipment (hardware),Included	SPCDT		

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date
	Media/Data (software,11,000	SPCDT		

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium
			500		

Ref #	Description	Coverage Code	Form No.	Edition Date
	Media/Data (software,Included	SPCDT		

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

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Property/Lease Insurance

ADDITIONAL COVERAGES

Ref #	Description	Coverage Code	Form No.	Edition Date
	Extra Expense,10,000	SPCDT		

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date
	Mechanical Breakdown,Included	SPCDT		

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date
	Protection and Contr,Included	SPCDT		

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date
	Blanket Bl w/ Extra ,1,250,000	SPCDT		

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium
			72	Hours	

Ref #	Description	Coverage Code	Form No.	Edition Date
	Blanket BPP,102,400	SPCDT		

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium
			2,500	Flat	

Ref #	Description	Coverage Code	Form No.	Edition Date
1	00001,2418 Wood Trail Lane,Building,5,163,937	SPCDT		

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium
			2,500	Flat	

Ref #	Description	Coverage Code	Form No.	Edition Date
1	00001,2418 Wood Trail Lane,BPP,Incl in blk	SPCDT		

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium
			2,500	Flat	

Ref #	Description	Coverage Code	Form No.	Edition Date
1	00002,2418 Wood Trail Lane,Building,818,141	SPCDT		

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium
			2,500	Flat	

Ref #	Description	Coverage Code	Form No.	Edition Date
1	00002,2418 Wood Trail Lane,BPP,Incl in blk	SPCDT		

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium
			2,500	Flat	

Ref #	Description	Coverage Code	Form No.	Edition Date
1	00003,2418 Wood Trail Lane,Building,17,922	SPCDT		

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium
			2,500	Flat	

Ref #	Description	Coverage Code	Form No.	Edition Date
1	00003,2418 Wood Trail Lane,BPP,Incl in blk	SPCDT		

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium
			2,500	Flat	

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Property/Lease Insurance

ADDITIONAL COVERAGES

Ref #	Description	Coverage Code	Form No.	Edition Date
3	00003,6780 James B. Rivers Driv,Building,28,224	SPCDT		

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium
			2,500	Flat	

Ref #	Description	Coverage Code	Form No.	Edition Date
3	00003,6780 James B. Rivers Driv,Improvements & Bette,15,000	SPCDT		

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium
			2,500	Flat	

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

Ref #	Description	Coverage Code	Form No.	Edition Date

Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium

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ACORD®

INSURANCE BINDER

DATE (MM/DD/YYYY): 6/19/2013

THIS BINDER IS A TEMPORARY INSURANCE CONTRACT, SUBJECT TO THE CONDITIONS SHOWN ON THE REVERSE SIDE OF THIS FORM.

AGENCY
Johnson & Bryan, Inc.
1575 Northside Drive
Bldg 100 Ste 100
Atlanta GA 30318

PHONE (A/C, No, Ext): (404) 351-8434 FAX (A/C, No): (404) 351-3923

CODE: SUB CODE:

AGENCY CUSTOMER ID: 00016105

INSURED
International Community School, Inc. 501 (c) 3
2418 Wood Trail Lane

Decatur GA 30033

COMPANY: Great American Insurance Co

BINDER #: B1361916976

EFFECTIVE DATE	EFFECTIVE TIME		EXPIRATION DATE	EXPIRATION TIME	
6/26/2013	12:01	X AM / PM	7/26/2013	X 12:01 AM / NOON	

☐ THIS BINDER IS ISSUED TO EXTEND COVERAGE IN THE ABOVE NAMED COMPANY PER EXPIRING POLICY #: BINDER-EPP9427514

DESCRIPTION OF OPERATIONS/VEHICLES/PROPERTY (Including Location)

COVERAGES

TYPE OF INSURANCE	COVERAGE/FORMS	DEDUCTIBLE	COINS %	LIMITS AMOUNT
PROPERTY — CAUSES OF LOSS: ☐ BASIC ☐ BROAD ☐ SPEC				
GENERAL LIABILITY		EACH OCCURRENCE		$
☐ COMMERCIAL GENERAL LIABILITY		DAMAGE TO RENTED PREMISES		$
☐ CLAIMS MADE ☐ OCCUR		MED EXP (Any one person)		$
		PERSONAL & ADV INJURY		$
		GENERAL AGGREGATE		$
	RETRO DATE FOR CLAIMS MADE:	PRODUCTS - COMP/OP AGG		$
VEHICLE LIABILITY		COMBINED SINGLE LIMIT		$
☐ ANY AUTO		BODILY INJURY (Per person)		$
☐ ALL OWNED AUTOS		BODILY INJURY (Per accident)		$
☐ SCHEDULED AUTOS		PROPERTY DAMAGE		$
☐ HIRED AUTOS		MEDICAL PAYMENTS		$
☐ NON-OWNED AUTOS		PERSONAL INJURY PROT		$
		UNINSURED MOTORIST		$
				$
VEHICLE PHYSICAL DAMAGE DED	☐ ALL VEHICLES ☐ SCHEDULED VEHICLES	☐ ACTUAL CASH VALUE		
☐ COLLISION:		☐ STATED AMOUNT		$
☐ OTHER THAN COL:				
GARAGE LIABILITY		AUTO ONLY - EA ACCIDENT		$
☐ ANY AUTO		OTHER THAN AUTO ONLY:		
		EACH ACCIDENT		$
		AGGREGATE		$
EXCESS LIABILITY		EACH OCCURRENCE		$
☐ UMBRELLA FORM		AGGREGATE		$
☐ OTHER THAN UMBRELLA FORM	RETRO DATE FOR CLAIMS MADE:	SELF-INSURED RETENTION		$
WORKER'S COMPENSATION AND EMPLOYER'S LIABILITY		☐ WC STATUTORY LIMITS		
		E.L. EACH ACCIDENT		$
		E.L. DISEASE - EA EMPLOYEE		$
		E.L. DISEASE - POLICY LIMIT		$
SPECIAL CONDITIONS / OTHER COVERAGES: Directors & Officers/Educators' Legal Liability - $1,000,000 Employment Practices Liability - $1,000,000 Rentention (each loss) - $5,000		FEES		$
		TAXES		$
		ESTIMATED TOTAL PREMIUM		$

NAME & ADDRESS

☐ MORTGAGEE ☐ ADDITIONAL INSURED
☐ LOSS PAYEE

LOAN #

AUTHORIZED REPRESENTATIVE
Bruce Irvine/RAY

ACORD 75 (2010/04) Page 1 of 2

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INS075 (201004).02

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AGENCY CUSTOMER ID: 00016105

CONDITIONS

This Company binds the kind(s) of insurance stipulated on the reverse side. The Insurance is subject to the terms, conditions and limitations of the policy(ies) in current use by the Company.

This binder may be cancelled by the Insured by surrender of this binder or by written notice to the Company stating when cancellation will be effective. This binder may be cancelled by the Company by notice to the Insured in accordance with the policy conditions. This binder is cancelled when replaced by a policy. If this binder is not replaced by a policy, the Company is entitled to charge a premium for the binder according to the Rules and Rates in use by the Company.

Applicable in California

When this form is used to provide insurance in the amount of one million dollars ($1,000,000) or more, the title of the form is changed from "Insurance Binder" to "Cover Note".

Applicable in Colorado

With respect to binders issued to renters of residential premises, home owners, condo unit owners and mobile home owners, the insurer has thirty (30) business days, commencing from the effective date of coverage, to evaluate the issuance of the insurance policy.

Applicable in Delaware

The mortgagee or Obligee of any mortgage or other instrument given for the purpose of creating a lien on real property shall accept as evidence of insurance a written binder issued by an authorized insurer or its agent if the binder includes or is accompanied by: the name and address of the borrower; the name and address of the lender as loss payee; a description of the insured real property; a provision that the binder may not be canceled within the term of the binder unless the lender and the insured borrower receive written notice of the cancellation at least ten (10) days prior to the cancellation; except in the case of a renewal of a policy subsequent to the closing of the loan, a paid receipt of the full amount of the applicable premium, and the amount of insurance coverage.

Chapter 21 Title 25 Paragraph 2119

Applicable in Florida

Except for Auto Insurance coverage, no notice of cancellation or nonrenewal of a binder is required unless the duration of the binder exceeds 60 days. For auto insurance, the insurer must give 5 days prior notice, unless the binder is replaced by a policy or another binder in the same company.

Applicable in Maryland

The insurer has 45 business days, commencing from the effective date of coverage to confirm eligibility for coverage under the insurance policy.

Applicable in Michigan

The policy may be cancelled at any time at the request of the insured.

Applicable in Nevada

Any person who refuses to accept a binder which provides coverage of less than $1,000,000.00 when proof is required: (A) Shall be fined not more than $500.00, and (B) is liable to the party presenting the binder as proof of insurance for actual damages sustained therefrom.

Applicable in the Virgin Islands

This binder is effective for only ninety (90) days. Within thirty (30) days of receipt of this binder, you should request an insurance policy or certificate (if applicable) from your agent and/or insurance company.

Additional Named Insureds

Other Named Insureds	
Families Together Program	Doing Business As
ICS at Medlock	Doing Business As
The Saturday School	Doing Business As

OFAPPINF (02/2007)

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Liberty Mutual INSURANCE

LOSS OF INCOME WORKSHEET

Customer's Name:	**International Community School, Inc.**	By:	**Brandon Davis**
Location:	**2418 Wood Trail Lane, Decatur, GA 30033**	Title:	**Business Manager**
Account Number:		Date:	**June 10, 2013**
Policy Number:			

Item 1. Income Less Expenses other than Ordinary Payroll	Most Recent 12-month Period Values	Estimate Values for Next 12 months
A. Tuition (not of non-refundable scholarships and grants given)	**$ 0.00**	**$ 0.00**
B. Other Income		
1. Room and Boerd (dormitory fees & meal contracts)	$ 0.00	$ 0.00
2. Student Activity Fees	$ 0.00	$ 0.00
3. Bookstore & Other Retail Sales (excl. sales tax)	$ 0.00	$ 0.00
4. Commissions or Rents from contracted vendor concessions (only variable amounts in excess of minimum)	$ 0.00	$ 0.00
5. Ticket Sales (athletic, concert. theatre events, etc.)	$ 0.00	$ 0.00
6. Lab Fees	$ 0.00	$ 0.00
7. Rental Income (on covered campus buildings, off-campus properties)	$ 0.00	$ 0.00
8. Research Grants & Contracts (only if they vary with research done)	$ 0.00	$ 0.00
9. All Other Variable Income	$ 0.00	$ 0.00
C. Equals: Total Income (A + B)	**$ 0.00**	**$ 0.00**
D. Deduct		
1. Cost of Merchandise Sold (All retail operations)	$ 0.00	$ 0.00
2. Cost of Non-Continuing Services (i.e. concession contract costs)	$ 0.00	$ 0.00
3. Cost of Certain Non Continuing Supplies Costs (see instructions)	$ 0.00	$ 0.00
4. Cost of Non-Continuing Energy Costs (heat, light, power)	$ 0.00	$ 0.00
5. Bad Debts	$ 0.00	$ 0.00
6. Credit Card Fees	$ 0.00	$ 0.00
7. All Other Non-continuing Expenses (see instructions)	$ 0.00	$ 0.00
E. Equals: Total Deductions (D1 thru D7)	$ 0.00	$ 0.00
F. Loss of Income Value, if Covering Ordinary Payroll (C – E)	**$ 0.00**	**$ 0.00**
Item 2. ORDINARY PAYROLL (Only if Excluding or Limiting by Endorsement)		
G. Ordinary Payroll – DO NOT include wages of officers or anyone with Guaranteed compensation under a contract (such as professors)	$ 2,538,473.00	$ 2,538,473.00
H. WC insurance premiums, social security, unemployment insurance, and other charges directly allocated to ordinary payroll	$ 204,872.00	$ 204,872.00
I. Equals: Total Ordinary Payroll (G + H)	**$ 2,743,345.00**	**$ 2,743,345.00**
J. Loss of Income, Excluding All Ordinary payroll (F-I)	**$ 0.00**	**$ 0.00**
Item 3. ORDINARY PAYROLL (Only if limited number of days)		
K. Total consecutive # of days insuring ordinary payroll (30-day increments)		
L. Total number of calendar days in payroll year (i.e. 360)	360	360
M. Ratio of Days insuring versus Total Days (K / L)		
N. Equals: Limited Covered Ordinary Payroll (I x M) see noted in instructions		
O. Loss of Income, Including Limited Ordinary Payroll (J + N)	**$ 0.00**	**$ 0.00**

This worksheet does not provide any coverage or otherwise become part of any policy of insurance. In addition, nothing contained herein will operate to modify or supersede any items, conditions, exclusions, limitation, coverages or provisions of any policy of insurance. I am familiar with the subject business as it relates to the foregoing items of inquiry, and after analyzing books and records of the company, I acknowledge and certify that the values stated herein are true and accurate to the best of my knowledge and belief. I am authorized to execute this worksheet on behalf of the subject business, and I understand that Indiana Insurance Company and its affiliates, subsidiaries, and parent companies are entitled to rely on the representations contained herein and they hereby are authorized to provide insurance based on the foregoing values.

Signature _____ Date: June 10, 2013

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Liberty Mutual INSURANCE

INSTRUCTIONS & EXPLANATIONS (COLLEGE OR SCHOOL)

Introduction:
The following information will guide you in determining the correct amount of Business Income your school or college generates:

Normally, you will compute business income values for 2 annual periods. The first annual period usually would be a prior policy period or a recently completed fiscal year. The second value should be an estimate for the impending policy period commencing at the policy inception date and estimating values out for 1 year from that date. Upon consultation with your Agent, you may be able to use values from another annual period. All income and expense values need to be computed on an accrual basis, not a cash basis that only considers what has been paid or collected.

Item-By-Item Instructions *(please enter positive (+) values for each line so Excel formulas will work Properly):*

Item 1
A. Tuition value should be net of non-refundable grants, e.g. scholarships. For example, if a student's annual gross tuition charge is $20,000 and you award that student an academic scholarship of $5,000 and a need-based grant of $5,000, you should include net tuition of $10.000.
B. Other Income has the potential to include many components, possibly more than those listed on the worksheet. Generally. any variable revenues that would be impacted by interruption at your institution should be included. More obvious includable income items are dormitory & meal plan fees, student activity & lab fees, sales or revenue from bookstores or other retail outlets, plus ticket sales for athletic or other events. Less obvious items potentially included in Other Income could be contract commission, or royalty revenue that would decline if vendor-run operations were affected by a loss (i.e. you receive royalties in excess of minimum on logo apparel sales at the bookstore). In addition, income eamed for lease or rental of any insured on or off-campus properties should be included, as would research grant funding that would be impacted if research activity was interrupted. Do not include endowment contributions or any associated investment income.
C. Add Tuition value to the value of all other variable income components to arrive at the Total Income figure.
D. In this section, you will calculate certain variable costs of doing business that will discontinue during an interruption period. They will be deducted from the total income figure completed in Line C above. Included are Costs of Merchandise Sold for items you sell at any retail outlets. Examples would include costs of textbooks or apparel sold at bookstores and the cost of cafeteria food. Also, any service contract expense reduced during a loss period shold be considered (i.e. reduced payments to vendors contracted to run various services or concessions). In addition, include certain supplies costs that would discontinue during an interruption period. This would include dormitory supplies since they vary with occupancy but do not include basic building or grounds maintenance. Other important deductions include variable utilities costs such as heating, electric, water, cable. internet, and similar expenses above and beyond contractual minimums, that wouldn't continue during a period of interruption. You can also deduct minimums or expenses required to maintain total facility safety during a period of interruption. You can also deduct bad debts and credit fees. Lastly, you can deduct certain "other" smaller direct variable expense items that schools would normally save during any interruption period.
E. Add the total of all Deductions enumerated in line D above.
F. Compute gross Loss of Income Value by subtracting Total Deductions from Total Income. Theis is your final Business Income value if you are insuring Ordinary Payroll. If you are excluding or limiting Ordinary Payroll coverage, move ahead to Item 2.

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Ordinary Payroll (Itams 2 & 3)
In addition to covering continuing management and officers' payrol! Costs, Indiana Insurance Property Loss of Income forms provide Ordinary Payroll Coverage. That is. we insure the payroll and related fringes for all employees who are paid during an interruption period. There are optional endorsements for excluding or limiting this coverage if you so desire. If you wish to insure Loss of Income including Ordinary Payroll costs, you only need to complete Item 1 of the worksheet and then skip to the signature block. If you wish to exclude all Ordinary Payroll costs, complete Item 2. If you wish to insure only a limited number of days of Ordinary Payroll costs, then complete Items 2 and 3.

Item 2
G. Compute cost of Ordinary Payroll on this line if you are choosing to exclude ordinary payroll coverage or if you want to limit coverage to a certain number of days after a loss. Generally, ordinary payroll is defined as the payroll amounts for all employees except officers, executives, department managers and employees under contract. In the case of a college or university, professional staff that are under contract, and would have to be paid during an interruption period, are NOT part of ordinary payroll. If you wish to purchase a limited number of days of Ordinary Payroll coverage, you still need to take the full ordinary payroll deduction here under Item 2. You will add appropriate amounts back in under Item 3.
H. Compute cost of payroll-related employee benefits, such as WC insurance, FICA, federal & state unemployment insurance, and other similar charges directly allocated to Ordinary Payroll. These amounts should only be for employees included in line G above. Even if you do not insure Ordinary Payroll you may be contractually obligated to continue paying certain expenses. Do not deduct these amounts but, rather, specify what you would like covered on a separate page. This would require special policy wording which must be discussed with your Agent.
I. Add gross Ordinary Payroll and the associated benefits (Line G + Line H).
J. Subtract Ordinary Payroll amount in Line I from Loss of Income value in Line F. This is your final Business Income value if you are exduding Ordinary Payroll. If you wish to limit Ordinary Payroll coverage, move ahead to Item 3. If not, skip to signature line.

Item 3
K. Comlete Item 3 if you only want to insured ordinary payroll cost for a limited number of days after a loss occurrence. On Line K, enter the number of days for which coverage is desired. Generally, days covered would be in 30-day increments.
L. Enter the total number of calendar days represented in an annual payroll year (generally you will enter 360 to simplify the ratio).
M. Enter the ratio of covered days versus total days by dividing Line K by Line L..
N. Proportion of annual Ordinary Payroll that will be covered = I x M (Note: if ordinary payroll fluctuates significantly month-to-month, this value should equal the largest desired block of ordinary payroll over the course of the year, since ratio developed in M would not be relevant).
O. Compute Business IIncome value by adding the Loss of Income figure in Line J to the Limited Covered Ordinary Payroll computed in Line N.

Signature and Date
Your signature and date are necessary to verify that these values are true to the best of your knowledge and to authorize affecting insurance based on the amounts reported.

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Exhibit 22: CERTIFICATE OF OCCUPANCY

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:1043826181 Project: ICS/INTERNATIONAL COMMUNITY SH

Work Type: ALTERATIONS TO EXISTING STRUCT Construction Type: N/A

Occupancy Type: SCHOOLS, PUBLIC OR PRIVATE

Maximum Occupancy Load :

Property

Address: 2418 WOOD TRAIL LN DECATUR,GA 30033- Parcel ID: 18 061 14 013 Lot #:

Zoning: R-75 Rezoning: N/A Land Use: SUB Census: 223.01 District: 02 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: 08/07/2012

Issued By: _____

Permits, Zoning & Plans Review Supervisor

DeKalb County
Department of Watershed Management

1580 Roadhaven Drive, Stone Mountain, GA 30083
(770) 621-7200 • FAX (770) 724-1446 • TDD 621-7237

Device Serial №
Test Date/Time
Tester Certification
Device Test Result ☐ Pass ☐ Fail

Backflow Prevention Device Test & Maintenance Report

(Please Print)

Account

Contact Name: Brandon Davis Phone# (404) 498-9269
Business Name: International Community School Meter# Front-W Meter Reading: N/A
Mailing Address: 2077 Lawrenceville Hwy Decatur GA 30033
Service Address: Same as mail - Above City: ST: Zip:

Device

Make: Conbraco Model: RP4A Size: 1½"
Type: ☐ RPZ ☐ DC ☐ DCDA ☐ Detector Check
Date Installed: 11-Nov-13 Location on property: Fire service room/Front
☐ New
☐ Existing
Previous Device Serial №: N/A

Orientation: ☐ Vertical Up ☐ Vertical Down ☐ Horizontal
Use: ☐ Domestic ☐ Fire ☐ Irrigation
Protection: ☐ Containment ☐ Isolation

Testing & Maintenance

	Initial Test Results		Repairs/Comments	Re-Test Results	
	Tightness	Differential		Tightness	Differential
Check Valve #1 (RPZ, DC, PVB)	☐ Leak ☑ Tight	4.0		☐ Leak ☐ Tight	
Check Valve #2 (RPZ, DC)	☐ Leak ☑ Tight	1.7		☐ Leak ☐ Tight	
Relief Valve (RPZ)		3.7	PASSED		
Buffer (RPZ)		4.3			
Line Pressure					
Shutoff Valve #1	☐ Leak	☐ Tight			
Shutoff Valve #2	☐ Leak	☐ Tight			

Comments: Removed test cock caps

Test Procedure: ASSE

Notification

Alarm Company/Fire Department Notified: N/A
Person Notified: N/A Notified By: N/A
Turn Off Date/Time: N/A Turn On Date/Time: N/A

Test Kit

Test Kit Make: Watts Model: 2009
Serial №: 236994 Last Calibration Date: 03/13

Tester

Tester Name: Donald J Kocinski Jr. Certificate Expiration Date: 04/15
Tester certifies that this assembly has been tested with the above listed procedure and verifies that isolation valves were returned to pre-test orientation.

Signature: Donald Kocinski Telephone No. 770 820-1519

(Submit original white copy to water purveyor)

DeKalb County
Department of Watershed Management

1580 Roadhaven Drive, Stone Mountain, GA 30083
(770) 621-7200 • FAX (770) 724-1446 • TDD 621-7237

Device Serial № 402295
Test Date/Time 08/15/12 @ 11:30AM
Tester Certification 11 avail
Device Test Result ☐ Pass ☐ Fail
After Repair

Backflow Prevention Device Test & Maintenance Report

(Please Print)

Account

Contact Name: Brandon Davis Phone# (404) 499-8968
Business Name: International Community School Meter# Underground Meter Reading:
Mailing Address: 2499 Wood Trail Circle Decatur, GA 30033
Service Address: Same as mailing address City: ST: Zip:

Device

Make: Febco Model: 850V Size: 2"
Type: ☐ RPZ ☒ DC ☐ DCDA ☐ Detector Check
Date Installed: unknown Location on property: Front Utility Box
☐ New
☒ Existing
Previous Device Serial №: n/a

Orientation	Use	Protection
☐ Vertical Up	☒ Domestic	☒ Containment
☐ Vertical Down	☐ Fire	☐ Isolation
☒ Horizontal	☐ Irrigation	

Testing & Maintenance

	Initial Test Results		Repairs/Comments	Re-Test Results	
	Tightness	Differential		Tightness	Differential
Check Valve #1 (RPZ, DC, PVB)	☐ Leak ☒ Tight	1.3 PSID	Replaced #1 Check valve 08/15/12	☐ Leak ☒ Tight	2.1 PSID
Check Valve #2 (RPZ, DC)	☒ Leak ☐ Tight	0.1 PSID	Replaced #2 check valve 08/15/12	☐ Leak ☒ Tight	2.2 PSID
Relief Valve (RPZ)					
Buffer (RPZ)			PASSED After Repair		
Line Pressure					
Shutoff Valve #1	☐ Leak ☒ Tight				
Shutoff Valve #2	☐ Leak ☒ Tight				

Comments:

Repaired By: [illegible] Test Procedure: ASSE

Notification

Alarm Company/Fire Department Notified: n/a
Person Notified: n/a Notified By: n/a
Turn Off Date/Time: n/a Turn On Date/Time: n/a

Test Kit

Test Kit Make: Baylor Model: 246C
Serial №: 1196954 Last Calibration Date: 03/12

Tester

Tester Name: Donovan T. Bennings, Jr. Certificate Expiration Date: 06/15
Tester certifies that this assembly has been tested with the above listed procedure and verifies that isolation valves were returned to pre-test orientation.
Signature: Telephone No. 770-522-1504

(Submit original white copy to water purveyor)

DeKalb County
Department of Watershed Management

1580 Roadhaven Drive, Stone Mountain, GA 30083
(770) 621-7200 • FAX (770) 724-1446 • TDD 621-7237

Device Serial № 2454409
Test Date/Time 8/1/15
Tester Certification
Device Test Result ☒ Pass ☐ Fail INSPECTION

Backflow Prevention Device Test & Maintenance Report

(Please Print)

Account

Contact Name: Brandon Davis Phone# (404) 409-8969
Business Name: [illegible] Meter# 54047 Meter Reading:
Mailing Address:
Service Address: 2454 Idlewood Road Ln City: Tucker ST: GA Zip: 30084

Device

Make: Conbraco Model: 4000A Size: 1 1/2"
Type: ☒ RPZ ☐ DC ☐ DCDA ☐ Detector Check
Date Installed: Location on property: Mechanical Room (Basement)
☒ New
☐ Existing
Previous Device Serial №:

Orientation: ☐ Vertical Up ☐ Vertical Down ☒ Horizontal
Use: ☒ Domestic ☐ Fire ☐ Irrigation
Protection: ☐ Containment ☒ Isolation

Testing & Maintenance

	Initial Test Results		Repairs/Comments	Re-Test Results	
	Tightness	Differential		Tightness	Differential
Check Valve #1 (RPZ, DC, PVB)	☐ Leak ☐ Tight			☐ Leak ☐ Tight	
Check Valve #2 (RPZ, DC)	☐ Leak ☐ Tight			☐ Leak ☐ Tight	
Relief Valve (RPZ)					
Buffer (RPZ)					
Line Pressure					
Shutoff Valve #1	☐ Leak ☐ Tight				
Shutoff Valve #2	☐ Leak ☐ Tight				

Inspection Only

Comments:

Test Procedure:

Notification

Alarm Company/Fire Department Notified:
Person Notified: Notified By:
Turn Off Date/Time: Turn On Date/Time:

Test Kit

Test Kit Make: Model:
Serial №: Last Calibration Date:

Tester

Tester Name: Certificate Expiration Date:
Tester certifies that this assembly has been tested with the above listed procedure and verifies that isolation valves were returned to pre-test orientation.

Signature: George Shumake Telephone No. (404) 409-8969

(Submit original white copy to water purveyor)

Exhibit 23: 2013-2014 SALARY SCALE

International Community School

2013-2014 Salary Scale

Please note that this salary scale does NOT reflect furloughs and other possible salary reductions

		BA-BS		MA-MS		Specialist's Degree		Ph.D.	
		A1	A2	B1	B2	C1	C2	D1	D2
		W/ FR cert.	W/o FR cert.	W/ FR cert.	W/o FR cert.	W/ FR cert.	W/o FR cert.	W/ FR cert.	W/o FR cert.
Step	1	$35,567	$32,167	$37,699	$34,299	$41,239	$37,839	$45,094	$38,330
	2	$35,567	$32,167	$37,699	$34,299	$41,239	$37,839	$45,094	$38,330
	3	$35,822	$32,422	$37,954	$34,554	$41,494	$38,094	$45,349	$38,547
	4	$36,128	$32,728	$38,842	$35,442	$42,493	$39,093	$46,461	$39,492
	5	$36,598	$33,198	$40,015	$36,615	$43,758	$40,358	$47,869	$40,688
	6	$37,699	$34,299	$41,239	$37,839	$45,094	$41,694	$49,317	$41,919
	7	$38,842	$35,442	$42,493	$39,093	$46,461	$43,061	$50,806	$43,185
	8	$40,015	$36,615	$43,758	$40,358	$47,869	$44,469	$52,357	$44,503
	9	$41,239	$37,839	$45,094	$41,694	$49,317	$45,917	$53,938	$45,847
	10	$42,493	$39,093	$46,461	$43,061	$50,806	$47,406	$55,580	$47,243
	11	$43,758	$40,358	$47,869	$44,469	$52,357	$48,957	$57,253	$48,665
	12	$45,094	$41,694	$49,317	$45,917	$53,938	$50,538	$58,997	$50,147
	13	$46,461	$43,061	$50,806	$47,406	$55,580	$52,180	$60,782	$51,665
	14	$47,869	$44,469	$52,357	$48,957	$57,253	$53,853	$62,618	$53,225
	15	$48,817	$45,417	$53,938	$50,538	$58,997	$55,597	$64,454	$54,786
	16	$48,817	$45,417	$55,580	$52,180	$60,782	$57,382	$66,188	$56,260
	17	$48,817	$45,417	$56,692	$53,292	$61,996	$58,596	$67,514	$57,387
	18	$49,766	$46,366	$56,692	$53,292	$61,996	$58,596	$67,514	$57,387
	19	$49,766	$46,366	$56,692	$53,292	$61,996	$58,596	$67,514	$57,387
	20	$49,766	$46,366	$57,803	$54,403	$63,209	$59,809	$68,830	$58,505
	21	$50,735	$47,335	$57,803	$54,403	$63,209	$59,809	$68,830	$58,505
	22	$0	$0	$57,803	$54,403	$63,209	$59,809	$68,830	$58,505
	23	$0	$0	$58,905	$55,505	$64,423	$61,023	$70,156	$59,632

LD 05142012

Exhibit 24: TEAM AMERICORPS PROGRAM AGREEMENT

THE ALONZO A. CRIM CENTER
FOR URBAN EDUCATIONAL EXCELLENCE

GeorgiaStateUniversity
COLLEGE OF EDUCATION

AMERICORPS
NATIONAL SERVICE

INSTRUCTIONS FOR COMPLETION
For Principal/Director

1. Please review this document thoroughly. If there are any questions or concerns please contact Crystal Bradley, program director, at 404-413-8430 or cgoodwin2@gsu.edu
2. If you have no questions or concerns and agree to the terms of the contract of agreement, please sign the signature page of the "Contract of Agreement" and the "Independent Contractor Agreement- pages 6 & 10 and return the complete document to Crystal Bradley, program director via email at cgoodwin2@gsu.edu or in person at 30 Pryor St. Suite 350, Atlanta, GA 30303 within 1-3 business days for processing. (Due to time sensitivity we do not accept this document via postal mail)
3. Feel free to contact us with any questions or concerns at 404-413-8070 or cgoodwin2@gsu.edu.

Thank you again for giving us the opportunity to serve alongside you. We are confident that this will be a strong partnership.

-Georgia State University-TEAM AmeriCorps-
Alonzo A Crim Center for Urban Educational Excellence
30 Pryor St. Atlanta GA 30303
404-413-8070

1 |

AGREEMENT BETWEEN
THE GEORGIA STATE UNIVERSITY
AND
INTERNATIONAL COMMUNITY SCHOOL
REGARDING THE GEORGIA STATE UNIVERSITY
TEAM AMERICORPS PROGRAM

THIS AGREEMENT ("Agreement") made this July of 12 2012, by and between Georgia State University ("GSU") and International Community School with a principal place of business at 2418 Wood Trail Lane Decatur, Georgia 30033 (hereinafter "School").

RECITAL

WHEREAS, GSU has received a Statement of AmeriCorps Award from the Georgia Commission for Service and Volunteerism to fund the Georgia State University AmeriCorps TEAM Program (the "Program");

WHEREAS, International Community School (the "Organization") has an interest in the placement by GSU of AmeriCorps members at School as more fully described herein.

NOW THEREFORE, in consideration of the mutual covenants and promises herein, GSU and Organization agree as follows:

1. Organization Responsibilities. Organization agrees to do the following:

   a. Identify and support a single and backup staff person from Organization to be the site supervisor and key contact for AmeriCorps member(s).
   b. Commit the site supervisor to attend Program meetings.
   c. Inform AmeriCorps member(s) about the Organization's rules of conduct and appropriate behavior, including procedures for communicating service hours and absences.
   d. Provide member(s) with Organization policy manuals and/or handbooks.
   e. Provide at least one desk, computer, and phone access for each member.
   f. Recognize and support distinct roles and responsibilities of the AmeriCorps member(s).
   g. Ensure completion of AmeriCorps reporting requirements as required from time to time by GSU.
   h. Participate in the evaluation of AmeriCorps members.
   i. Host scheduled site visits as needed by GSU Program coordinator.
   j. Agree to release time for member(s) to attend required training events and service projects. Organization must release members from regular service to respond to disasters (as long as it does not cause the member or Organization undue hardship).
   k. Verify member service hours to assist in ensuring an accurate record of hours served.
   l. Comply with Program procedures and policies provided by GSU.

m. Communicate immediately with GSU Program coordinators regarding member performance issues or other program concerns.
n. Follow member discipline procedures as outlined by GSU and AmeriCorps.
o. Document member performance/personnel issues in writing, including actions taken toward resolution.
p. Coordinate with Program coordinator to plan for any removal or transfer of member.

2. GSU Responsibilities. GSU agrees to do the following:

a. Provide **9 full time** AmeriCorps members for service at Organization from **September 9, 2013 to May 29, 2014** in accordance with the Service Description set forth in Attachment A.
b. Process and pay AmeriCorps member stipend and other benefits required by the AmeriCorps program.
c. Process a recent criminal background check of members and provide such results to School upon request. GSU shall not assign members to Organization without the written consent of Organization if the individual:
   i. has been convicted of or has pleaded guilty to or no contest to any felony;
   ii. if the individual would be ineligible to receive a weapon license pursuant to OCGA §§ 16-11-129(b)(2)(B)-(J); or
   iii. if the individual has been convicted of or has pleaded guilty or no contest to any crime, other than minor traffic offenses.
d. Provide basic program orientation for all members and their supervisors.
e. Provide on-going member support.
f. Communicate expectations and procedures pertaining to member performance and personnel issues.

3. Compensation

a. In consideration of the services performed pursuant to this Agreement, Organization provides timely payment of **$10,000.00** cost share per member for a total of **$90,000.00** to support the Program.
b. Georgia State University will invoice International Community School for one-half of such amounts within ten (10) business days of the start of member services at Organization and the other half shall be invoiced within ten (10) business days of the conclusion of the member services at School.
c. Payments should be sent to the following address.

Georgia State University
P.O. Box 3999
Atlanta, Georgia 30302-3999

4. Publicity. Organization shall not use the name of GSURF or Georgia State University, the Board of Regents of the University System of Georgia, or any person performing the Project, in any

publicity, advertising, or news release without the prior written approval of an authorized representative of GSU. GSU shall not use the name of Organization or any employee of Organization in any publicity, advertising, or news release, without the prior written approval of Organization.

5. Independent Contractor. For the purposes of this Agreement and all services to be provided hereunder, the parties shall be, and shall be deemed to be, independent contractors and not agents or employees of the other party. Neither party shall have authority to make any statements, representations, or commitments of any kind or to take any action, which shall be binding on the other party, except as may be expressly provided herein or authorized in writing.

6. Term and Termination.

   a. The term of this Agreement shall commence on **September 9, 2013** and terminate on **May 29, 2014**. This Agreement may be renewed under mutually agreeable terms and conditions, which are agreed to in writing by both parties.

   b. Either party may terminate this Agreement for any reason upon ten (10) business days prior written notice to the other.

   c. Termination or cancellation of this Agreement shall not affect the rights and obligations of the parties accrued prior to termination. Upon termination, Organization shall pay GSU for all services properly rendered, monies properly expended, and non-cancelable commitments by the GSU through the date of termination.

   d. Any provisions of this Agreement, which by their nature extend beyond termination, shall survive such termination.

7. Notice. Any notice required by this Agreement shall be given by registered or certified mail, return receipt requested, addressed in the case of GSU to:

   Georgia State University
   Attn: University Research Services and Administration
   P. O. Box 3999
   Atlanta, Georgia 30302-3999

   With copy to:

   Georgia State University
   Office of Legal Affairs
   Attn: University Counsel
   P.O. Box 3987
   Atlanta, GA 30302-3987

Notices given by courier or other express service shall be addressed in the case of GSU to:

Georgia State University
Attn: University Research Services & Administration
30 Courtland Street, Room 217
Atlanta, Georgia 30303

With copy to :

Georgia State University
Office of Legal Affairs
Attn: University Counsel
10 Park Place South, Suite 510
Atlanta, GA 30303

or in the case of Organization to:

International Community School
2418 Wood Trail Lane
Decatur, Georgia 30033

or at such other addresses as may be given from time to time in accordance with the terms of this notice provision.

8. Miscellaneous.

a. This Agreement may not be assigned by either party without the prior written consent of the other party.

b. If any provision of this Agreement is held to be unenforceable for any reason, that unenforceability shall not affect the enforceability of any other provision of this Agreement, and the Parties shall negotiate in good faith to substitute an enforceable provision with similar terms.

c. This Agreement may be executed in two (2) or more counterparts, each of which is deemed an original, but all of which together constitutes one instrument.

d. The Section and Article headings in this Agreement are for reference only, and shall not affect the interpretation or meaning of any provision of this Agreement.

e. Unless otherwise specified, this Agreement and its Attachments embody the entire understanding between GSU and Organization with respect to the Program, and any prior or contemporaneous representations, either oral or written, are hereby superseded. No

amendments or changes to this Agreement, including, without limitation, changes to the scope of the Program, period of performance or budget, shall be effective unless made in writing and signed by authorized representatives of the parties.

f. This Agreement shall be governed by, construed, and enforced in accordance with the laws of the State of Georgia.

[Signature page follows]

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized representatives.

Georgia State University	**International Community School**
Signature	Signature
Ken Packman, Office of Sponsored Program	DR LAUREN DITMANN Printed
Title	PRINCIPAL Title
Date	7/7/13 Date

Attachment A – Service Description

TEAM AmeriCorps Program

The mission of the Alonzo A. Crim Center for Urban Educational Excellence at Georgia State University is to ensure the availability of prosperous and equitable school environments for students through development of educational leaders, scholarly theory, and innovative strategies with a foundation built upon research and effective practices. The Alonzo Crim Center and AmeriCorps "TEAM"ed up to develop comprehensive school day and after school programming for middle and high schools known as the TEAM (Technology, Environment, And Math) AmeriCorps Program. AmeriCorps members recruited for this program are mathematics and science majors/degrees and are trained in "Best Practices in Urban Education", as well as effective tutoring and mentoring.

What services do we provide?

- Supplemental Math, Science, STEM, and technology classroom instruction--One-On-One/ Small Group differentiated instruction
- After school program (i.e. math and science tutoring, robotics, gardening, mentoring)
- Volunteer Recruitment for school initiatives
- One or more School-based Community Service Projects
- Partnering school students are invited to GSU DREAMS Summer Institute free of charge

The components of the TEAM program are as follows:

I. Classroom Assistance

Each AmeriCorps member will be assigned to a math or science classroom in which they would remain the entire school year. The AmeriCorps members will work with the teachers to assess the needs of each student in the classroom and put together a schedule for classroom assistance. The Members will report to the school and their assigned classroom by 8:30AM each day they are in service and will be available throughout the school day to their teacher and students. They will primarily supplement the instruction provided by the classroom teacher through small group follow –up, activity facilitation, and related activities. AmeriCorps members will be teacher assistants and will not be the primary instructor in any class. They will not be alone with students, as there will always be a certified teacher present.
In addition, members will work with teachers to develop lesson plans that use real world applications of math and science. AmeriCorps members will plan any field trips to Georgia State University and relevant partners of the University.

II. After-School Programming/Clubs

The Members will help to facilitate student-led clubs 2-4 days a week from school dismissal time until 5:30 pm in conjunction with a supervising staff member. The after-school component will focus on homework assistance as well as real world applications to math and science. After-school activities will be provided to student at no financial cost.

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INDEPENDENT CONTRACTOR AGREEMENT

(NOTE: This form must be completed and accurate or payment will not be made.)

THIS AGREEMENT is between the undersigned Independent Contractor International Community School. For valuable consideration, the parties to this agreement are as follows:

Purchase Order/Reference No.

A. **SERVICES:** Independent Contractor agrees to render the following services (include names and dates for contracted service):

Provide 9 AmeriCorps volunteers to support International Community School students for 40 hours per week for the duration of the school year.

B. **INTENT:** Independent Contractor is an independent contractor for all purposes, having the right to exercise independent judgment as to time, place, and manner of executing the work and services hereunder and of otherwise carrying out the provisions of this Agreement and Independent Contractor is not subject to the control of International Community School except as set forth herein. Independent Contractor is not an employee of International Community School for any purpose. Independent Contractor shall make the necessary federal, state, and local filings and returns as required by law at the appropriate times, including, but not limited to, federal, state, and local income tax (including estimates), Self-Employment Contribution Act, and any other filing or return, required by federal, state, or local government.

C. **INDEMNIFICATION:** Independent Contractor hereby agrees to indemnify and to hold International Community School harmless from any and all damages, costs (including attorney's fees), and claims arising out of Independent Contractor's performance of this Agreement.

D. **COMPENSATION:** Independent Contractor shall be compensated for the services to be rendered under the agreement as follows: (check appropriate compensation plan and complete blanks.)

☐ $ _____ for full payment upon completion of above services.

☑ If full payment is not due upon completion of this contract, check this box and attach a payment schedule. (SEE ATTACHMENT)

TOTAL CONTRACTED AMOUNT:

$90,000

[Signature page follows]

E. FOR COMPLETION BY International Community School	F. FOR COMPLETION BY INDEPENDENT CONTRACTOR
Dr. Lanier D. Mann DESS School/Department Name and Number Dr. LANIER D. MANN Print Name of Administrator By: _____ Signature 7/7/13 Date Principal Title Telephone (404) 499-8969 X'35 Charge Code FUND / PROJ / OBJECT / SCH/DEPT / PROG	The name and number stated below must appear exactly as approved bythe Internal Revenue Service, and as shown on the IRS W-9 form submitted to DeKalb County School System. EMPLOYER IDENTIFICATION NUMBER 5 8 - 6 0 0 2 0 5 0 Georgia State University Research Foundation, Inc. By: _____ Authorized Signature and Date Ken Packman Director, Office of Sponsored Programs Georgia State University P.O. Box 3999 Atlanta, GA 30302-3999 Telephone (404) 413-3500 ☐ CHECK IF INCORPORATED

Attachment B

Compensation- Payment Schedule

One-half of such amounts shall be paid within ten (10) business days of the start of member services at School and the other half shall be paid within ten (10) business days of the conclusion of the member services at School.

- $45,000 due by September 23, 2013
- $45,000 due by June 12, 2013

Exhibit 25: SAFE SCHOOL PLAN

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SAFE SCHOOL PLAN

SAFE SCHOOL EMERGENCY PLANNING COMMITTEE

Principal	: Laurent Ditmann	Phone No.: 678-764-6499
A.P.	: Tahisha Edwards	Phone No.: 404-551-0506
A.P.	: Mary Santiago	Phone No.: 404-849-4026
Other Staff	: Brandon Davis	Phone No.: 404-695-8435
Counselor	: Brittany Davidson	
Teacher	: Amille Hobbs	
Teacher	: Allison Gay	
Custodian	: N/A	
Student	: N/A	
Parent	: Marcus Patton	
Law Enforcement	: N/A	
Fire Department	: N/A	
Other	: N/A	
Other	: N/A	

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SAFE SCHOOL PLAN

SCHEDULE OF EMERGENCY DRILLS

Primary and secondary reunification sites have been identified and posted: Yes

Each classroom has primary and secondary evacuation routes posted: Yes

Primary and secondary relocation sites within the building have been posted: Yes

Fire/Evacuation Drill Dates:
State law requires 2 drills within first 10 days of school and at least one drill for each subsequent month.

August	08/15/2012	September:	09/14/2012	October	10/10/2012
August	08/20/2012				
November	11/16/2012	December	12/14/2012	January	01/11/2013
February	02/13/2013	March	03/15/2013	April	04/15/2013
May	05/17/2013				

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

Primary	Front of Gym	Grades	k-3
Primary	Front of School	Grades	4-5
Secondary	Side of Building (by fence)	Grades	k-3
Secondary	Side of Building (by Fence)	Grades	4-5

Tornado Drill(s):

First Semester Date: Not Posted

Second Semester Drill is the Statewide Drill in February of Each Year.

Intruder (Lockdown) Drills:

First Semester Date: Not Posted

Second Semester Date: Not Posted

Type of Lockdown:

Type of Lockdown:

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SAFE SCHOOL PLAN

STAFF EMERGENCY ASSIGNMENTS

Designated staff to prepare and maintain the Emergency Kits:
Janet Wallace
Mary Santiago

Designated staff to contact Regional Superintendent:
Laurent Ditmann
Tahisha Edwards

Designated staff to identify missing/absent students and staff:
Inye Durham
April Russ
Ruth Humphrey
Charlesha Mitchell

Designated staff to locate and identify the injured/sick:
Laurent Ditmann
Brandon Davis
Tahisha Edwards
Mary Santiago
Lauren Azoulai

Designated staff to accompany injured/sick to medical facilities:
Jeremy Clark
Naza Orlovic
Sanela Misomovic
Allison Gay
Tam Nguyen

Identifed staff trained in First Aid and CPR:
Janet Wallace
N/A
N/A
N/A

Designated staff to handle telephone calls:
Brittany Davidson
Bianca Brown
Gillian Lee-Fong

Designated staff to receive parents/quardians at reunification site(s):
NOTE: All students must be signed out by a parent or guardian.
Please keep sign-out logs.
Laurent Ditmann
Tahisha Edwards
Mary Santiago
Brandon Davis
Deanna Lilly

Designated staff to show emergency personnel utility and ventilation shutoffs:
Brandon Davis
Jeremy Clark

Designated staff to assist with pedestrian traffic and on-campus vehicle traffic:
Yung-Hee Lee
Edna Wright
Evelyn Litzenberg

Designated staff to make temporary ID badges for staff and emergency personnel:
Chuiquta Hudson
Jennifer Parry

Name(s) of person(s) to contact after hours for after-school/extra curricular activities and programs:
Les Etienne
Laurent Ditmann
Mary Santiago

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SAFE SCHOOL PLAN

EMERGENCY KITS CHECKLIST	ANSWER
A copy of the DeKalb Emergency Management Manual	Yes
A copy of the Safe School/Crisis Management Plan	Yes
Current call rosters of all students including pertinent medical information, phone number, release information and contact information	Yes
Current list of all staff members including phone numbers and contact information	Yes
10 writing tablets and pens/pencils	Yes
10 working magic makers	Yes
Signage for Staging Area	Yes
500 plain white peel-off name tag stickers(used to identify students,staff or Crisis Team)	Yes
Student release/sign-out sheets	Yes
List of students on off-campus trips	Yes
Five sets of safety gloves	Yes
Floor Plan of the building	Yes
Site Plan of the grounds and surrounding areas	Yes
Copies of photographs of the building(interior and exterior)	Yes
Copies of student and staff emergency contact/release information	Yes
Information regarding any student with medical problems that may be impacted by the evacuation or emergency	Yes
Most recent yearbook	Yes
Flashlight and extra batteries	Yes
Bullhorn and extra batteries	Yes
Cell phone and/or walkie-talkie	Yes
Basic First-Aid Kit	Yes

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SAFE SCHOOL PLAN

ATTENDANCE AND DISCIPLINE	ANSWER
Student and parents are informed of student behavioral expectations and school discipline procedures.	Yes
All students and parents receive and sign for a copy of the current Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.	Yes
All students are taught the contents of the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.	Yes
Grade-appropriate Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook tests are administered to all students.	Yes
All absent or new students receive and are taught the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.	Yes
Weapons, Drugs, Safe School Zone, and Bullying Signs are posted.	Yes
The state-sponsored Weapons and Drugs reporting number 1-877-SAY-STOP is posted.	Yes
A daily record of student absences is maintained and parents are contacted.	Yes
Students may be checked out of school ONLY by a parent or guardian.	Yes

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SAFE SCHOOL PLAN

REPORTING CHECKLIST	ANSWER
Violations of state and federal laws that occur on school property or at school events are reported to a law enforcement agency.	Yes
A record is kept of disruptive, dangerous incidents on school property or at school events.	Yes
Administrators are designated to complete and file accident and incident reports.	Yes
All staff members are aware of child abuse/neglect reporting requirements.	Yes
All staff members are told to report unsafe and potentially unsafe situations and/or conditions to the administrative staff.	Yes
All staff members are told to report incidents of bullying and any other types of harassment.	Yes
At least one hour of personal safety instruction is scheduled for the staff.	Yes
Each teacher receives a copy of the Emergency Procedures booklet.	Yes
All staff members have or will receive information on the policy relative to student restraint.	Yes

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SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST	ANSWER
All windows are in good repair with no broken or missing windows.	Yes
Surveillance cameras and monitors are in good working order.	Yes
Staff members are trained on the proper use and maintenance of surveillance cameras.	Yes
All cameras are operable and the monitors are placed where staff can see them.	Yes
Glass in entrance doors is safety glass.	Yes
Door-locking hardware is in proper working order.	Yes
Door panic bars are operable and in good working condition.	Yes
Handrails and non-slip steps are provided in stairways.	Yes
Access to electrical panels in all areas is restricted.	Yes
All portals/hatches are secured with hasps and padlocks.	Yes
Mobile calssrooms, outbuildings, and storage sheds are secured and locked. Reason: Not Applicable	No
Building access control is assigned to an administrator.	Yes
Keys and duplicates are kept in a locked key cabinet.	Yes
Master keys are kept to a minimum and the control access system is monitored.	Yes
Keys and employee IDs are collected from employees who no longer work at the school.	Yes
All keys are checked in and accounted for at the end of the school year.	Yes
Areas around the building and mobile classrooms are lighted.	Yes
Chemical storage areas are locked and inventoried on a regular basis.	Yes
Science lab equipment and chemicals are secured and inventoried on a regular basis.	Yes
Access to bus loading areas is restricted during arrival and dismissal.	Yes
Staff members are assigned to student parking areas at arrival and dismissal.	Yes

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SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST	ANSWER
Parking areas are supervised during the school day or can be seen from the school.	Yes
An area is designated as the pick-up/drop-off area for car riders.	Yes
Exterior and interior walls are free from graffiti.	Yes
Graffiti is reported to the school police immediately and not cleaned until cleared by police.	Yes
School personnel know locations of shutoffs for water, gas, HVAC vents.	Yes
Hallways are clear of travel impediments during the school day and during night activities.	Yes
Vehicle access to playground/athletic areas is restricted.	Yes
All playground/athletic areas are fenced and are supervised when students are present.	Yes
Playground and athletic equipment is in good repair and is inspected frequently.	Yes
Visitor policy signs and trespassing signs are displayed in plain view and are in good repair.	Yes
All visitors, including parents, are required to sign in at the front office and wear an ID badge.	Yes
All visitors check out upon leaving the building and turn in their ID badge.	Yes
Visitor parking is clearly marked.	Yes
All employees wear ID badges at all times during work/school hours and on field trips.	Yes
All commercial deliveries are made at one designated entrance.	Yes
All commercial deliveries are inventoried by an employee.	Yes
Delivery persons are accompanied by an employee.	Yes
All food deliveries are inspected and inventoried by food service personnel.	Yes
Students are issued parking permits for school parking only upon proof of a valid driver's license.	Yes
Student access to parking areas during the school day is restricted.	Yes

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SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST	ANSWER
Student drivers are aware that vehicles are subject to search when on school property.	Yes
Employees are aware of their responsibility for items in their vehicle while on school property.	Yes
Students are restricted from entering or remaining in vacant classrooms.	Yes
At the end of the school day, classrooms, restrooms, locker rooms, mobile classrooms, and all exterior doors are checked.	Yes
Classroom-to-office communications is operable and routinely tested.	Yes
Walkie-talkies are strategically located throughout the building and are in good repair.	Yes
All school equipment has been labeled and inventoried.	Yes
An updated equipment inventory is maintained throughout the school year.	Yes
All fundraising money or checks are given to the bookkeeper daily.	Yes
All fundraising money or checks are placed in the school vault daily.	Yes
Building vault has controlled access and can be opened from the inside.	Yes
School cafeteria daily receipts are transported with an escort to the office/vault area.	Yes
Cafeteria is arranged so tables and chairs do not block access to doors.	Yes
Fire extinguisher, First Aid Kit, and Choking Posters are in the cafeteria.	Yes
Student medicine procedures are available to student and parents.	Yes
Student medicine is identified by name, doctor, dispensing instructions, and is dated.	Yes
Student medicine is secured (locked) with controlled access at all times.	Yes
Students sign and date each time they take their medication.	Yes

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SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST	ANSWER
Students take their medication in the office area. Students may keep asthma medication or Epi-Pen with them if they have a doctors note.	Yes
All student medication is picked up by parent at the end of the school year.	Yes
School staff is aware of proper response to blood and other body fluid spills.	Yes
Students/staff use lab/science safety equipment at all times during experiments and lessons.	Yes
Science/lab safety procedures are posted, reviewed, and practiced.	Yes
Fire extinguishers are located throughout the building and are routinely inspected.	Yes
The locations of fire extinguishers are clearly marked and fire extinguishers are accessible.	Yes
Staff members have been trained on proper use of fire extinguishers.	Yes
Mechanical rooms and other hazardous material storage areas are locked.	Yes
Area at and near the dumpster is clean and free of flammables.	Yes
All vehicles are kept out of all fire lanes at all times.	Yes
Boiler room is clean, free of debris, and is NOT used for storage.	Yes
Access to boiler room is restricted and the boiler room is routinely inspected.	Yes
Restrooms are clean and are inspected on a regularly basis throughout the day.	Yes
Procedures are in place to evacuate disabled students and staff.	Yes
Copies of the Emergency Procedures and Protocols booklet are distributed to all staff members.	Yes
New and temporary staff members are informed of emergency and safety procedures.	Yes
The staff is trained in Intruder Alert Procedures, including the alert and clear signals.	Yes

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SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST	ANSWER
School bus safety rules are distributed to all students.	Yes
All students participate in school bus emergency evacuations drills twice per year.	Yes
For every field trip, a complete manifest of students and staff is on each school bus and a copy is left at the school.	Yes
The intrusion alarm system and fire alarm system are operational and are periodically inspected and tested.	Yes
A list is maintained of staff members who are trained and authorized to activate and deactivate the alarm system. NOTE: Parents shall not activate or deactivate the system.	Yes
The Midland Digital Weather/Hazard Alert Monitor is operational and located where staff can hear the alarm. NOTE: Contact Student Relations if the monitor is not operational.	No
Reason: Not Applicable	
All students and staff members are brought into the building from mobile classrooms during storm warnings.	Yes
Emergency early dismissal procedures are in place and practiced.	Yes
Staff members are designated to secure the building after school hours.	Yes
A list is maintained of after-school/extra-curricular activities and programs	Yes
On teacher work days and other non-student days, including summer days, staff work schedules are arranged for the safety of the staff and security of the building.	Yes
The Front Office Area is arranged with security in mind: surveillance camera, desks facing the doorway, clear check-in and check-out procedures, walkie-talkie available at all times.	Yes
The school has inplemented an anti-bullying and anti-harassment program/strategy.	Yes
A procedure has been established to track reports made by students and staff of bullying and harassment incidents.	Yes
A procedure has been established to investigate reports made by victims of bullying or reports made by their parents.	Yes
The school has a committee charged with developing a plan for the analysis of discipline, attendance, other student surveys/data and staff surveys in order to develop prevention activities and strategies.	Yes

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SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST	ANSWER
Elementary Schools: The school has implemented or has plans to implement the DeKalb County Fire Departments Risk Watch Program.	Yes
Procedures have been developed for two-way communication with portable classrooms/modules.	Yes
Portable classrooms are locked when unoccupied.	Yes
Portable classroom doors are locked when class is in session Reason: Not Applicable	No

Exhibit 26: ICS BOARD OF DIRECTORS RÉSUMÉS AND CONFLICT OF INTEREST FORM

JAMES BADGER

College of Education
University of North Georgia
Dahlonega, Georgia, 30597, USA
Telephone: 1-706-864-1996
E-mail: james.badger@ung.edu
Faculty website: https://sites.google.com/a/northgeorgia.edu/demo_sitemichigan/

Education

D.Phil., University of Oxford, England, 2000

M.Ed., University of Manitoba, Canada, 1995

B.Ed. (Three-year TESL specialization), McGill University, Montreal, Canada, 1991

B.A., University of Winnipeg, Canada, 1987

Professional Experience

Associate Professor, College of Education, University of North Georgia, 2005 to date

Preceptor, Institute for English Language Programs, Harvard University, 2001-04

Tutor, Oxford University Language Centre, University of Oxford, 1999

Instructor, Swan School of English, Oxford, UK, 1998-2000

Researcher, National Foundation for Educational Research (NFER), Slough, UK, 1997

Instructor, University of Manitoba and University of Winnipeg, 1993-98

Teacher, Katsura Academic High School, Japan, 1991-92

Teacher, Cote St. Luc Secondary School, Montreal, 1991

Teacher, Iona Primary School, Montreal, 1990

Publications

Counsell, C., Goudie, K., & Badger, J. (2013). Reading historical scholarship with teacher-trainees. (in preparation)

Badger, J. (2013). Responding to change and crisis: The decision-making process of a charter school board of governors. (revisions to manuscript)

Badger, J. (2013). The classification and framing of learning centers in a Title 1 primary school: A case study investigating the practices and perceptions of three highly engaged educators. (revisions to manuscript)

Badger, J. (2013). Teaching Singapore Math: Evaluating measures to effectively teach and implement a new mathematics curriculum in 21 elementary schools. *GATEways to Teacher Education.*

Badger, J (2012). Analyzing levels of feedback delivered by cooperating teachers and supervisors in a teacher internship: A case study. *Georgia Educational Researcher*. 9(1), 21-39. (http://www.gaera.org/ger/v9n1_2012/ger_journal_v9n1_2012.html).

Badger, J. (2010). Classification and framing in the case method: discussion leaders' questions. *Journal of Further and Higher Education*. 34(4), 503-518. (http://www.voced.edu.au/content/ngv45908)

Badger, J. (2010). Assessing reflective thinking: pre-service teachers' and university faculty perceptions of an oral examination. *Assessment in Education*. 17(1), 77-89. (http://www.tandfonline.com/doi/full/10.1080/09695940903076022#.UcmmuHeO6So)

Badger, J., Spence, D., & Velatini, G. (2010). *Evaluating the Implementation of the Singapore Math Curriculum in 21 Hall County Elementary Schools, 2008-2010.* Program evaluation report of the Singapore Math curriculum for Hall County Schools, Georgia, USA. (http://www.hallco.org/boe/index.php?option=com_content&task=view&id=47&Itemid=82).

Badger, J. (2009). *Transmission of Values in a Church School: Consensus and Contradiction.* Saarbrucken, Germany: VDM Verlag. ISBN: 978-3-639-17395-6

Badger, J. &Warsi, J. (2008). The importance of identifying and communicating sophisticated vocabulary strategies. *Journal of Higher Education Management*. 24(1), 33-55. (http://www.scribd.com/doc/49592012/Journal-of-Higher-Education-Management-Vol-24-2009)

Badger, J. (2007). The scholarship of teaching: opening doors through peer review. *The Teacher*. 9(1), 1, 6-8. (https://ctle.northgeorgia.edu/ctlen/index.php?option=com_content&view=article&id=83&Itemid=59)

Badger, J. (2003). Conceptualizing denominational schooling: principles and practice *Educational Practice and Theory*. 25, 1: 49-63. (http://www.ingentaconnect.com/content/jnp/ept/2003/00000025/00000001/art00005)

Badger, J. (2001). The dialect of intent and actuality: A clash of values. In Walford, Geoffrey (Ed.) *Studies in Educational Ethnography, Volume 4: Ethnography and Education Policy.* Amsterdam, New York, London: JAI Press, pp. 221-250. (http://www.emeraldinsight.com/journals.htm?articleid=1784093)

Research Interests

School change and governance; the values of citizenship and human rights in K-12 education; global citizenship; the development of pre-service teachers' pedagogical content knowledge; qualitative research; the intersection of in-school students' learning and out-of-school community learning experiences; program evaluation; the scholarship of teaching and learning; community partnership and professional development schools

Professional Associations & Awards

- Coordinator for an exhibition displayed at the University of North Georgia, *Fighting the Fires of Hatred: America and the Nazi Book Burnings* (2013, the United States Holocaust Memorial Museum).
- Recipient of *Faculty Scholar* (2012, North Georgia College & State University).
- Organizer of the conference, *Education as a Human Right: A Conversation* (16th April 2012, The Carter Center, Atlanta, Georgia).
- Board member of the International Community School in Atlanta, Georgia (2011 to date).
- Selected as *Visiting Scholar* by the Faculty of Education, the University of Cambridge, England (2011).
- Reviewer for the journals *Academy of Management Learning & Education*, *Urban Education*, and AERA Annual Meeting (2008 to date).
- Selected *Faculty Fellow in Pedagogy* (2010-2012, North Georgia College & State University).
- Directed the growth of the Center for Language Education and coordinated its ESL programs, curriculum, and instruction (2008 to date, North Georgia College & State University).
- Coordinator of the School of Education's Graduate Studies (2007-2008, North Georgia College & State University).
- Developed and organized a lecture series for faculty, *Globalization of Education: K-16* (2012, North Georgia College & State University).
- Initiated a colloquium in the College of Education to discuss curriculum and instruction, student learning, assessment, and professional development in K-16 schools (2006 to date).
- Selected by the American Association of Colleges for Teacher Education (AACTE) to attend the *Holocaust Institute for Teacher Educators* (2009, the United States Holocaust Memorial Museum, Washington, DC).
- Received a research grant of $180,000 to evaluate the implementation of the Singapore Math curriculum in 21 elementary schools (2008-2010).
- Selected by faculty in Harvard University's Public Education Leadership Project (PELP) to attend the *Participant-Centered Learning and the Case Method* (2008, Harvard Business School).
- Recipient of a research grant of $10,260 from the *President's Innovation Fund* (2006, North Georgia College & State University).

- Recognized for teaching as an individual "who made significant contributions to their [students'] development while at NGCSU…A person who significantly contributed to their success" (2006 – 2010, NGCSU's Vice-President for Student Affairs).

Administration

Director of University of North Georgia's Center for Language Education (2008 to date).

Coordinator of Graduate Studies in the School of Education (2007-2008).

Conference Presentations

An Analysis of Student Learning Stations in a Title 1 Elementary School: The Practices and Perceptions of 4 Highly Engaged Educators - American Educational Research Association Annual Meeting (April 27 - May 1, 2013 in San Francisco, California)

A School Undergoing Change: The Decision-Making Process of a Board and Policies that Impact Teaching and Learning in a Highly Diverse Elementary School - American Educational Research Association Annual Meeting (April 27 - May 1, 2013 in San Francisco, California)

Student learning centers in a Title 1 elementary school: A review and critique - 37th Annual Meeting of the Georgia Educational Research Association (18-20 October 2012 in Savannah, Georgia)

Globalization in Education (K-16): Principles and Practices of Teaching Global Competencies in Secondary Schools – North Georgia College & State University (9 October 2012)

Discussion leaders' questions in the case method – Education, Equality and Development: Visiting Scholar seminar (2 June 2011 in the Faculty of Education, University of Cambridge, England)

Filtering feedback in an internship: Perceptions of trainees and mentors – Education, Equality and Development: Visiting Scholar seminar (31 May 2011 in the Faculty of Education, University of Cambridge, England)

Promises and Pitfalls Implementing a New Elementary Mathematics Curriculum: Administrators' and Teachers' Practices and Perceptions – American Educational Research Association Annual Meeting (8-12 April 2011 in New Orleans, Louisiana)

Implementation or Consideration? A County's Response to Findings from a Research Study – Professional Development Schools National Conference (12 March 2011 in New Orleans, Louisiana)

Managing disrespectful student behavior – North Georgia College & State University (7 & 9 March 2011)

Teaching about the holocaust to secondary and university students (with Dr R Byers, Associate Professor in History and S Ferrell, School of Education) – North Georgia College & State University (7 & 10 February 2011)

Effective Online Instruction (with Drs. C Greathouse, T Bellon, J Campbell-Meier, & I Kokkala) – North Georgia College & State University (28 January 2010)

Why and how should higher education faculty create 'intentional learners'? Reflections on "College Learning for the New Global Century" (AACU Report, 2007) – North Georgia College & State University (12 & 15 October 2010)

'Teaching and learning is informed through student evaluation of instruction, peer review, and mid-term course assessment.' Discuss – North Georgia College & State University (8 & 12 November 2010)

Administrators' and Teachers' Challenges and Opportunities Implementing a New Elementary Mathematics Curriculum – Georgia Association of Teacher Educators (7-8 October 2010 in Atlanta, Georgia)

Implementation and Evaluation of K-5 Singapore Math in 21 Elementary Schools – American Educational Research Association Annual Meeting (April 2010 in Denver, Colorado)

Implementing Singapore Math in Elementary Schools (with Dr. D Spence and G Velatini) – Georgia Council of Teachers of Mathematics (14-16 October 2009 in Rock Eagle, Georgia)

Evaluating Elementary Teachers Implementation of Singapore Math – Georgia Educational Research Association (22-23 October 2009 in Savannah, Georgia)

Evaluating the Implementation of Singapore Math: A Large-Scale Study of 21 Elementary Schools (with Dr. D Spence) – National Council of Teachers of Mathematics (18-20 November 2009 in Nashville, Tennessee)

Challenges and Opportunities of Peer Review in Higher Education – American Institute of Higher Education (24-26 September 2008 in Atlantic City, New Jersey)

Analyzing the questioning process in case-based instruction: Reflecting on student learning – Georgia Association of Teacher Educators (8 – 10 October 2008 in Atlanta, Georgia)

Filtering Feedback in an Internship: Perceptions of pre-service teachers, field supervisors, and cooperating teachers – Association of Teacher Educators (February 2008 in New Orleans, Louisiana)

Classification and framing of the case method – American Education Research Association Annual Meeting (March 2008 in New York, New York)

Pre-service Teachers' Perceptions of an Oral Examination: Developing understanding, critical thinking and communication skills – Association of Teacher Educators (17-21 February 2007 in San Diego, California)

Pre-service teachers' perceptions of oral examinations: Developing understanding, critical thinking, and communication skills – North Georgia College & State University (March 2007)

Approaches Adopted by Advanced English Second Language Learners to Acquire Vocabulary: Implications for K-12 Teachers – Georgia Association of Teacher Educators (11-13 October 2006 in Atlanta, Georgia)

Providing feedback on student essays and reports: Practices and principles – IEL Colloquium (Harvard University, 2002 in Boston, Massachusetts)

Critical thinking: Considering written and spoken forms – IEL Colloquium (Harvard University, 2002 in Boston, Massachusetts)

IEL teachers, the transmission of values, and Harvard University – IEL Colloquium (Harvard University, 2002 in Boston, Massachusetts)

Teaching the novel – IEL Colloquium (Harvard University, 2002 in Boston, Massachusetts)

Teachers' values, the cultural community, and Basil Berstein – The Oxford Ethnographic and Education Conference (1999 in Oxford, England)

An ethnographic investigation into teachers' values: Diversity and contradiction – British Educational Research Association (1999 in Brighton, England)

An ethnographic investigation into teachers' values employing Bernstein's conceptual framework – Comparative and International Education Society (1999 in Toronto, Canada)

SERVICE

Committees:

- University Promotion and Tenure Committee, chair
- University Graduate Council
- University Faculty Affairs
- Elected University Senator
- University IRB
- University Institutional Assessment and Effectiveness
- University Quality Enhancement Plan
- School of Education Hiring Committee

Initiatives:

- Co-coordinator of the 2012 conference, *Education as a Human Right*, in the Carter Center, Atlanta, Georgia.
- Developed a lecture series in the fall 2012 semester called *Globalization of Education (K-16)* – five faculty presented papers.
- Started a colloquium (2002-04) and a symposium (2006 to date) in the College of Education to discuss issues surrounding professional development, curriculum and instruction, assessment, and student learning in K-12 and higher education.

Professional Memberships:

- AERA (American Educational Research Association)
- GATE (Georgia Association of Teacher Educators)
- ASCD (Association for Supervision and Curriculum Development)
- ATE (Association of Teacher Educators)

Courses Taught

Undergraduate:
Investigating Critical and Contemporary Issues in Education
Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts
Exploring Teaching and Learning
Childhood Development
Educational Assessment
Culture and Practicum: Middle Schools

James Badger Page 7

Graduate:
Educational Research
Middle-level Practices and Curricular Issues in Contemporary Schools
Advanced Educational Assessment
Diversity and Differentiated Instruction
Values in Education
Sociological Aspects of Leadership
Directed Reading or Research
Directed Readings in Educational Methodology
Seminar in Education Leadership: Curriculum and Pedagogy

References

Dr. Susan Ayres
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University of North Georgia
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Toni.Bellon@ung.edu

Dr. Richard Byers
Associate Professor, History
University of North Georgia
Dahlonega, Georgia
1-706-867-2841
Richard.byers@ung.edu

Milano Harden
President & Founder
The Genius Group, Inc/TGG
Atlanta, Georgia
1-404-377-5460
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Dahlonega, Georgia
1-706-864-1998
Bob.Michael@ung.edu

Dr. Joe Richardson
Emeritus Professor, College of Education
Georgia State University
Atlanta, Georgia
1-404-702-7118
JNDA34@aol.com

Dr. John Wilson
Director, Center for Global Engagement
University of North Georgia
Dahlonega, Georgia
1-706-867-2844
jwilson@northgeorgia.edu

Brian Daniel Carr

P.O. Box 1617 | Pine Lake, GA 30072 | 404-219-9417 | xbriancarrx@comcast.net

WORK EXPERIENCE

March 2008 – Present

Director of Communications, The Clean Air Campaign

Each day, the efforts of The Clean Air Campaign and its partners eliminate 1.4 MM vehicle miles of travel from Georgia roads and keep 700 tons of pollution out of the air.

Oversee communications activities at 501(c)3 non-profit for statewide effort to reduce traffic and improve air quality, including: $1.5 MM mass advertising and PR program, employer and commuter outreach projects, social media properties and partner recognition program. Work with contractors, reporters, government agencies and affiliated partners to promote commute options and transportation demand management concepts.

- Established in-house creative content development roles for additional capacity, generating roughly $70,000 in savings over a two-year period
- Represented The Clean Air Campaign in more than 125 interviews to date involving local, regional and national news outlets for print, radio, television and online

September 2004 – March 2008

Senior Writer, Primerica Financial Services

Primerica, formerly part of the Citi global network of financial companies, serves six million clients.

Created internal and consumer campaigns promoting life insurance and asset management solutions across a wide media platform: print, web, direct mail, meeting presentations, news releases and in-house TV network. Collaborated with artists, product managers, legal advisors and executives to produce award-winning work.

- 2005 Innovation Award Winner, Multicultural Programs, Direct Selling Association

October 2002 – September 2004

Staff Writer, Primerica Financial Services

December 2000 – July 2002

Assistant Account Executive, BBDO Atlanta

Cingular (rebranded as AT&T) spent $411 MM on advertising in 2001 and achieved a 75% brand awareness level.

Assisted with launch of the Cingular Wireless brand. Managed print and broadcast retail advertising projects. Maintained daily Client contact to support fulfillment of local campaigns and sponsorships. Evaluated media plans against goals.

May 1999 – December 2000

Founder and Operations Director, Agency180

Created my own unique experience in the ad industry and grossed $350,000 in billings.

Provided marketing, copywriting, graphic design and interactive media services for e-commerce companies and retail clients. Managed staff of 5 employees.

March 1997 – May 1999

Account Executive, Atlanta Journal-Constitution

Generated revenue from local retail accounts, established marketing partnerships.

March 1996 – March 1997

Assistant Account Executive, Houston Chronicle

EDUCATION

Graduated cum laude with a 3.52 GPA.

University of Georgia, Athens, GA 1992 – 1996
Received ABJ from Henry W. Grady College of Journalism

- Major: Advertising
- Minor: Spanish

TECHNICAL PROFICIENCY

Microsoft Office, Adobe InDesign, Photoshop, Illustrator, Acrobat, EZ Publish CMS, Exact Target bulk e-mail, video production, basic HTML

Brian Daniel Carr

P.O. Box 1617 | Pine Lake, GA 30072 | 404-219-9417 | xbriancarrx@comcast.net |

ACHIEVEMENTS

Fewer than 5% of all Boy Scouts earn this honor.

Boy Scouts of America Troop 71, Twin Rivers Council, Albany, NY

- Earned Eagle Scout Rank, May 1992

The AAF Vance Stickell Memorial Scholarship is given to only 7 students annually in the U.S.

Awarded American Advertising Federation Scholarship, 1995

EXTRACURRICULAR ACTIVITIES

- City of Pine Lake, City Council Member, Appointed June 2011
- Girl Scouts of America, Troop Leader, Brownie Troop 9585, Avondale Estates, GA
- International Community School PTA, Green Team Chairperson
- UGA National Alumni Association Life Member
- Atlanta Club Sport, Co-Ed Flag Football

ANGELA HALE

215 FOREST GLEN WAY, AVONDALE ESTATES, GEORGIA 30002
404-298-5333 ▪ angelahale01@gmail.com ▪ 678-300-4280 mobile

Experience

FACILITY SERVICES MANAGER ▪ SEPTEMBER 1992 - PRESENT
THE CARTER CENTER ▪ 453 Freedom Parkway, Atlanta, GA 30307

Space Planning and Interior Design: manage construction and renovation projects, plan departmental and individual relocations; maintain all assets; design and furnish office spaces; manage a team of four to meet needs of staff of 200 within 3 locations; select and oversee maintenance of all furniture and fixtures.

Telecommunications: analyze trends and make future projections and recommendations; administer and program phone and voicemail systems; negotiate services and contracts; consult with technicians, audio/visual specialists, and press/media.

Facility Services, Procurement, and Administrative: present organizational goals and objectives; determine facility needs for $400,000 annual capital budget; manage facility, mailroom, and receptionist operations; develop and communicate company "green" policies; chief buyer for all non-computer goods and services, including furnishings and equipment; orient new employees.

Skills

- Accounting
- Administering Social Media
- Coalition building
- Communications
- Conflict Resolution
- Convening meetings
- Fundraising
- MS Office proficiency
- Negotiating
- Project Management
- Teambuilding

Education

EMORY UNIVERSITY, B.A. English

Training

Essentials of Leadership, Situational Leadership, Crucial Conversations, Birkman Method, Certified in CPR, AED, First Aid

Recognitions

Member, Emory Committee on Community & Diversity; Member, CC Green to Greener Committee; Chair, CC Capital Improvements Committee; Elected representative to Emory Employee Council for three-year term; Co-chair, Information Management Committee

Volunteer Experience

Chairman of the Board, International Community School

Previous: Moderator of OFA Healthcare Forum in Decatur, Volunteer Team Lead with Democratic Party of Georgia, International Community School, Hagar's House, Safe Haven, Democrats Work, Hands on Atlanta

Prior Work Experience

EMORY UNIVERSITY, President's Office, project management and writing, constituency relations

WRC SMITH PUBLISHING COMPANY, Southern Accents Magazine, circulation management and customer service

References available upon request

C. MILANO HARDEN

624 Lantern Park Lane
Scottdale, Georgia 30079
678-938-6494 (Office)
Milano@thegeniusgroup.com (E-mail)

EDUCATION

HARVARD UNIVERSITY. Graduate School of Education. — Cambridge, MA
Graduate with a Master of Education. Executive Education with special emphases in leadership development and adult learning. Coursework in quantitative statistics, qualitative research, program and policy evaluation, nonprofit financial management, organizational behavior and change. — June 1998

NORTHWESTERN UNIVERSITY. School of Education & Social Policy. — Evanston, IL
Graduate with Bachelor of Science. Major: Human Development & Social Policy. — Sept. '86 - June '90
Concentration: Human Services/Health Policy Analysis. Successfully completed pre-medicine track with coursework in organizational sociology and a policy practicum at the Health & Medicine Policy Research Group.

HONORS

SOUTHEASTERN COUNCIL OF FOUNDATIONS — Atlanta, GA
Hull Leadership Fellow. Selected to participate in the 2003 Class of the Robert Hull Leadership Fellows in Philanthropy for emerging leaders in grantmaking throughout the Southeast region. — Summer 2003

HARVARD UNIVERSITY ADMINISTRATIVE FELLOWS PROGRAM — Cambridge, MA
Office of the Assistant to the President — August '98- May'99
Resident Fellow. Selected to participate in the '98-'99 Class of the Administrative Fellowship Program, a targeted professional development experience for talented administrators of color in academic administration and educational leadership.

DEPAUL UNIVERSITY — Chicago, IL
Robert Wood Johnson Scholar. Participated in Chicago Area Health & Medical Careers-Minority Medical Education Program. Curriculum focus: Physics. — Summer 1989

EXPERIENCE

THE GENIUS GROUP, INC. — Atlanta, GA
Principal & President. — Sept. 2000 – Present

Advisory firm to private foundations, nonprofits and social enterprises providing strategic solutions in strategic planning, organizational effectiveness, leadership development, program evaluation and community health improvement, especially for foundations working in health, education, children, youth and families and social equity and change.

HEALTHCARE GEORGIA FOUNDATION — Atlanta, GA
Program Director. — June '02- July '04

Member of the Foundation's inaugural staff. Responsible for management and monitoring of the Foundation's 4.5 million grantmaking portfolio; conceptual development and oversight of 3 principal grantmaking programs – Addressing Health Disparities, Strengthening Nonprofit Health Organizations, and Expanding Access to Primary Healthcare. Worked as a colleague to Foundation president and Board of Directors, and responsible for commissioning necessary applied and evaluation research, consultation, technical assistance for grantees and select public opinion polls on state health policy topics.

EXPERIENCE *(Cont'd.)*

HARVARD UNIVERSITY
HAUSER CENTER FOR NONPROFIT ORGANIZATIONS — Cambridge, MA
John F. Kennedy School of Government — July '98 – Sept. 2000

Manager, Education Initiatives.
Responsible for management, coordination and oversight of the Center's Education area, including a $1.5 million dollar portfolio of the following major curriculum development and executive education initiatives:

- *Strengthening Nonprofit Leadership Project* (W.K. Kellogg Foundation/Philanthropy & Voluntarism) which supports Cross-School, Inter-faculty Curriculum Workgroups (Social Marketing, Performance Measurement, Public Accountability & Effective Governance and Understanding the Nonprofit Sector).
- *Chronic Challenges Project*: Executive Education for the Nonprofit Sector (David & Lucille Packard Foundation/ Organizational Effectiveness & Philanthropy).
- Nonprofit Management & Leadership Opportunity Program (Nonprofit Academic Centers Council)
- Hauser Center Seminar Series (Framing the Nonprofit Sector's Challenges; Understanding the Sector's Character)
- Kennedy School Forum: Urban Fatherhood & Fragile Families, Moderator/Project Advisor: William Julius Wilson

AMERICAN HOSPITAL ASSOCIATION/Hospital Research & Educational Trust. — Chicago, IL
Education Division. Development Manager. — Feb. 1995 - May 1997

Reported to President. Worked collaboratively with the Vice President of Education and the Director of Business Development and other AHA departments to develop future-oriented educational programs and innovative venues to communicate and disseminate the Trust's research and knowledge to a broad audience of executive and emerging leaders of hospitals, health systems and communities. In addition, principally responsible for arranging technical assistance and professional development for 25 grantee organizational collaborations of the National Demonstration Program of the Community Care Network Vision.
Key projects include the following collaborative efforts:

- 2nd Annual CCN Networking Conference, 'Action Strategies for Developing Community Care Networks', San Diego, California, San Diego Hilton.
- Future Facts Pilot Study Project, Demand Management Series. 1996.
- American Hospital Publishing Inc./Synectics Inc. - Healthcare Leadership Development Project.
- AHA Teleconference Series - The Future of Healthcare Teleconference.
- HRET Future Focus Initiatives (Trend Tracking Initiative and Future Focus Forums).

NORTHWESTERN MEMORIAL HOSPITAL — Chicago, IL
Department of Community Services. Program Evaluator. — May 1994 - Feb. 1995

Worked collaboratively with the Director of Community Services to manage the department's major initiatives including: Medicaid Managed Care initiative, public health care agency partnerships (Chicago Department of Health and Illinois Primary Health Care Association), and National Black & Hispanic Leadership Initiatives on Cancer. Participated in key hospital-wide strategic planning, program development and technical assistance activities. *Accomplishments include:*

- Youth Pregnancy Prevention Project. Co-authored the grant for this $1 million youth pregnancy prevention project, a collaborative initiative of Northwestern Memorial, Winfield Moody Health Center and local Chicago Public elementary and high schools to reduce incidence of adolescent pregnancy in the Cabrini Green area. Worked collaboratively with the Project Director and Staff Consultant to develop program's process & outcome measures and evaluation instruments.
- Fatherhood, What It Takes!/Nia Male Youth Responsibility. Developed these two innovative program components targeted at the family life, career and personal development needs of young, unwed fathers of color.

EXPERIENCE *(Cont'd.)*

ILLINOIS PRIMARY HEALTH CARE ASSOCIATION Chicago, IL
AMBULATORY CARE INTEGRATION PROJECT. A Public-Private Partnership. Oct. 1992 - May 1994
District Health Coordinator/Special Projects Coordinator.

- Provident Ambulatory Care Network Committee & Workgroups. Worked collaboratively with Provident Hospital's Administrator of Ambulatory Care Services, area Chicago Dept. of Health Clinics and Federally Qualified Community Health Centers to develop and coordinate this public-private ambulatory cooperative.
  Cook County Bureau of Health Services/The Neighborhood Referral Program (NRP).
- NRP/Physician Referral & Linkage Project Resource Manual. Developed and disseminated this reference tool for primary care providers referring patients to Cook County Hospital/Fantus Health Center.
- NRP/Provider Education Workshop. Developed and coordinated the provider education workshop to train participating NRP physicians to use the *Physician Referral & Linkage Project Resource Manual.*
- The Southside Health Consortium. Staffed this fourteen hospital Medicaid managed care consortium and its sponsored initiatives to improve physician access and restructure the service delivery system for Southside Chicago Medicaid beneficiaries. Coordinated the participation of various organizational collectives including: Community Health Centers, Mental Health & Substance Abuse agencies, and City of Chicago and Cook County public health clinics.

CONSOLIDATED EMPLOYMENT BENEFITS CORPORATION Chicago, IL.
Marketing Department. Marketing-Communication Coordinator. May 1991 - Sept. 1992

Responsible for marketing-communications program and media development; industry research and trend tracking; managing print and client & employee communications; and administrative support to President & Vice President, Marketing & Sales. *Accomplishments include*:

- CEBCOR's Health Attitude Awareness Program. Developed and successfully pilot tested this innovative, a health education/promotion initiative.
- CEBCORNER '92. Resurrected, re-developed and managed the company's bi-monthly newsletter with a focus on medical consurmerism, health care utilization and workplace safety.

HEALTH & MEDICINE POLICY RESEARCH GROUP Chicago, IL.
Northwestern University Practicum. Research Associate. June 1992 - Aug. 1992

- Governance Project. Conducted content analysis governance proposals and tracked new public health policy from arising from the Chicago & Cook County Health Care Summit.

PROFESSIONAL INVOLVEMENT

ACADEMY OF MANAGEMENT
Member.
HARVARD GRADUATE SCHOOL OF EDUCATION
Adult Education Interest Group. Chair.
HARVARD JOHN F. KENNEDY SCHOOL OF GOVERNMENT
Nonprofit Professional Interest Group. Staff Liaison.
NATIONAL ASSOCIATION OF HEALTH SERVICES EXECUTIVES
Education Committee. Chair ('91); Special Committee on Health Policy. Member
AMERICAN PUBLIC HEALTH ASSOCIATION
Section: Community Health Planning & Policy Development. Member

EXPERIENCE *(Cont'd.)*

THE INSTITUTE FOR DIVERSITY IN HEALTH MANAGEMENT
Summer Enrichment Program. Coordinator.
CHICAGO ALBERT SCHWEITZER URBAN FELLOWS PROGRAM.
Advisory Council. Member.

COMMUNITY SERVICE

THE BRIC (The Business Resource Incubation Center). Board Chair. Lithonia, GA.
SNAAP (Southeastern Network of African American in Philanthropy). Founding Member. Atlanta, GA.
RAY OF HOPE CHRISTIAN CHURCH. Taskforce Member. Hope Through Health Clinic. Atlanta, GA.

HARVARD UNIVERSITY. Speaker/Presenter. Kids to College Program, Cambridge, MA.
ABCD Learning Institute. The Club Program for Young African American Men. Mentor. Boston, MA.

CATALYST/YOUNG PROFESSIONALS FOR COMMUNITY HEALTH, Chicago, IL.
Co-convener/Founder. Chair: Strategic Planning Committee.
"Stop In the Name of Love!" City-Wide Bone Marrow Drive.
MEDICAL EXPLORERS/Northwestern Memorial Hospital. Chicago, IL/
NORTHWESTERN ALUMNI ADMISSIONS COUNCIL
NORTHWESTERN BLACK ALUMNI ASSOCIATION

COMPUTER SKILLS

MacIntosh: Microsoft Word, Microsoft Excel, Pagemaker. IBM: Windows 98, Lotus Notes. *SAS*. Statistical Software.

MARYUM C. LEWIS

123 HAMPSHIRE COURT ♦ Avondale Estates, Georgia 30002
Mobile: (770) 510-6454 ♦ Email: MaryumC@bellsouth.net

A passionate, skilled and effective non-profit fundraiser with a demonstrated ability to generate sustainable revenue and lead a diverse development staff. Strategic and visionary in approach, with an eye for program development, explosive growth and fiscal integrity.

Alcyon Consulting, LLC 2013 - present
Alcyon Consulting was created to provide interim and short-term development solutions for nonprofit organizations throughout metropolitan Atlanta.

- As the Managing Director, coordinate a team of 15 project directors in providing services to nonprofits.
- Regularly meet with new potential project directors, non-profit clientele and corporate partners to understand needs and make recommendations.
- Advise nonprofit organizations in fundraising and board development strategies, provide personal coaching to Chief Development Officers.
- Provide marketing, fundraising, event and grant-writing consulting and support as a project director in addition to serving as the Managing Director.

Quality Care for Children, Inc. 2010 – 2013
Manage corporate partnerships, oversee the annual special event - El Día de los Niños, and manage the annual fund and major gifts campaigns.

- Member of fundraising team with responsibility for raising close to $3 million in annual gifts.
- Managed capital needs campaign with goal of $275,000, ultimately raising $300,000 in six months.
- Implemented corporate engagement strategy that integrates sponsorship, volunteerism and employee support, a fundraising component that has generated over $250K in new and expanded partnerships.
- Manage annual El Día de los Niños event, including relationship management with corporate sponsors and outreach for new in-kind contributors. With increased event sponsorship and attendance, set new fundraising record of $121,000 with a 22% increase in net revenue in 2011.
- Increased engagement with individual donors through quarterly donor newsletters and ongoing stewardship.

Director of Development, *St. Jude's Recovery Center, Inc.* 2008 – 2010
Coordinated and directed all fundraising efforts for agency with $6.5 million budget, including an annual special event, foundation and corporate giving, government solicitations and individual/board giving.

- Secured over $500,000 in new funding through local and federal government grants, corporate and foundation solicitations.
- Managed annual Voices of Recovery Luncheon with 350+ record attendance and multiple new sponsorships.
- Supervision of development staff including administrative assistant, grants consultant and special events assistant.
- Implemented high-touch stewardship campaign to maintain and increase funding, including weekly meetings with foundations, individuals and corporations.

Director of Development, *Genesis "A New Life"* 2004 – 2008

Managed strategic fundraising efforts during period of explosive agency growth including diversifying fundraising efforts while maintaining and increasing donations from historic supporters.

- Overall responsibility for raising $1.9 million to support ongoing programs and services, with supervision of development staff of four.
- Under leadership fundraising revenue increased by 175% to support agency expansion from 12-family capacity to 42-family capacity.
- Successfully managed final phase of $5.1 million Capital Campaign to purchase and renovate a new facility and complete first expansion of the Genesis program.
- Aggressively secured additional foundation grants for operational and program support, increasing total grant awards from $160,000 to over $400,000 yearly.
- Secured selection as beneficiary of the 2006 Cathedral Antiques Show and coordinated Sponsor solicitation with the Cathedral of St. Philip, raising $174,000.
- Expanded corporate partnerships and secured inaugural Humana Atlanta Benefits Award of $100,000

Director of Development, *DeKalb Rape Crisis Center* 2002 – 2004

Direct all Annual Fund activities, coordinate major Special Events, and manage first major Capital Campaign.

- Coordinated and managed $750,000 Capital Campaign: "Finding Room to Grow", exceeding original goal: prepared proposals for major funding sources, both private and federal; managed direct mail component of campaign, researched funding sources, kept records of all gifts and pledges, attended site visits and meetings with key campaign donors.
- Federal and Private Foundations Grant-writing: research potential donors, prepare written proposals to new and prior donors for operating, project and capital funds, track grant compliance throughout year.
- Managed mailing of 4,000-piece annual acquisition mailing, grew revenue by 280%: draft letter and materials, supervise volunteer assistance in preparation, track gifts received.
- Directed annual Take Back the Night race with over 1,000 participants and annual Wine Tasting & Auction, with over 350 attendees: Work with committees, Board of Directors and Development Committee to plan site and logistics, develop public relations plan and solicit corporate sponsorships.

Director of Resource Development, *Georgia Court Appointed Special Advocates, Inc.* 2001 – 2002

- Prepared an annual written plan for all Georgia CASA fundraising activities including Board Solicitation, Direct Mail and Individual Giving campaigns, foundation proposals, corporate solicitations and events.
- Implemented Board Solicitation Campaign including solicitation of gifts, setting goals, and tracking progress.
- Developed new Individual Giving Campaign/Committee with focus on personal solicitations and cultivation.
- Coordinated campaign planning with Resource Development Committee of the Board of Directors.
- Identified and researched potential donors for Annual Fund Campaign (individuals, corporations and foundations) in addition to proposal submission.
- Planned and implemented donor cultivation events and stewardship.
- Supported affiliate programs in resource development efforts: workshops, seminars, government and foundation grant proposal review, Board training and development, and prospect research assistance.

Manger of Strategic Studies, *Alexander Haas Martin & Partners* 2000 – 2001
Coordinated and managed campaign strategy studies and development assessment audits for various non-profit clientele

- Assisted in the development of fundraising strategies for over 20 non-profit organizations.
- Utilized client data in order to interpret trends in donor behavior to ultimately increase giving and streamline processes.
- Wrote, edited, proofread and produced reports, proposals and presentations.
- Performed prospect research to locate potential funding sources for non-profit clientele.

SPEAKING ENGAGEMENTS

Faculty Member, Georgia Center for Nonprofits
Managing Fundraising to Ensure Accountability
Overview of Fundraising
Individual Board and Volunteer Giving

Presenter, Foundation Center Atlanta
Creating a Corporate Engagement Model for your Nonprofit
Board Success in Fundraising: A Step by Step Guide

Speaker, Council of Volunteer Administrators, Atlanta
Grant-Writing 101

Speaker, National CASA Conference
Fundraising Made Fun and Easy

EDUCATION AND CREDENTIALS

Bachelor of Arts in English
UNIVERSITY OF MICHIGAN, Ann Arbor

Masters of Science in Non-Profit Leadership
GEORGIA STATE UNIVERSITY, Atlanta

Certified Fundraising Executive
CFRE INTERNATIONAL

VOLUNTEER LEADERSHIP

Vice President of Diversity
Atlanta Association of Fundraising Professionals

Board Member
Charis Circle

Development Chair
International Community School

PAUL W. LITTLETON

3613 Chelsea Crescent Atlanta Georgia 30319 plittleton@msn.com or (404) 277-6097

Qualifications

- Results-oriented professional with 25 years of diverse management experience across multiple facets of commercial real estate including property and asset management, property accounting and valuations.
- Strong leader with a proven track record of ensuring execution of multiple complex projects and transactions simultaneously while delivering superior results. Thrives in both independent and collaborative work environments.
- Extraordinary ability to interpret analytical information and present creative solutions to senior executives and clients.
- Excellent communication and interpersonal skills with the capability to communicate effectively from the c-suite to entry level staff.

Experience

American Cancer Society, Atlanta Georgia
Director of Asset Management **June 2013 to Present**

A member of the Corporate Real Estate Department with responsibility for the leased and owned real estate portfolio. Oversee the lease administration function and handle the disposition of donated property and ACS owned real estate.

MountainSeed Advisors, Atlanta Georgia
Consultant /Contractor **April 2012 to June 2013**

Provide commercial and residential real estate valuations for a newly developed business unit within a larger appraisal management company for over 40 community financial institutions. Engaged to evaluate current systems and processes and make recommendations for improvement and increased efficiencies.

Regions Financial Corporation, Atlanta Georgia
Assistant Vice President **September 2011 to March 2012**

Part of a start-up team in the Risk Management division providing real estate valuation services to the various lines of business responsible for commercial lending.

Jones Lang LaSalle Inc., Atlanta Georgia
Vice President **December 2006 to June 2011**

Regional Account Manager for the Development and Asset Strategy (DAS) Group, a business unit within the Capital Markets Group, with specific responsibility for disposing of complex assets for a corporate client.

MetLife Insurance Company, Atlanta, Georgia
Asset Manager **January 2002 to December 2006**
Investment Analyst **January 1999 to December 2001**

Asset Manager responsible for the operational and financial performance of a diverse portfolio of equity real estate investments including office buildings, multi-family residential communities and retail centers.

Lodgian Hotel Development, Atlanta, Georgia
Acquisition and New Development Analyst **December 1997 to December 1998**

CGR Advisors, Atlanta, Georgia
Asset Manager **October 1993 to December 1997**

The Rouse Company - Perimeter Mall Management, Atlanta, Georgia
Accounting Manager **May 1990 to October 1993**

Education

Georgia State University, Atlanta, Georgia
Masters of Business Administration with a concentration in Real Estate, December 1999

Clemson University, Clemson, South Carolina
Bachelor of Science, Financial Management, May 1988

Professional Certifications

Hold Georgia Real Estate Brokerage License
Masters in Commercial Property (MICP) – Lipsey School of Real Estate
Passed National CPA Exam

Affiliations

International Community School (ICS), Non-Profit Charter School, Board of Directors, Secretary, Treasurer
A Hand Up Atlanta, Non-Profit Organization, Member
CoreNet Global, Member

MICHAEL A. POND, CTFA

3020 Brook Drive◆Decatur, Georgia 30033◆(404) 583-8790◆mikepond@hotmail.com

SUMMARY OF QUALIFICATIONS

Over ten years of specific experience within Trust and Wealth Management. Particular Strengths include:

- Strong client relationship building skills
- Strong fiduciary administration skill set
- Excellent communication, teamwork and project management skills

RELATIVE PROFESSIONAL EXPERIENCE

U.S. TRUST, BANK OF AMERICA PRIVATE WEALTH MANAGEMENT
5/03-Present
Vice President, Senior Trust Officer — *Atlanta, Georgia*

- Management and administration of approximately ninety high net worth family relationships including revocable and irrevocable trusts, charitable trusts, life insurance trusts, investment management accounts, agency and custody accounts and IRA's.
- Delivery of fiduciary and wealth planning advice and services to clients through frequent proactive contact.
- Coordination with beneficiaries, attorneys, accountants, outside financial advisors, financial planners and internal partners on complex trust and estate matters.
- Retention of current customer relationships and development of new client opportunities.
- Serve as mentor for new associates in my office to assist in the development of the necessary fiduciary skills to allow them to move into a more senior trust officer role.
- Recognized for my technical competence, confidence and ability to deliver comprehensive financial advice via *Leading with Advice*, an internal designation.

EDUCATION

MASTER OF BUSINESS ADMINISTRATION — MAY 2003
Lundy-Fetterman School of Business at Campbell University — *Buies Creek, North Carolina*
Cumulative GPA: 4.00

BACHELOR OF BUSINESS ADMINISTRATION — MAY 2003
Campbell University — *Buies Creek, North Carolina*
Major: Trust Management
Major GPA: 3.76
Cumulative GPA: 3.62

PROFESSIONAL

CERTIFIED TRUST & FINANCIAL ADVISOR (CTFA) — NOVEMBER 2007
Atlanta, Georgia

COMMUNITY INVOLVEMENT

- Current Board Member of the International Community School (a DeKalb County charter school)
- Past Secretary and Current Member of the Georgia Planned Giving Council
- Past Co-Chair of the Bank of America Annual United Way Fundraiser

References Furnished Upon Request

DeKalb County School System Charter School Petitioner Requirement Conflict of Interest Form

(This form must be included in the petition appendices and completed by each founding and/or governing board member)

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

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes☐ No☐
2. Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? Yes☐ No☐
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes☐ No☐
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? Yes☐ No☐
5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes☐ No☐
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? Yes☐ No☐
7. Did you or your spouse provide any startup funds to the proposed charter school? Yes☐ No☐
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7 Yes☐ No☐
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? Yes☐ No☐
10. Do you currently serve as a public official or sit on any other boards? Yes☐ No☐
11. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? Yes☐ No☐
12. Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? Yes☐ No☐
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment Independently on behalf of the proposed charter school? Yes☐ No☐

Signature _____

Printed Name _____

Title _____

Name of Proposed Charter School **International Community School**

Cellular Telephone/Work Telephone/Home Telephone _____

Street Address _____

City, State, Postal Code _____

Email address _____

Exhibit 27: COMPLETE GUIDELINES FOR RESOLVING GRIEVANCES

(From the ICS book of Policies and Procedures)

ICS is committed to providing the best possible working conditions for its employees. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from ICS supervisors and management. ICS strives to ensure fair and honest treatment of all employees. Supervisors, managers, and employees are expected to treat each other with mutual respect. Employees are encouraged to offer positive and constructive criticism.

If employees disagree with established rules of conduct, policies, or practices, they can express their concern through the problem resolution procedure. No employee will be penalized, formally or informally, for voicing a complaint with ICS in a reasonable, business-like manner, or for using the problem resolution procedure. If a situation occurs when employees believe that a condition of employment or a decision affecting them is unjust or inequitable, they are encouraged to make use of the following steps. The employee may discontinue the procedure at any step.

It is the intent of the Board of Directors of International Community School to achieve equitable solutions to grievances that may arise from time to time at the lowest possible administrative level. If a grievance is a complaint of discrimination or harassment, the Principal will take prompt action to resolve the complaint.

Definitions

- Aggrieved person is the person or persons making a claim of grievance.
- Calendar days include weekends and holidays.
- Grievance is a claim based on an event or condition that is in violation of established policy of the International Community School, or the Georgia Code of Ethics of the Teaching Profession, or state or federal law. It is expressly understood that a claim based on any of the above constitutes grounds for a grievance.
- Party in Interest is the person or persons making the claim and any person that might be required to take action or against whom action might be taken in order to resolve the claim.

Guidelines for Resolving Grievances

1. The proceedings shall be kept as informal as may be appropriate at any level of the procedure. All parties shall cooperate and act in good faith to resolve grievances.
2. Proceedings shall be kept confidential.
3. Grievances shall not be discussed except as provided in each step of the grievance procedure. Because any grievance may reach Level Three as reflected hereafter, members of the Board of Directors must maintain impartiality. For this reason,

communication concerning the grievance between Board members and the aggrieved person or parties of interest is strongly discouraged.

4. Nothing herein contained will be construed to limit the right of the aggrieved person to appeal the matter to a higher level as outlined in the grievance procedure.
5. Failure at any step of this procedure to appeal the grievance to the next step within the specified time limits shall be deemed to be acceptance of the decision rendered.
6. A grievance claim at Level Two and Three shall be presented within thirty (30) calendar days of the alleged act or condition on which the grievance is based.
7. If a grievance is in response to a negative performance evaluation, a timely written objection may be attached to the evaluation and kept in the employee's personnel file.

Level One Resolution
The aggrieved person shall attempt to discuss the grievance with the person against whom the claim is made and attempt to resolve the claim as soon as practical.

Level Two Resolution
If the aggrieved person is not satisfied with the disposition of the grievance at Level One, s/he will make a good faith effort to resolve the conflict by discussing the issues with the Administrator who has responsibility for that area. If the issue cannot be resolved with the administrator for that area it should be brought to the Principal for subsequent attempted resolution before proceeding to level three.

The good faith effort will consist of problem identification, possible solutions, selection of resolution/solution, process for implementation of resolution, and a follow-up meeting to assure that resolution has taken place. The Administrator will take action as necessary to attempt to resolve the grievance, document the process, and make note in personnel files as appropriate.

The aggrieved person will have thirty (30) calendar days after the Administrator's action to appeal the resolution of the grievance negotiated in Level Two, to Level Three of this procedure. In the event the complaint involves the Principal, the aggrieved person may request a hearing before the Board of Directors, in executive session, by making a request to the Board secretary as outlined in Section I, numbers 1-6 of this policy, and following the steps outlined in Level Three of this policy.

Level Three Resolution
In the event the complaint is not resolved at Level Two, the aggrieved person may submit the grievance in writing to the Board's secretary (see Section 26.5.1.2, numbers 1-6) and request a hearing before the Board of Directors.

The Board secretary will be responsible for notifying all of the parties in interest of the need for a hearing and with obtaining whatever due diligence and legal counsel may be necessary for the Board to be properly educated as to the legal issues of the case. The Board secretary will be recused from participating with the board in deliberations/decision making in the case due

to his or her necessary contact with the parties in interest prior to the hearing. The Board of Directors shall review the grievance in executive session at the next regularly scheduled Board meeting provided the aggrieved person has given forty-eight (48) hours' notice of the need for such a hearing, or in a special Board meeting within thirty (30) calendar days after the hearing request is received, whichever meeting constitutes the shorter time period.

The Board of Directors will act upon the grievance within thirty (30) calendar days of the initial hearing and provide a written decision to the aggrieved person within ten (10) calendar days of Board action. The Board's decision shall be final and binding. In the event that either party in interest is dissatisfied with the decision rendered during the process outlined in Level Three of this policy, such party may pursue the grievance through the legal system.

Note: This Grievance Policy is not designed to supersede or supplant federal law or parent rights under the Individuals with Disabilities Education Improvement Act of 2004 or the Family Educational Rights and Privacy Act (FERPA) as amended, 1996. Furthermore, this Grievance Policy shall not, and is not intended to, prevent or delay employees from pursuing claims under any state or federal law.

Exhibit 28: ICS JOB DESCRIPTIONS

The Principal reports to the ICS Board of Directors and is responsible for the on-site implementation of the school's educational improvement plan and the day-to-day management of the school. Essential duties and responsibilities include the following:

- Recruits, oversees and evaluates (or assigns for evaluation) teachers and all other personnel.
- Sets salary levels for employees not subject to the salary scale and signs all employee contracts.
- Develops and oversees the staff benefit and professional development programs
- Leads the faculty in development and delivery of academic and other programs
- Plans for long-range development of the school.
- Represents the school within all of its constituencies and in the local community.
- Supports the school's Development Plan and fundraising efforts.

The Associate Principal reports to and collaborates with the Principal in:

- Serves as the educational leader of the school specifically in regards to classroom management and student behavior.
- Development and implementation of the written, taught and learned curriculum.
- Conducts teacher training and coaching to create a positive school culture.
- Manages both classroom and clerical staff as assigned by the principal.
- All other areas according to need and time available.

The Business Manager reports to the Principal has the following responsibilities:

- Prepares and manages budgets
- Communicates and works with the Principal on financial and business matters
- Liaises with the Finance and Audit Committee of the Board in preparation for Board meetings
- Liaises with DCSD and GADOE on financial matters (e.g., Title I, facilities grants)
- Manages facilities (e.g., repairs and maintenance, capital projects, etc.)
- Oversees operations in matters of accounts payable and receivable

The Counselor reports directly to the Associate Principal and has responsibilities in four areas:

- Guidance: The counselor observes children whose behavior is of concern to the teachers, meets with teachers and parents to discover causes of the behavior and

to implement strategies to support the student in her/his difficulty and works with individual children and groups of children experiencing difficulties.

- Educational Extensions: The counselor is responsible for the organization of all guidance programs at ICS. The programs are aimed at helping children meet cultural/social/life challenges within the framework of the IBPYP. In addition, the counselor offers parent-effectiveness training. This might include supporting parents' efforts to cope with and adjust to new cultural situations.
- Student Assessment/Admissions: The counselor assists the school in evaluating test data and information provided by parents and schools during the registration process. The counselor also assists the teachers in interpreting test results to the parents.
- Student Support Team: The counselor serves on the SST and represents ICS to the DeKalb County Schools as regards SST issues.

The IBPYP Coordinator reports to the Principal of ICS and has responsibilities in four principal areas:

Documentation. The Coordinator:

- Ensures that PYP documents are available to members of staff.
- Leads the development of the POI and the scope and sequence of the curriculum.
- Records and maintains completed planners, ensuring that when planners change the records are amended.
- Ensures that essential agreements are formulated for assessment, teaching and learning language.

Professional Development. The Coordinator:

- Recommends PYP professional development opportunities to staff.
- Keeps records of staff participation of staff in on and off-campus workshops and in-service activities.
- Assists grade level teams in development of units of inquiry.
- Supports teachers and students in the development of the PYP exhibition in fifth grade.
- Resource Management. The Coordinator:
- Works with the Media Specialist to ensure the purchase of resources to support the IBPYP.
- Works with the Media Specialist to maintain and inventory of PYP recourses.
- Communications. As liaison between ICS and the IBO, the Coordinator:

- Uses the current communication systems to ensure that all staff members are involved with implementation of the program.
- Assists the administration in conducting parent and staff information sessions about the PYP.
- Communicates all relevant information from IBO about PYP to staff.
- Ensures that all IBO requests are expedited.

The Library Media Specialist reports to the Associate Principal and has roles in two main areas:

In instructional leadership, the media specialist:

- Promotes literacy and reading;
- Plans collaboratively with teachers;
- Teaches classes in library skills and information technology skills;
- Oversees school wide communication on media center offerings (web sites, newsletters)

In administration of programs, the media specialist:

- Maintains a center that fosters a positive learning environment and that has a flexible schedule;
- Provides leadership in planning for school technological requirements;
- Assists in identifying resources that support Georgia and IBPYP curriculum;
- Maintains a media center database of students and materials;
- Catalogs and processes material.

Teachers report to the Associate Principal. Their responsibilities are described as follows:

- Teach Math, Social Studies, and Language Arts
- Be on campus from 8:10am to 3:30pm or later as need if meeting or activity is planned
- Liaise with Specials teachers, SST, and counselor
- Organize/coordinate activities with grade level teachers (field trips, etc.)
- Assist in car pool duties 3:30pm to 4:00pm once a week
- Attend bi-weekly staff meetings
- Attend weekly IB related meetings with grade level teachers
- Attend monthly IB related staff meetings
- Meet with parents as needed
- Keep current notes for fall progress reports, fall report cards, and spring

- Report cards
- Participate in community building activities (e.g., UN Day)
- Keep classroom organized
- Participate in staff development through classes and workshops
- Participate in grade level budget maintenance
- Take active part in evaluation process with administrator

Assistants/Teacher Aides report to the Associate Principal and have responsibilities in three areas:

- Classroom assistance. The teacher aides assist classroom teachers in their work with students. Under responsibility of the teacher, aides may work with individual or small groups in specific subject areas, prepare classroom materials and correct work. Teachers may ask aides to attend parent-teacher conferences.
- Supervision outside of classroom. Teacher aides are also assigned to responsibilities such as breakfast and lunch duties, carpool, recess supervision, etc
- After-School Program. Aides may also work in the After-School Program as tutors, supervisors or leaders of specific activities.

The Learning Specialist directly to the Associate Principal and has responsibilities in six areas:

- Teaching EIP students in segments during the school day.
- Observation and initial assessment of learning difficulties. The Learning Specialist observes children (referred by teachers, parents and administrators) in their classroom settings, and assesses difficulties in consultation with the teacher(s) and parents.
- Assisting teachers in the implementation of classroom learning strategies. The LS consults with the teachers, works with them in the classroom and provides information and general training in this area to the staff.
- Individual and group work. The LS teaches special individual or group sessions in cases where support outside the classroom is needed and coordinates the work of volunteer tutors with work with children with special needs.
- Communications. The LS communicates regularly with the parents of students who have been referred to her, and arranges referrals testing which this has been decided by the Student Support Team.
- Student Support Team. The LS serves on the SST and represents ICS to the DeKalb County Schools as regards special needs.

Special assignments for teachers with additional administrative responsibilities:

Schedules, Duty Roster, Staff Substitution (Claudia Rule):

- Develops master schedule, assistants' schedules with input from Principal
- Develops and maintains staff duty roster, changing duties from time to time as may be necessary, and finds substitutes for those who are absent for their duties
- Maintains a list of qualified substitutes and finds substitutes for absent staff.
- Organizes and implements memo and newsletter distribution system
- With assistance from the Volunteer Committee, organizes and schedules volunteers for positions at the school.

The Grade Level Leaders and Subject Coordinators are regular grade-level teachers or subject teachers with responsibilities as follows:

- Team Building. The GLL/SC is primarily responsible for team building among the staff in the group. S/he holds regular meetings of the group (at least twice a week for GLs) and seeks ways to build team work.
- Planning. Ensures regular, collaborative planning for implementation.
- Testing. Works with Testing Coordinator to ensure procedures for grouping of students, distribution and collection of materials and test security.
- Selecting new staff. Works with administration in the selection process.
- Mediation. May contribute to mediation between teacher/assistant and parents.
- Communications. The GLL/SC organizes and presides at meetings of grade level or subject teachers and invites other teachers and members of staff to the meetings as appropriate. S/he ensures regular grade level or subject bulletins/newsletters to parents.
- Budget. The GLL/SC assists the Principal in developing a yearly budget for the grade level, and approves disbursements before the final approval of the Principal.
- Ordering books and materials. The GLL/SC facilitates order of books and materials for the grade level or subject.
- Organization of special events and field trips. The GLL/SC manages the preparation of special events and field trips in so far as they concern the grade level or subject.
- Teacher duties. The GLL/SC maintains a duty roster for grade level or subject teachers and assistants.

Administrative Job Descriptions

The Accounting Services Coordinator (Ruth Humphrey) reports to the Business Manager and has the following responsibilities:

- Manages office functions, including journal entries, reconciliation, banking, purchasing, payables and payroll functions.
- Verifies and maintains personnel records

- Serves as liaison for all personnel benefits.
- Responsible for overseeing orders and inventory of all curriculum materials (by classroom) and furniture.
- Participates in a rotation for making and answering phone calls, preparing letters, documents and other written pieces.
- Participates in distributing medication and first-aid services.

The Registrar reports to the Business Manager and has the following responsibilities:

- Collects, manages and maintains student records.
- Enters AS400 data.
- Manages the enrollment and registration process for new and returning students.
- Assists the Principal and Assistant Principal with all matters pertaining to discipline of students, including meetings with individual students and communications with parents.
- Participates in a rotation for making and answering phone calls and distributing medication and first aid services.

The IT Manager reports to the Business Manager and:

- Develops and maintains the school's IT infrastructure
- Deploys and maintains hardware, firmware, and software resources
- Liaises with the Media Specialists and the Data Manager to ensure proper flow of information through the school's web page
- Drives technological planning both on the school's administration and in its academic programs
- Trains and advises school staff and other community members in basic software and hardware

The After School Program Coordinators directly to the Associate Principal and have responsibilities in the following areas: Meeting regularly with members of the AS staff for purposes of planning the program and implementing the activities.

- Handling individual and group personnel issues as they arise, referring problems in need of follow-up to the Principal.
- Carrying out a staff appraisal program that works within the school's overall staff appraisal system
- Providing staff training
- Proposing ASP policies to the Principal and then implements the policies.

- Working with the A.S. staff and principal, the A.S.P.D. proposes and implements activities for the Program.
- Managing enrollment, placement, supervision and discipline of students
- Managing bus and parent pick-up system
- Maintaining records of income and expenses.
- Working with agencies and organizations to ensure support for the A.S. Program.
- Coordinating communications and filing of reports with the DHR.

Exhibit 29: EMPLOYEE HANDBOOK – POLICIES AND PROCEDURES

BACKGROUND AND HISTORY

ICS Mission

The International Community (DeKalb County Charter) School ("ICS") provides refugee, immigrant, and local children with an international education at the elementary school level. The school explores and celebrates cultural differences in a challenging, nurturing, and intentionally multi-ethnic environment.

ICS Vision

ICS seeks to develop creative and critical thinkers who will understand and change their world harmonizing the richness of diversity within our community and world.

ICS VALUES

- **Academic Excellence**

  Students follow the Common Core and Georgia Performance Standards (GPS) within the framework of the International Baccalaureate Primary Years Programme (IBPYP). A challenging international program, the IBPYP enables students to employ an investigative, inquiry-based approach to learning. ICS was fully authorized to implement the IBPYP in February of 2008. English, mathematics, science, social studies, physical education, the arts, and other languages are taught in this integrated framework, emphasizing cross-disciplinary thinking, problem-solving, and personal wellness.

- **Community in Diversity**

  ICS seeks a diverse student body and staff in terms of national, ethnic, religious, and socio-economic backgrounds. The school helps students to learn about the beliefs and traditions of others and encourages a respectful environment and global perspective.

- **Service-Oriented Education**

  ICS expects students to become independent learners and to feel responsibility for the life of their school community and for the success of all its members. The school fosters a sense of service to others both within and outside the school community.

- **Family and Community Partnerships**

  ICS partners with parents and community organizations in order to provide families with the educational, social, and spiritual services needed to thrive in a multicultural society.

ICS PROFILE

- **Students**

  Over the years, ICS has served students representing over 50 countries and over 20 different language groups. Approximately half are refugee/immigrant children, and half are native born (as of the end of the 2012-2013 school year, the distribution was 47%-

53%). The expected enrollment for the 2013-2014 school year is approximately 380 students.

- **Classes**

  Approximately 380 students are enrolled in kindergarten through 5th grade for the 2013-2014 school year. Maximum class size is 25 students contingent upon grade level.

- **Staff**

  ICS has a diverse group of teachers recruited from area public and private schools and from abroad. Many are foreign born, representing 12 nations in 2012, multi-lingual or have experience teaching English for Speakers of Other Languages (ESOL). They are supported by an international group of teaching assistants, a counselor, and office staff. Many of the teaching assistants are from a refugee background.

- **Facilities and Locations**

  After spending 10 years in two churches located in Avondale Estates (Kindergarten to grade 4) and Stone Mountain (grades 5 and 6), ICS was able to secure an unused DCSD facility under HB555. In December of 2011, ICS signed a renewable five year lease with DCSD for the former Medlock Elementary School located at 2418 Wood Trail Lane, Decatur, Georgia 30033.

101. NATURE OF EMPLOYMENT

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/2/2011

This handbook is intended to provide employees with a general understanding of our personnel policies. Employees are encouraged to familiarize themselves with the contents of this Employee Handbook, for it will answer many common questions concerning employment with ICS. However, this Employee Handbook cannot anticipate every situation or answer every question about employment. It is not an employment contract and is not intended to create contractual obligations of any kind. Neither the employee nor ICS is bound to continue the employment relationship if either chooses, at its will, to end the relationship at any time. In order to retain necessary flexibility in the administration of policies and procedures, ICS reserves the right to change, revise, or eliminate any of the policies and/or benefits described in this Employee Handbook, except for its policy of employment-at-will. The only recognized deviations from the stated policies are those authorized by the Principal of ICS.

102. EMPLOYEE RELATIONS

Effective Date: 8/1/2009, Revision Date: 7/31/2009

ICS intends for work conditions, wages, and benefits it offers to its employees to become comparable with those offered by other employers in this area and in the field of elementary education. If employees have concerns about work conditions or compensation, they are strongly encouraged to voice these concerns openly and directly to their supervisors. Our experience has shown that when employees deal openly and directly with supervisors, the work environment can be excellent, communications can be clear, and attitudes can be positive. We

believe that ICS amply demonstrates its commitment to employees by responding effectively to employee concerns.

103. EQUAL EMPLOYMENT OPPORTUNITY

Effective Date: 8/3/2008, Revision Date: 7/31/2009, 1/24/2011

In order to provide equal employment and advancement opportunities to all individuals, employment decisions at ICS will be based on merit, qualifications, and abilities. ICS does not discriminate in employment opportunities or practices on the basis of race, color, religion, sex, national origin, age, sexual orientation, disability or any other characteristic protected by law. ICS will make reasonable accommodations to allow qualified individuals with known disabilities to perform the essential functions of their jobs, unless providing the accommodation would pose an undue hardship on ICS. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training. Employees with questions or concerns about any type of discrimination in the workplace are encouraged to bring these issues to the attention of the Principal, Assistant Principals or Accounting Services Coordinator. Anyone found to be engaging in any type of illegal discrimination will be subject to disciplinary action, up to and including termination of employment.

Employees can raise concerns and make reports without fear of reprisal (please see the policy pertaining to Problem Resolution). Retaliation against any employee making a good faith report concerning discrimination or harassment is prohibited. Good faith does not mean that the individual making the report must be correct in his or her conclusion; it does mean that the individual must believe that the information provided is truthful.

104. ETHICS AND CONDUCT

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/2/2011

The successful operation and reputation of ICS are built upon the principles of fair dealing and ethical conduct. Our reputation for integrity and excellence requires careful observance of the spirit and letter of all applicable laws and regulations, as well as a scrupulous regard for the highest standards of conduct and personal integrity. The continued success of ICS is dependent upon our community members' trust and we are dedicated to preserving that trust. All staff and community members owe a duty to ICS and others to act in a way that merits the continued trust and confidence of the public. Students and parents are our school's most valuable assets. Every staff member represents ICS to the community and the general public. The way we do our jobs presents an image of our entire school. Students and parents judge all of us by how they are treated with each staff contact. Therefore, one of our first professional priorities is to assist any past, current, or potential parent or student. Nothing is more important than being courteous, friendly, helpful, and prompt in the attention you give to the members of the community. Personal contact with the public, manners on the telephone, and the communications we sent to members of the community are not only self-reflection, but also of the professionalism of ICS. Positive community relations not only enhance the public's perception or image of ICS, but also pay off in greater community loyalty.

ICS will comply with all applicable laws and regulations and expects its directors, administrators, and staff to conduct school business in accordance with the letter, spirit, and intent of all relevant laws and to refrain from any illegal, dishonest, or unethical conduct. In general, the use of good judgment, based on high ethical principles, will guide you with respect to lines of acceptable conduct. If a situation arises in which it is difficult to determine the proper course of action, the matter should be discussed openly with your immediate supervisor and, if necessary, with the Principal, Assistant Principals, or Business Manager for advice and consultation. Compliance with this policy of business ethics and conduct is the responsibility of every ICS staff member. Disregarding or failing to comply with this standard of ethics and conduct could lead to disciplinary action, up to and including possible termination of employment.

105. PERSONAL RELATIONSHIPS IN THE WORKPLACE

Effective Date: 8/1/2009, Revision Date: 7/31/2009

The employment of relatives or individuals involved in a dating relationship in the same area of an organization may cause serious conflicts and problems with favoritism and employee morale. In addition to claims of partiality in treatment at work, personal conflicts from outside the work environment can be carried over into day-to-day working relationships. For purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage. A dating relationship is defined as a relationship that may be reasonably expected to lead to the formation of a consensual "romantic" or sexual relationship. This policy applies to all employees without regard to the gender or sexual orientation of the individuals involved.

Relatives of current employees may not occupy a position that will be working directly for or supervising their relative. Individuals involved in a dating relationship with a current employee may also not occupy a position that will be working directly for or supervising the employee with whom they are involved in a dating relationship. ICS also reserves the right to take prompt action if an actual or potential conflict of interest arises involving relatives or individuals involved in a dating relationship who occupy positions at any level (higher or lower) in the same line of authority that may affect the review of employment decisions.

If a relative relationship or dating relationship is established after employment between employees who are in a reporting situation described above, it is the responsibility and obligation of the supervisor involved in the relationship to disclose the existence of the relationship to management. The individuals concerned will be given the opportunity to decide who is to be transferred to another available position. If that decision is not made within 30 calendar days, management will decide who is to be transferred or, if necessary, terminated from employment. In other cases where a conflict or the potential for conflict arises because of the relationship between employees, even if there is no line of authority or reporting involved, the employees may be separated by reassignment or terminated from employment. Employees in a close personal relationship should refrain from public workplace displays of affection or excessive personal conversation.

106. IMMIGRATION LAW COMPLIANCE

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/24/2011

ICS is committed to employing only United States citizens and aliens who are authorized to work in the United States and does not unlawfully discriminate on the basis of citizenship or national origin. In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired must also complete the form if they have not completed an I-9 with ICS within the past three years, or if their previous I-9 is no longer retained or valid.

All employment authorizations that expire will be re-verified on or before the expiration date. If an employee cannot provide ICS with proof of current employment authorization at that time, ICS cannot continue to employ him or her. (If an employee is authorized to work for ICS pursuant to an H-1B or L-1 visa and has applied for an extension of stay, he or she may continue to work for ICS for up to 240 days after the expiration of the authorized period of stay.) Employees with questions or seeking more information on immigration law issues are encouraged to contact the Business Manager or Accounting Services Coordinator. Employees may raise questions or complaints about immigration law compliance without fear of reprisal.

107. CONFLICTS OF INTEREST

Effective Date: 8/1/2009, Revision Date: 7/31/2009

Employees have an obligation to conduct business within guidelines that prohibit actual or potential conflicts of interest. This policy establishes only the framework within which ICS wishes the school to operate. The purpose of these guidelines is to provide general direction so that employees can seek further clarification on issues related to the subject of acceptable standards of operation. Contact the Principal for more information or questions about conflicts of interest. An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of ICS's business dealings and fund raising activities. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with outside firms. However, if employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that they disclose to a senior administrator as soon as possible the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties. Personal gain may result not only in cases where an employee or relative has a significant ownership in a firm with which ICS does business, but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving ICS.

Members of the Board are required to so sign a statement of non-conflict of interest (see annex).

108. OUTSIDE EMPLOYMENT

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/2/2011

Employees may hold outside jobs as long as they meet the performance standards of their jobs with ICS. All employees will be judged by the same performance standards and will be subject to ICS's scheduling demands, regardless of any existing outside work requirements. If ICS determines that an employee's outside work is interfering with his or her performance or ability to meet ICS's requirements as they are modified from time to time, the employee may be asked to terminate his or her outside employment in order to remain with ICS. Outside employment that constitutes a conflict of interest is prohibited. Employees may not receive any income or material gain from individuals outside ICS for materials produced or services rendered while performing their jobs with ICS.

109. NON-DISCLOSURE

Effective Date: 8/1/2009, Revision Date: 7/31/2009

The protection of confidential information is vital to the interests and the success of ICS. Such confidential information includes, but is not limited to, the following examples:

- Computer processes
- Community member lists or address lists
- Financial information
- Student/family information
- Donor list
- Grades
- Test results

Employees of ICS may be exposed, from time to time, to confidential information or trade secrets of ICS due to the nature of their job duties. Such employees may be required to sign a non-disclosure agreement as a condition of employment. Employees who improperly use or disclose trade secrets or confidential information will be subject to disciplinary action, up to and including termination of employment and legal action, even if they do not actually benefit from the disclosed information.

110. DISABILITY ACCOMMODATION

Effective Date: 8/1/2009, Revision Date: 7/31/2009

ICS is committed to complying fully with the Americans with Disabilities Act (ADA) and ensuring equal opportunity in employment for qualified persons with disabilities. All employment practices and activities are conducted on a non-discriminatory basis. Hiring procedures have been designed to allow persons with disabilities meaningful employment opportunities. Upon request, job applications are available in alternative, accessible formats, as is assistance in completing the application. Pre-employment inquiries are made only regarding an applicant's ability to perform the duties of the position. Reasonable accommodation is available to any

disabled employee or applicant for employment whose disability affects the performance of his or her essential job functions. All employment decisions are based on the merits of the situation in accordance with defined criteria, not the disability of the individual.

Qualified individuals with disabilities are entitled to equal pay and other forms of compensation (or changes in compensation) as well as in job assignments, classifications, organizational structures, position descriptions, lines of progression and seniority lists. Leave of all types will be available to all employees on an equal basis. ICS is also committed to not discriminating against any qualified employee or applicant because he or she is related to or associated with a person with a disability. ICS will follow any state or local law that provides individuals with disabilities greater protection than the ADA. This policy is neither exhaustive nor exclusive. ICS is committed to taking all other actions necessary to ensure equal employment opportunity for persons with disabilities in accordance with the ADA and all other applicable federal, state, and local laws.

202. ACCESS TO PERSONNEL FILES

Effective Date: 8/1/2009, Revision Date: 7/31/2009

ICS maintains a personnel file on each employee. The personnel file includes such information as the employee's job application, resume, records of training, documentation of performance appraisals, salary increases, health insurance and retirement account information and other employment records. Personnel files are the property of ICS, and access to the information they contain is restricted. Generally, only supervisors and management personnel of ICS who have a legitimate reason to review information in a file are allowed to do so. Employees who wish to review their own files should contact the Accounting Services Coordinator. With reasonable advance notice, employees may review their own personnel files kept in the main office and in the presence of a senior administrator.

203. EMPLOYMENT REFERENCE CHECKS

Effective Date: 8/1/2009, Revision Date: 7/31/2009

To ensure that individuals who join ICS are well qualified and have a strong potential to be productive and successful, it is the policy of ICS to check the employment references of all applicants. The Accounting Services Coordinator will respond to all reference check inquiries from other employers. Responses to such inquiries will confirm only dates of employment, wage rates, and position(s) held. A senior administrator may provide a letter of reference incorporating additional information if requested by an employee or former employee.

204. PERSONNEL DATA CHANGES

Effective Date: 8/1/2009, Revision Date: 7/31/2009

It is the responsibility of each employee to promptly notify ICS of any changes in personnel data. Personal mailing addresses, telephone numbers, number and names of dependents, individuals to be contacted in the event of emergency, educational accomplishments, and other such status reports should be accurate and current at all times. If your personnel data has changed, please notify the Accounting Services Coordinator or the Business Manager.

208. EMPLOYMENT APPLICATIONS

Effective Date: 8/1/2009, Revision Date: 7/31/2009

ICS relies upon the accuracy of information contained in the employment application, as well as the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in the exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

209. PERFORMANCE EVALUATIONS

Effective Date: 8/1/2009, Revision Date: 7/31/2009

Supervisors and employees are strongly encouraged to discuss job performance and personal and/or professional goals on an ongoing, day-to-day basis. Additional formal performance evaluations are conducted to provide both supervisors and employees the opportunity to discuss job tasks, identify and correct developmental needs, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

The performance of all employees is generally evaluated according to an ongoing 12 month cycle, beginning at the fiscal-year end.

PROFESSIONAL CULTURE, DEVELOPMENT, AND EVALUATION

ICS' goal is to develop a professional culture that supports our efforts with our students and their families by modeling behaviors at school that mirror the IBPYP's outcomes and spirit of internationalism we intend to develop in our students. The performance and evaluation system for all staff members attempts to reflect those goals. The priorities for professional development remain: training in the IBPYP, academic programs, and community development (e.g., work in conflict development, cultural understanding, etc.).

All teaching personnel and instructional support personnel are subject to the statewide TKES evaluation platform. All administrators are subject to the statewide LKES evaluation platform. Administrators whose job description has no equivalent in the district administration (e.g., business manager, development director) will be evaluated annually by their supervisor. This evaluation will consist of:

- An initial self-evaluation based on the staff member's job description and specific evaluation instrument/dashboard
- Goal setting by the staff member assisted by a colleague and the Principal or Assistant Principal.
- At least two annual feedback sessions as soon as possible to discuss the findings of the visit
- If an evaluee receives a total of 3 or more "Below expectations" or "Needs improvement," s/he must receive a Performance Development Plan (PDP) for the current or following year depending upon the time of the evaluation/s.

- The PDP serves a set of guidelines for addressing specific needs and areas of necessary improvement. If the PDP goals are not met the employee may be terminated.

210. JOB DESCRIPTIONS

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/2/2011

ICS makes every effort to create and maintain accurate job descriptions for all positions within the school. Each description includes a job information section, a job summary section, a list of essential duties and responsibilities, a supervisory responsibilities section, a qualifications section (including education and/or experience and any certification required), a physical demands section, and a work environment section. ICS maintains job descriptions to aid in orienting new employees to their jobs, identifying the requirements of each position, establishing hiring criteria, setting standards for employee performance evaluations, and establishing a basis for making reasonable accommodations for individuals with disabilities.

The Principal prepares job descriptions in collaboration with other senior administrators when new positions are created. Existing job descriptions are evaluated periodically to reflect any changes in the position's duties and responsibilities. All employees will be expected to help ensure that their job descriptions are accurate and current, reflecting the work being done. Employees should remember that job descriptions do not necessarily cover every task or duty that might be assigned, and that additional responsibilities may be assigned as necessary. Please contact the ICS Principal, the Assistant Principal, or the Business manager with questions or concerns about a specific job description.

210. SALARY ADMINISTRATION

Effective Date: 8/1/2009, Revision Date: 7/31/2009

ICS pays salary on a twelve-month basis beginning in July or August, depending on the contract year. The school pays by direct deposit into each employee's bank account by no later the 5th of each month. Banks prefer this system and it is to the advantage of employees. Employees must complete all Federal, State and other forms, and choose among the benefits offered before payments can be made. Employees of ICS are responsible for completing all necessary forms to ensure payment of salary and administration of benefits. All new employees must see the Accounting Services Coordinator before the beginning of the school year. Returning employees must see the ASC if there are any changes in personal information (address, phone number, email address, etc.), W2 or benefits information, etc. ICS implements a teacher salary scale indexed on the DeKalb County School System salary scale. Each year, this scale will be evaluated and amended as permitted by the school's financial situation. At the current time, only teachers, classroom assistants, and the principal receive a written contract (one a year for teachers, every other year for the principal). However, it is likely that starting in the year 2014-2015 all employees will receive an annual contract.

214. PRIVACY OF MEDICAL INFORMATION

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/2/2011

This policy describes how health information about employees may be used and disclosed by ICS and how employees can obtain access to this information. ICS is committed to maintaining and protecting the confidentiality of its employees' personal information in compliance with federal, state, and local laws. The Accounting Services Coordinator is the designated Privacy Officer for all employee medical information.

216. PRIVACY OF SOCIAL SECURITY NUMBERS

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/2/2011

To protect employees' personal information, ICS prohibits the use of employees' Social Security numbers for identification purposes, except as allowed by law, and may use Social Security numbers for internal verification or administrative purposes. Employees who have questions about this policy or who feel that their Social Security number has been used inappropriately by ICS should contact the Accounting Services Coordinator or the Business Manager.

301. EMPLOYEE BENEFITS

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/2/2011

Eligible employees at ICS are provided a wide range of benefits. A number of the programs (such as Teacher Retirement System, workers' compensation, state disability, and unemployment insurance) cover all employees in the manner prescribed by law. Benefits eligibility is dependent upon a variety of factors. Your supervisor can identify the programs for which you are eligible. Details of many of these programs can be found elsewhere in the Employee Handbook. The following benefit programs are available to eligible employees:

- Flex spending or "Cafeteria plan"
- Personal/Sick leave
- Major medical, dental, and vision care health insurance
- Jury duty leave
- Life insurance
- Pension plan
- Short-term disability
- Long-term Disability
- Vacation benefits
- Family Leave

Some benefit programs require contributions from the employee, but most are fully paid by ICS. Any question about the benefits program should be directed to the Accounting Services Coordinator or the Business Manager.

305. HOLIDAYS

Effective Date: 8/1/2009, Revision Date: 7/31/2009

ICS will grant holiday time off to all employees on the holidays listed below:

- New Year's Day (January 1)
- Martin Luther King, Jr. Day (third Monday in January)
- Presidents' Day (third Monday in February)
- Memorial Day (last Monday in May)
- Independence Day (July 4)
- Labor Day (first Monday in September)
- Thanksgiving (fourth Thursday in November)
- Day after Thanksgiving
- Christmas Eve (December 24)
- Christmas (December 25)
- New Year's Eve (December 31)

ICS will grant paid holiday time off to all eligible employees immediately upon assignment to an eligible employment classification. Holiday pay for non-exempt employees will be calculated based on the employee's straight-time pay rate (as of the date of the holiday) times the number of hours the employee would otherwise have worked on that day. If a recognized holiday falls during an eligible employee's paid absence (such as vacation or sick leave), holiday pay will be provided instead of the paid time off benefit that would otherwise have applied. If eligible nonexempt employees work on a recognized holiday, they will receive holiday pay plus wages at their straight-time rate for the hours worked on the holiday. Where applicable, paid time off for holidays will be counted as hours worked for the purposes of determining whether overtime pay is owed.

306. WORKERS' COMPENSATION INSURANCE

Effective Date: 8/1/2009, Revision Date: 7/31/2009

ICS provides a comprehensive workers' compensation insurance program, covering injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment. Subject to applicable legal requirements, workers' compensation insurance provides benefits after a short waiting period or, if the employee is hospitalized, immediately. Employees who sustain work-related injuries or illnesses should inform their supervisor immediately. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage as quickly as possible. Neither ICS nor the insurance carrier will be liable for the payment of workers' compensation benefits for injuries that occur during an employee's voluntary participation in any off-duty recreational, social, or athletic activity sponsored by ICS.

307. PERSONAL/SICK LEAVE BENEFITS

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/2/2011

ICS provides paid personal/sick leave benefits to all eligible employees for periods of temporary absence due to illnesses, injuries, or personal reasons as stated below. Eligible employee classification(s) are as follows:

- Regular full-time employees
- Regular part-time employees

Eligible employees receive ten (10) personal/sick leave days at the beginning of each school year. Paid personal/sick leave can be used in minimum increments of one hour. An eligible employee may use sick leave benefits for an absence due to his or her own illness or injury, or that of a child, parent, or spouse of the employee. Employees who are unable to report to work due to illness or injury should notify their direct supervisor before the scheduled start of their workday if possible. Teachers who are absent must either find their own substitutes or ask the Assistant Principal to find one. ICS provides a list of available persons for this purpose. Verification of illness or injury by the employee's physician may be requested for certain sick leave absences and may be required as a condition to receiving sick leave benefits.

Before returning to work from a sick leave absence of 10 calendar days or more, an employee must provide a physician's verification that he or she may safely return to work. Personal/sick leave benefits will be calculated based on the employee's base pay rate at the time of absence and will not include any special forms of compensation, such as incentives, commissions, bonuses, or shift differentials. Personal/sick leave benefits are intended solely to provide income protection in the event of illness, injury, or certain personal reasons discussed below, and may not be used for any other absence including vacation. Unused personal/sick leave benefits will not be paid to employees while they are employed or upon termination of employment.

Personal Leave Days

Employees may choose to use any or all of their 10 personal/sick days per year for personal reasons such as religious observances, bereavement, a child's school business, or the like. They are not to be used as vacation days. Employees should not attach personal days before or after holidays or school breaks accept for FMLA-qualifying incapacity due to serious health condition. Employees may not take personal leave during testing periods.

Request for personal leave time off should be made on a leave request form and, whenever possible, turned in to the Principal one week in advance of the day(s) requested. ICS permits administrative employees to make up days of absence in special circumstances. The employee must provide written notice of the same to his/her supervisor at least a week in advance. If the supervisor approves the absence, the employee may make up the work hours on other days in the same work week. Employees are not allowed to make up missed hours in any week except the week in which the hours are missed.

Employee Solidarity Fund

For any employee who must be absent from school for very serious reasons (e.g., family crisis, extended hospitalization) there is an Employee Solidarity Fund. Any employee of the school may donate up to two personal days per year to this fund. There are donation forms available in the office. An employee who must be absent for very serious reasons for an extended period of time may then request in writing of the Principal that days deposited in the fund be applied to that employee's days of absence, thus extending the number of days of absence permitted to the employee without a deduction of salary.

311. JURY DUTY

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/17/2011

ICS encourages employees to fulfill their civic responsibilities by serving jury duty when required; however, to receive full pay, the days absent will be charged to the employee's personal/sick leave. If employees are required to serve jury duty beyond the period of personal leave days available, they may request an unpaid jury duty leave of absence. Employees must show the jury duty summons to their supervisor as soon as possible so that the supervisor may make arrangements to accommodate their absence. Of course, employees are expected to report for work whenever the court schedule permits. Either ICS or the employee may request that jury duty be postponed if, in ICS's judgment, the employee's absence would create serious operational difficulties. ICS will continue to provide health insurance benefits until the end of the month in which the unpaid jury duty leave begins. At that time, employees will become responsible for the full costs of these benefits if they wish coverage to continue. When the employee returns from jury duty, benefits will again be provided by ICS according to the applicable plans.

313. BENEFITS CONTINUATION (COBRA)

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/2/2011

The federal Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under ICS' health plan when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are resignation, termination of employment, or death of an employee; a reduction in an employee's hours or a leave of absence; an employee's divorce or legal separation; and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at ICS's group rates plus an administration fee. ICS provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under ICS's health insurance plan. The notice contains important information about the employee's rights and obligations.

316. HEALTH INSURANCE

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/17/2011

ICS's health insurance plan provides eligible employees and their dependents access to medical, dental, and vision care insurance benefits. Salaried full-time employees and salaried part-time employees who work in excess of 20 hours per week are eligible to participate in the health insurance plan. Eligible employees may participate in the health insurance plan subject to all terms and conditions of the agreement between ICS and the insurance carrier. Details of the health insurance plan are described in the Summary Plan Description (SPD). A copy of the SPD and information on cost of coverage will be provided in advance of enrollment to eligible employees. Contact the Accounting Services Coordinator for more information about health insurance benefits.

ICS elected to not participate in the State Health Plan available to public educators in Georgia. It contracts with private healthcare companies to provide benefits to its employees. The health care contract is reviewed every year by the Benefit Company that recommends the most cost effective plan. At the time of this Charter Renewal Petition, ICS contracts with Kaiser-Permanente for its employees' healthcare.

317. LIFE INSURANCE

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/17/2011

ICS provides a basic life insurance plan for eligible employees (i.e., salaried full-time employees and salaried part-time employees who work in excess of 20 hours per week.) Eligible employees may participate in the life insurance plan subject to all terms and conditions of the agreement between ICS and the insurance carrier. Details of the basic life insurance plan including benefit amounts are described in the Summary Plan Description (SPD) provided to eligible employees. Contact the Accounting Services Coordinator for more information about life insurance benefits.

318. SHORT-TERM DISABILITY

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/17/2011

ICS offers a short-term disability (STD) benefits plan to eligible employees who are unable to work because of a qualifying disability due to an injury or illness. Eligible employees are salaried full-time employees and salaried part-time employees who work in excess of 20 hours a week. Eligible employees may participate in the STD plan subject to all terms and conditions of the agreement between ICS and the insurance carrier. Disabilities arising from pregnancy or pregnancy-related illness are treated the same as any other illness that prevents an employee from working. Details of the STD benefits plan including benefit amounts, when they are payable, and limitations, restrictions, and other exclusions are described in the Summary Plan Description ("SPD") provided to eligible employees. Contact the Accounting Services Coordinator for more information about STD benefits.

319. LONG-TERM DISABILITY

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/17/2011

ICS provides a long-term disability (LTD) benefits plan to help eligible employees cope with an illness or injury that results in a long-term absence from employment. LTD is designed to

ensure a continuing income for employees who are disabled and unable to work. Employees in the following employment classifications are eligible to participate in the LTD plan:

- Regular full-time employees
- Regular part-time employees

Eligible employees may participate in the LTD plan subject to all terms and conditions of the agreement between ICS and the insurance carrier. Details of the LTD benefits plan including benefit amounts, and limitations and restrictions are described in the Summary Plan Description (SPD) provided to eligible employees. Contact the Accounts Supervision Coordinator for more information about LTD benefits.

326. FLEXIBLE SPENDING ACCOUNT (FSA)

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/17/2011

ICS provides a Flexible Spending Account ("FSA") program that allows employees to have pre-tax dollars deducted from their salaries to pay for eligible out-of-pocket expenses. The pre-tax contributions made to the FSA can be used to pay for predictable non-reimbursed health care expenses during the plan year. Through the FSA program, taxable income is reduced without reducing real income, thus increasing take home pay. Employees who are eligible to participate in the FSA are salaried full-time employees and salaried part-time employees who work in excess of 20 hours a week.

Participation in the health care FSA is optional and determined on an annual basis for the plan year. Employees must re-enroll each year, contributing up to a maximum of $5,000.00, based on anticipated medical expenses for the year. Contributions are directed to the account through salary reduction on a pre-tax basis. This tax-free money is then reimbursed for out-of-pocket medical expenses as they arise. Because any amount remaining in the account at the end of the plan year will be forfeited, do not over-fund the account. Details of the FSA program are described in the Summary Plan Description (SPD). Contact the Accounting Services Coordinator for more information on the FSA program and to obtain enrollment and reimbursement forms and worksheets with examples of reimbursable and non-reimbursable expenses.

380. FAMILY AND MEDICAL LEAVE

Effective Date: 8/1/2009, Revision Date: 9/16/2009, 1/17/2011

Eligible employees of ICS are entitled to take unpaid leave for a period of up to 12 workweeks in any 12-month period for certain family and medical reasons which are defined in the Family and Medical Leave Act of 1993, as amended (FMLA). Employees are eligible if they have worked for ICS for at least one year and for 1,250 hours during the 12-month period immediately prior to the beginning of the leave. Unpaid leave shall be granted for any of the following reasons or any combination of the following reasons:

- Birth of a son or daughter, and/or care of a newborn child
- Placement with the employee of a son or daughter for adoption or foster care

- Care for the employee's spouse, son, daughter, or parent with a serious health condition
- The employee's own serious health condition that that makes the employee unable to perform the functions of the employee's job

A qualifying exigency arising out arising out of the fact that the employee's spouse, son, daughter or parent is a covered military member on active duty (or has been notified of an impending call or order to active duty) in support of a contingency operation
In addition, an employee may take unpaid leave of up to 26 weeks within a single 12-month period to care for a covered service member with a serious injury or illness if the employee is the spouse, son daughter, parent or next of kin of the service member. Certain kinds of paid leave may be substituted for unpaid leave. If leave qualifies for FMLA leave and leave under state law, the leave used counts against the employee's entitlement under both laws.

Classification of Leaves

An employee requesting leave must explain the reasons for the leave so as to allow the ICS administration to determine that the leave qualifies under the FMLA. An employee giving notice of the need for leave is not required to assert rights under FMLA or even mention the FMLA to meet the obligation to provide notice; however, the individual will need to state a qualifying reason for the leave. The employee will also need to provide sufficient information to establish the FMLA-qualifying reason for the leave so that ICS administration is aware of the employee's entitlement. In all circumstances, it is the ICS administration's responsibility to designate leave as paid or unpaid and as FMLA-qualifying based on information provided by the employee.

Notices Required by Employees

An employee must provide at least a 30-day advance notice to the Accounting Services Coordinator before FMLA leave is to begin if the need for the leave is foreseeable based on an expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of the employee or of a family member. If a 30-day advance notice is not possible, then verbal notice should be provided to the Accounting Services Coordinator within two business days of when the need for leave becomes known to the employee. An employee shall provide at least verbal notice sufficient to make the ICS administration aware that the employee needs FMLA-qualifying leave and the anticipated timing and duration of the leave. As early as practical, the employee must provide written notice setting forth the reasons for the requested leave, the anticipated start of the leave, and the anticipated duration of the leave.

An employee must provide the Accounting Services Coordinator with a medical certification from a health care provider to substantiate that the leave is due to the serious health condition of the employee or of the employee's immediate family member. Following an absence for a serious health condition, an employee must provide the Accounting Services Coordinator with a fitness-for-duty report completed by an appropriate health care provider prior to being restored to duty.

Job Benefits and Protection

ICS will maintain an employee's medical insurance for the duration of the FMLA leave. If an employee paid all or part of the premium payments prior to leave, then the employee must continue to pay the same premium payments during the leave period. Upon return from FMLA leave, an employee will be restored to either the former position held by the employee or to an equivalent position with equivalent pay, benefits, and other employment terms. The specific work location of an employee returning from FMLA leave will be at the discretion of the Principal. The use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

Record-Keeping Requirements

The Principal shall develop provisions to make, keep, and preserve records pertaining to FMLA obligations in accordance with the record-keeping requirements of the Fair Labor Standards Act (FLSA) and in accordance with FMLA regulations. ICS must keep all FMLA records for no less than three years and must make them available for inspection, copying, and transcription by representatives of the U.S. Department of Labor (DOL) upon request. Records and documents relating to medical certifications, recertification, or medical histories of employees or employees' family members shall be maintained in separate files and be treated as confidential medical records.

Statement of Compliance

ICS shall comply with all provisions of the FMLA and with the related DOL regulations. The Principal shall develop appropriate procedures to implement the act and the DOL regulations which govern leaves under the FMLA.

401. TIMEKEEPING

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/17/2011

Accurately recording time worked is the responsibility of every nonexempt employee. Federal and state laws require ICS to keep an accurate record of time worked in order to calculate employee pay and benefits. Time worked is all the time actually spent on the job performing assigned duties. Nonexempt employees should accurately record the time they begin and end their work, as well as the beginning and ending time of each meal period. They should also record the beginning and ending time of any split shift or departure from work for personal reasons. Overtime work must always be approved before it is performed. Failure to obtain approval prior to performing overtime work will subject the employee to disciplinary action, up to and including the possible termination of employment. Altering, falsifying, tampering with time records, or recording time on another employee's time record may result in disciplinary action, up to and including termination of employment. It is the employees' responsibility to sign his or her time records to certify the accuracy of all time recorded. The employee's supervisor will review and then initial the time record before submitting it for payroll processing.

402. ABSENCES DUE TO PREGNANCY

Effective Date: 8/1/2009, Revision Date: 7/31/2009

ICS will not discriminate against any employee who requests an excused absence for medical disabilities associated with pregnancy. Such leave requests will be evaluated according to the medical leave policy provisions outlined in this handbook and all applicable federal and state laws.

403. PAYDAYS

Effective Date: 8/1/2009, Revision Date: 5/15/2012

All employees are paid via direct deposit monthly by no later than the 5th day of every month Each paycheck will include earnings for all work performed through the end of the previous payroll period. Employees are required to have pay directly deposited into their bank accounts and they will receive an itemized statement of wages when ICS makes direct deposits. No salary advance will be permitted at ICS.

405. EMPLOYMENT TERMINATION

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/17/2011

Termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Below are examples of some of the most common circumstances under which employment is terminated:

- Resignation - voluntary employment termination initiated by an employee.
- Discharge - involuntary employment termination initiated by the organization.
- Layoff - involuntary employment termination initiated by the organization for non-disciplinary reasons.
- Retirement - voluntary employment termination initiated by the employee meeting age, length of service, and any other criteria for retirement from the organization.

Terminated employees will receive their final pay in accordance with applicable state law. Employee benefits will be affected by employment termination in the following manner. All accrued, vested benefits that are due and payable at termination will be paid. Some benefits may be continued at the employee's expense if the employee so chooses.

410. PAY DEDUCTIONS AND SETOFFS

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/17/2011

The law requires that ICS make certain deductions from every employee's compensation. Among these are applicable federal, state, and local income taxes. In lieu of Social Security, ICS deducts for the mandatory Teachers' Retirement System of Georgia (TRS) or Public School Employees Retirement System (PSERS), as applicable. Pay setoffs are pay deductions taken by ICS, usually to help pay off a debt or obligation to ICS or others (e.g., reimbursement of a salary advance, garnishment of wages, etc.). If you have questions concerning why deductions were made from your paycheck or how they were calculated, your supervisor or the business manager can assist in having your questions answered.

501. SAFETY

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/17/2011

Each employee is expected to obey safety rules and to exercise caution in all work activities. Employees must immediately report any unsafe condition to the appropriate supervisor. Employees who violate safety standards, who cause hazardous or dangerous situations, or who fail to report or, where appropriate, remedy such situations, may be subject to disciplinary action. In the case of accidents that result in injury, regardless of how insignificant the injury may appear, employees should immediately notify the appropriate supervisor. Such reports are necessary to comply with laws and initiate insurance and workers' compensation benefits procedures.

Turn off lights and close doors when you leave a room. When you enter a building outside of school hours, you must know both the door entry code and the burglar alarm code. Please ensure that students are not in a position to observe you punching in the door entry code. Most buildings on both campuses are alarmed after normal school hours and many require a personal identification number (PIN) which is individually assigned. **Do not assume an alarm code for one building is the same for any other.** Employees will be given access numbers for their own buildings and will need to make arrangements in advance to get the codes to enter another building after hours. The local police respond to the security alarms and, if the alarm is falsely tripped, ICS is charged for the visit.

Cleanup and Handling of Body Fluids or Matter

When it is necessary to clean up or handle any blood, body fluids, vomit, fecal matter, or urine, the following practices should be observed:

- Disposable gloves should be worn during the cleaning process.
- Surfaces soiled with the above substances should be promptly disinfected using a bleach solution (1 part bleach to 10 parts water) or other similar strong disinfectant.
- Whenever possible, disposable towels, tissues, or other materials should be used in the cleaning process. These disposable materials should then be placed in a plastic bag and discarded.
- After use, non-disposable cleaning equipment and materials, such as towels and mops, should also be disinfected with the bleach solution or other disinfectant.
- Those who are cleaning should avoid exposure of open skin lesions or mucous membranes to the blood or body fluids.

Persons involved in the cleanup should thoroughly wash their hands afterwards.

502. WORK SCHEDULES

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/17/2011

Teachers and assistants are present for 192 days per year (180 school days and 12 days of in-service/professional development). They are also present for Open Houses, Back-to-School

Night, Parent-Teacher Conferences, and other special events. Assistants have either 8 or 9 hours of presence at ICS every day, depending upon their assigned duties. At ICS at Medlock the required hours for teachers are from 7:50-3:45 Monday through Friday and teacher assistants have a schedule of 7:30-3:30 or 9:00-5:00 Monday through Friday.

The daily schedule for all Assistants depends upon their assigned duties but will be uniform for each position. Supervisors will advise Assistants of the times their schedules will normally begin and end. Staffing needs and operational demands may necessitate variations in starting and ending times, as well as variations in the total hours that may be scheduled each day and week. Assistants have 30 unpaid minutes for lunch and two 15-minute paid breaks per day which they will arrange with their assigned teacher and record on the weekly payroll time sheet.

The normal work schedule for all administrative employees is 8:00am to 5:00pm, weekdays.

If an employee must leave the school premises for any reason during the day, s/he must complete a personal leave form and sign out and back in when s/he returns. In an emergency, the staff member should inform one of the office staff and complete the form on return. Flexible scheduling, or "flextime," is available in some cases to allow employees to vary their starting and ending times each day within established limits. Flextime may be possible if a mutually workable schedule can be negotiated with the supervisor involved. Such issues as staffing needs, the employee's performance, and the nature of the job will be considered before approval of flextime. Employees should consult their supervisor to request participation in the flextime program. Teachers are to pick up their students from the "before school" areas at 8:10 and begin the day at 8:15. Teacher assistants will be in their respective classrooms at those beginning times unless performing other duties as assigned by supervisors.

Before and After-School

Some teachers and staff are present each morning to supervise students from 7:30 to 8:10 There is also an early morning supervised activity for students whose parents have enrolled them for a fee. Breakfast is served from 7:45 to 8:10. ICS also requires a certain number of staff to supervise afternoon carpool from 3:15 to 3:45 each day.

Recess Procedures for Teachers on Duty

During wet recess times, teachers generally keep children inside.

Supervisors on duty are responsible for the play equipment. On-duty staff supervisors should not remain in one place or spend this time talking to each other but should circulate constantly, especially keeping an eye on large group play and on areas that cannot be easily supervised. Children should always play within view of a supervisor and within the barrier lines on the field.

On-duty supervisors must complete accident reports for any accidents, injuries and incident reports for any serious disputes or fighting. Supervisors will line-up students at the end of recess; students sit (if possible) quietly until it is time to enter the building.

Lunch

At the beginning of lunch, one teacher or other member of staff supervises the cafeteria line, and one other supervises the children. Once all children have their food, the first supervisor joins the second. Teachers eat with their students. Once children are finished eating, and

before sending them to recess, teachers should guide students in the basic cleanup of the tables.

Administration and Office Personnel

Administration and office personnel serve full calendar years but have official Federal holidays and school holidays as indicated in the calendar as well as 20 days per year of vacation. Full-time administrative employees generally have nine hours of presence per day, with a half-hour for lunch and two fifteen minute breaks. After the last day of school for students through June 30 and from August 1 until the first day of school for students, the administrative staff will work 8 hour days. A similar schedule will apply for days when the administrative office is open during school breaks.

Although unused vacation time may not generally be "rolled over" from year to year, with the prior approval of one's supervisor, employees may take a portion of their 20 days vacation from the previous fiscal year in the month of July even though that technically is the first month of the new fiscal year.

ICS permits administrative employees to make up days of absence in special circumstances. The employee should give written notice to his/her supervisor at least one week in advance. The hours missed must be made up in one or more days of the same week in which the planned absence occurs. In addition, the employee must keep a running record of hours missed and made up for each school year. This record must be approved by the employee's supervisor on a quarterly basis. A copy of each approval must be provided to the Accounting Services Coordinator.

505. SMOKING

Effective Date: 8/1/2009, Revision Date: 7/31/2009

In keeping with ICS's intent to provide a safe and healthful work environment, smoking is prohibited throughout the workplace. This policy applies equally to all employees, students, parents, and visitors.

506. MEAL PERIODS

Effective Date: 8/1/2009, Revision Date: 7/31/2009

All full-time employees are provided with one meal period each workday. Supervisors will schedule meal periods to accommodate operating requirements. Non-teaching employees will be relieved of all active responsibilities and restrictions during meal periods and will not be compensated for that time. Homeroom teachers must accompany their classes to the cafeteria unless otherwise permitted by the Principal or Assistant Principal. Lunch duties may also rotate between members of staff.

510. DISASTERS AND EMERGENCY CLOSINGS

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/17/2011

The school holds regular fire and tornado drills as mandated by law. Emergencies such as severe weather, fires, power failures, or earthquakes may disrupt school operations and even

require the closing of ICS facilities. In the event that such an emergency occurs during nonworking hours, local radio and/or television stations will be asked to broadcast notification of the closing. Additionally, employees and parents will be notified through the SchooReach ("robocall') system.

When the school is officially closed due to emergency conditions, the time off from scheduled work will be paid. In cases where an emergency closing is not authorized, employees who fail to report for work will not be paid for the time off. Employees may request available paid leave time such as unused vacation benefits.

512. BUSINESS TRAVEL EXPENSES

Effective Date: 8/1/2009, Revision Date: 7/31/2009

ICS will reimburse employees for reasonable business travel expenses incurred while on assignments away from the normal work location. All business travel must be approved in advance by the Principal. Employees whose travel plans have been approved are responsible for making their own travel arrangements. When approved, the actual costs of travel, meals, lodging, and other expenses directly related to accomplishing business travel objectives will be reimbursed by ICS. Employees are expected to limit expenses to reasonable amounts. Expenses that generally will be reimbursed include the following:

- Airfare or train fare for travel in coach or economy class or the lowest available fare.
- Car rental fees, only for compact or mid-sized cars.
- Fares for shuttle or airport bus service, where available; costs of public transportation for other ground travel.
- Taxi fares, only when there is no less expensive alternative.
- Mileage costs for use of personal cars, only when less expensive transportation is not available.
- Cost of standard accommodations in low to mid-priced hotels, motels, or similar lodgings.
- Cost of meals, no more lavish than would be eaten at the employee's own expense.

Employees who are involved in an accident while traveling on business must promptly report the incident to their immediate supervisor. Vehicles owned, leased, or rented by ICS may not be used for personal use without prior approval.

Cash advances to cover reasonable anticipated expenses may be made to employees, after travel has been approved. Employees should submit a written request to their supervisor when travel advances are needed. With prior approval, employees on business travel may be accompanied by a family member or friend, when the presence of a companion will not interfere with successful completion of business objectives. Generally, employees are also permitted to combine personal travel with business travel, as long as time away from work is

approved. Additional expenses arising from such non-business travel are the responsibility of the employee.

When travel is completed, employees should submit completed travel expense reports within 15 days. Reports must be accompanied by receipts for all individual expenses. Employees should contact their supervisor for guidance and assistance on procedures related to travel arrangements, travel advances, expense reports, reimbursement for specific expenses, or any other business travel issues. Abuse of this business travel expenses policy, including falsifying an expense report to reflect costs not incurred by the employee, can be grounds for disciplinary action, up to and including termination of employment.

514. VISITORS IN THE WORKPLACE

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/17/2011

To provide for the safety and security of employees and the facilities at ICS, only authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures security of equipment, protects confidential information, safeguards employee welfare, and avoids potential distractions and disturbances.

All visitors should enter ICS at the reception area. Authorized visitors will receive directions or be escorted to their destination. Employees are responsible for the conduct and safety of their visitors. If an unauthorized individual is observed on ICS's premises, employees should immediately notify their supervisor or, if necessary, direct the individual to the reception area.

Parents cannot pick up their children directly from the classrooms prior to a day's dismissal. To remove a child early, the parent must report to the office, sign out the child, and a member of the ICS staff will bring the child to the office.

516. USE OF PHONE, MAIL, AND OTHER COMMUNICATION DEVICES

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/17/2011

ICS reserves the right to monitor employee use of electronic communication systems provided by the school. This includes monitoring telephone use, email use and internet use. All user activity is subject to monitoring. It is the employee's responsibility to ensure that all use of school-provided electronic communication systems is authorized and proper. Personal use of the telephone for long-distance and toll calls is not permitted. Employees should practice discretion when making local personal calls and may be required to reimburse ICS for any charges resulting from their personal use of the telephone. Computers, computer files, the email system, and software furnished to employees are ICS property intended for business use and for that reason employees should not have any expectation of privacy with respect to such use. Employees should not use a password, access a file, or retrieve any stored communication without authorization. It is the policy of ICS that employees use their ICS email addresses whenever they are communicating in their capacity as ICS employees.

The mail system is reserved for business purposes only. Employees should refrain from sending or receiving personal mail at the workplace. The School Secretary/Receptionist will open all

mail and route it to the appropriate person and will distribute general interest mail to the teachers' boxes.

To ensure effective telephone communications, employees should always use the approved greeting and speak in a courteous and professional manner. Please confirm information received from the caller, and hang up only after the caller has done so.

Cell Phone Usage

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/17/2011

ICS provides cellular telephones to some employees as a business tool. They are provided to assist employees in communicating with management and other employees, outside vendors, associates, and others with whom they may conduct business. Cell phone use is primarily intended for business-related calls. Cell phone invoices may be regularly monitored. As representatives of ICS, cell phone users are reminded that the regular business etiquette employed when speaking from office phones or in meetings applies to all conversations conducted over a cell phone. Employees should avoid the use of personally-owned cell phones during school hours except for emergencies.

Electronic Media

ICS strives to maintain a workplace free of harassment and sensitive to the diversity of its employees. Therefore, ICS prohibits the use of computers and the email system in ways that are disruptive, offensive to others, or harmful to morale. For example, the display or transmission of sexually explicit images, messages, and cartoons is strictly prohibited. Other such misuse includes, but is not limited to, ethnic slurs, racial comments, off-color jokes, or anything that may be construed as harassment or showing disrespect for others. ICS email and ICS computers may not be used to solicit others for commercial ventures, religious or political causes, outside organizations, or other non-business matters.

ICS purchases and licenses the use of various computer software for business purposes and does not own the copyright to this software or its related documentation. Unless authorized by the software developer, ICS does not have the right to reproduce such software for use on more than one computer. Employees may use software only on local area networks or on multiple machines according to the software license agreement. ICS prohibits the illegal duplication of software and its related documentation. Employees should notify their immediate supervisor, the IT Manager and Operations Manager or any member of management upon learning of violations of this policy. Employees who violate this policy will be subject to disciplinary action, up to and including termination of employment. In addition, employees should be aware that violations of this policy may also violate the Georgia Computer Systems Protection Act and/or the Georgia Trade Secrets Act.

Fax Privacy Policy

Through enrollment in The International Community School, students and their families are establishing a business relationship with The International Community School and authorizing use of their fax numbers provided to the organization. The International Community School may utilize the fax numbers provided by its students and their families for communication and promotion of International Community School events, meetings, education programs, products,

and services, unless specifically instructed otherwise by the parent or guardian of a student. The International Community School will not provide the fax numbers of students and their family contacts to third parties through its website, sale of mailing lists and directories, and/or direct communication.

Electronic Mail Privacy Policy

Through enrollment in ICS, students and their families are establishing a business relationship with The International Community School and authorizing use of their email addresses provided to the organization. The International Community School may utilize the email addresses provided by its students and their families for communication and promotion of International Community School events, meetings, education programs, products, and services, unless specifically instructed otherwise by the parent or guardian of a student. The International Community School shall provide recipients of all mass email communications the opportunity to unsubscribe from email distribution lists. The International Community School will not provide the email addresses of student and their family contacts to third parties through its website, sale of mailing lists and directories, and/or direct communication.

Web Site Policy

- Privacy: The International Community School respects the privacy of each visitor to its website. The International Community School may use cookies. Any personal information provided by a visitor will be used solely by The International Community School for internal purposes and, where appropriate, to contact individuals directly. Personal information will not be sold to or shared with third-party service providers.
- Copyright. The contents of all materials contained on The International Community School's website are owned by the International Community School (unless otherwise indicated) and are protected by U.S. and international copyright laws. All rights are reserved by The International Community School, and visitors may not copy, reproduce, download, upload, republish, disseminate, post, distribute, or transmit by any means contents of the website, except with the prior express written permission of The International Community School.

The information contained on The International Community School's website is provided by the organization for general informational purposes only. None of the information on the website is intended or should be construed to be legal advice or a legal opinion. While every effort has been made to ensure that the information contained on the Web site is as accurate as possible, omissions and errors may occur. Also, because of the nature of Web site development, maintenance, and updating, the information contained on the Web site may not reflect the most current developments. The International Community School and its contributing authors expressly disclaim all liability to any person with respect to the consequences of any act or omission committed based upon reliance, in whole or in part, on any of the contents of the website.

At certain places on the website, live links to other Internet addresses ("third-party sites") can be accessed. Such third-party sites contain information created, published, maintained, or

otherwise posted by institutions or organizations independent of The International Community School. The International Community School does not endorse, approve, certify, or control these third-party sites and therefore cannot guarantee the accuracy, completeness, efficacy, timeliness, or correct sequencing of information located at such addresses. The information on The International Community School's website and third-party sites is provided "as is" and without warranties of any kind, either expressed or implied. To the fullest extent permissible pursuant to applicable law, The International Community School disclaims all warranties, express or implied, including, but not limited to, implied warranties of merchantability and fitness for a particular purpose. Use of any information obtained from such third-party sites is voluntary, and reliance upon it should only be undertaken after an independent review of its accuracy, completeness, efficacy, and timeliness. Reference therein to any specific commercial product, process, or service by trade name, trademark, service mark, manufacturer, or otherwise does not constitute or imply endorsement, recommendation, or favoring by The International Community School.

The website, its contents and any links provided in the website are provided on an "as is" basis, and The International Community School disclaims all warranties, express or implied, including without limitation the warranties of title, non-infringement, merchantability, and fitness for a particular purpose. Use of the website is at the risk of the individual user, and the individual user assumes full responsibility for all costs that arise out of its use. Neither The International Community School nor any of its officers, directors, partners, employees, affiliates, subsidiaries, agents, representatives, or licensors shall be liable to you or any third party for any compensatory, direct, indirect, incidental, special, exemplary, punitive, or consequential damages, or attorneys' fees, arising out of your use of the website or inability to gain access to or use the website or out of any breach of any warranty, even if such parties have been advised of the possibility of such damages or such damages were foreseeable.

Opt-Out Policy

The International Community School will provide each enrolled student and their family equal opportunity to opt out of any communication method utilized by The International Community School. Students and their families will be notified regarding these policies on an annual basis.

517. INTERNET USAGE

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/17/2011

Internet access to global electronic information resources on the World Wide Web is provided by ICS to assist employees in obtaining work-related data and technology. The following guidelines have been established to help ensure responsible and productive Internet usage. While Internet usage is intended for job-related activities, incidental and occasional brief personal use is permitted within reasonable limits during designated breaks. All Internet data that is composed, transmitted, or received via our computer communications systems is considered to be part of the official records of ICS and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, employees should always ensure that the business information contained in Internet email messages and other transmissions is accurate, appropriate, ethical, and lawful.

Data that is composed, transmitted, accessed, or received via the Internet must not contain content that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religious or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law. The unauthorized use, installation, copying, or distribution of copyrighted, trademarked, or patented material on the Internet is expressly prohibited. As a general rule, if an employee did not create material, does not own the rights to it, or has not obtained authorization for its use, it should not be put on the Internet. Employees are also responsible for ensuring that the person sending any material over the Internet has the appropriate distribution rights.

Internet users should take the necessary anti-virus precautions before downloading or copying any file from the Internet. All downloaded files are to be checked for viruses; all compressed files are to be checked before and after decompression. Abuse of the Internet access provided by ICS in violation of law or ICS policies will result in disciplinary action, up to and including termination of employment. Employees may also be held personally liable for damages resulting from any violations of this policy. The following behaviors are examples of previously stated or additional actions and activities that are prohibited and can result in disciplinary action:

- Sending or posting discriminatory, harassing, or threatening messages or images
- Using the organization's time and resources for personal gain
- Stealing, using, or disclosing someone else's code or password without authorization
- Copying, pirating, or downloading software and electronic files without permission
- Sending or posting confidential material, trade secrets, or proprietary information outside of the organization
- Violating copyright law
- Failing to observe licensing agreements
- Engaging in unauthorized transactions that may incur a cost to the organization or initiate unwanted Internet services and transmissions
- Sending or posting messages or material that could damage the organization's image or reputation
- Participating in the viewing or exchange of pornography or obscene materials
- Sending or posting messages that defame or slander other individuals
- Attempting to break into the computer system of another organization or person
- Refusing to cooperate with a security investigation

- Using the Internet for political causes or activities, religious activities, or any sort of gambling
- Jeopardizing the security of the organization's electronic communications systems
- Sending or posting messages that disparage another organization's products or services
- Passing off personal views as representing those of the organization
- Sending anonymous email messages
- Engaging in any other illegal activities

522. WORKPLACE VIOLENCE PREVENTION

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/17/2011

Pregnancy-Related Absences ICS is committed to preventing workplace violence and to maintaining a safe work environment. Given the increasing violence in society in general, ICS has adopted the following guidelines to deal with intimidation, harassment, or other threats of or actual violence that may occur during business hours or on its premises.

If, in the staff member's opinion, danger is imminent, call 911 before doing anything else.

All employees, including supervisors and temporary employees, should be treated with courtesy and respect at all times. Employees are expected to refrain from fighting, "horseplay," or other conduct that may be dangerous to others. Firearms, weapons, and other dangerous or hazardous devices or substances are prohibited from the premises of ICS. Conduct that threatens, intimidates, or coerces another employee, a parent, or a member of the public at any time, including off-duty periods, will not be tolerated. This prohibition includes all acts of harassment, including harassment that is based on an individual's sex, race, age, sexual choices, or any characteristic protected by federal, state, or local law. All violence or threats of violence, both direct and indirect, should be reported as soon as possible to your immediate supervisor or any administrator. This includes threats by employees, as well as threats by parents, vendors, solicitors, or other members of the public. When reporting a threat of violence, you should be as specific and detailed as possible. All suspicious individuals or activities should also be reported as soon as possible to a supervisor.

ICS will promptly and thoroughly investigate all reports of threats of or actual violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical. Any employee determined to be responsible for violence or threats of violence or other conduct that is in violation of these guidelines will be subject to prompt disciplinary action up to and including termination of employment. ICS encourages employees to bring their disputes or differences with other employees to the attention of their supervisors or the Assistant Principal before the situation escalates into potential violence. ICS is eager to assist in the resolution of employee disputes, and will not discipline employees for raising such concerns.

701. EMPLOYEE CONDUCT AND WORK RULES

Effective Date: 8/1/2009, Revision Date: 7/31/2009

To ensure orderly operations and provide the best possible work environment, ICS expects employees to follow rules of conduct that will protect the interests and safety of all employees and the school. It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. The following are examples of infractions of rules of conduct that may result in disciplinary action, up to and including termination of employment:

- Theft or inappropriate removal or possession of property
- Falsification of timekeeping records
- Working under the influence of alcohol or illegal drugs
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace, while on duty, or while operating employer-owned vehicles or equipment
- Fighting or threatening violence in the workplace
- Boisterous or disruptive activity in the workplace
- Negligence or improper conduct leading to damage of employer-owned or customer-owned property
- Insubordination or other disrespectful conduct
- Violation of safety or health rules
- Smoking in prohibited areas
- Sexual or other unlawful or unwelcome harassment
- Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace
- Excessive absenteeism or any absence without notice
- Unauthorized absence from work station during the workday
- Unauthorized use of telephones, mail system, computers, or other employer-owned equipment
- Unauthorized disclosure of confidential information
- Violation of personnel policies

Further Explanations on Code of Behavior

Polite Language and Gestures

Staff should insist that all students learn and use the common expressions of politeness: please, thank you, excuse me, pardon me, I'm sorry, etc. Staff will teach these expressions at the beginning of the school year and practice them with students at all times.

Peaceful Language and Gestures

We must work to ensure that students use peaceful and community-building language and gestures. The school discourages violent games and gestures as well as sexist language and gestures.

Silence in the Hallways

This cannot be approximate silence. It has to be absolute silence, and that means that members of staff should not be talking in the corridors either. Please speak with the students each time before you take them into the hallway and remind each other as well.

Uniform and Dress Code

All members of staff are responsible for making sure that all students are in uniform every day of the week. Teachers should check uniforms every day. If you believe that a family cannot afford a uniform, please leave a note for the staff member or parent responsible for family outreach. Otherwise, send a note home to parents demanding that the child be in uniform the next day. If the child is not in uniform the next day, report this to the administrator on duty who will call the parents. The uniform consists of dark blue pants/skirt/skort and white or light blue shirt without logo.

Students must wear the uniform as it is described. Remember there are to be no logos on shirts. Students should not wear sandals. Students must also tuck in their shirts or blouses when they are in the building and never wear a hat in the building. Please immediately inform parents through the Agenda, communication folder or phone call if a child is not in uniform. All staff members are responsible for making sure that the children are in uniform with shirts/blouses tucked in. Teachers should check children's shirts and blouses each time they bring the children into their classroom. You can establish a simple system to do this checking, and students might be monitors for the system. If a student is not in a proper uniform, please allow that child in the company of an adult to go to the uniform closet to change into a school uniform. Spirit days will be announced and criteria will be provided as to what is acceptable on Spirit Days.

Food in the cafeteria only, and quiet during lunch

Students should maintain a level of quiet conversation in the cafeteria. There should also be a period of total silence (5-10 minutes) once all students have been served. This silence will allow students to concentrate on eating and permit quieter conversation afterwards. Students should remain seated until they are finished, and they should clean up after themselves, under staff supervision.

During recess, play well and positively

There should be no rough play, no wild running around. Instead Supervisors should teach children appropriate games. There is to be no pushing, pulling, shoving, insults, teasing or hurtful comments of any kind. Please remind the children about what they are supposed to do when someone is doing something that hurts or could hurt them, either physically or psychologically: (a) in a strong and serious voice, tell the other person to stop (b) if the person does not stop, get the staff member on duty, but never respond by hitting, kicking, shoving, pushing, etc. If it becomes necessary to remove the child from the playground, the staff

member on duty should inform other staff that s/he is leaving and then take the child to the office.

Other guidelines are as follows:

- No rough or dangerous play of any kind
- No violent games and gestures.
- No sexist words or gestures.
- No aggressive or violent language or gestures of any kind
- No "gameboys," "walkmans," "beanie babies", "virtual pets" in the school. In general, children should not bring their personal toys or games to school. (exception: "show and tell" in kindergarten)
- Hats are okay on hot days, but cannot be worn inside
- Stay within sight of the supervisor at all times, and within the marked playground barrier lines.
- During transitions from one place to another, stay in line.
- Students should not bother each other, should pay attention to where they are going, and – again – in the building maintain silence. Students should never walk between buildings without supervision of an adult. Supervisors must be able to see all students as they are escorting them.

When waiting for the bus or their parents after school

Students should remain seated and absolutely silent at all times until their numbers are called and they are out of the building. They should be careful about what they do that might bother or injure someone else.

702. DRUG AND ALCOHOL USE

Effective Date: 8/1/2009, Revision Date: 7/31/2009

ICS desires to provide a drug-free, healthful, and safe workplace. To promote this goal, employees are required to report to work in appropriate mental and physical condition to perform their jobs in a satisfactory manner. While on ICS premises and while conducting business-related activities off ICS premises, no employee may use, possess, distribute, sell, or be under the influence of alcohol or illegal drugs. The legal use of prescribed drugs is permitted on the job only if it does not impair an employee's or volunteer's ability to perform the essential functions of the job effectively and in a safe manner that does not endanger other individuals in the workplace.

Violations of this policy may lead to disciplinary action, up to and including immediate termination of service or employment, and/or required participation in a substance abuse rehabilitation or treatment program at employee's expense. Such violations may also have legal consequences. Employees with questions or concerns about substance dependency or abuse are encouraged to discuss these matters with their supervisor or the School Counselor to

receive assistance or referrals to appropriate resources in the community. Under the Drug-Free Workplace Act, an employee who performs work for a government contract or grant must notify ICS of a criminal conviction for drug-related activity occurring in the workplace. The report must be made within five days of the conviction. International Community School reserves the right to conduct a drug and/or alcohol test on any employee whom it reasonably suspects is at work under the influence of drugs and/or alcohol. Reasonable suspicion means that the employee's appearance and/or conduct are indicative of the use or drugs and/or alcohol.

Employees with questions on this policy or issues related to drug or alcohol use in the workplace should raise their concerns with their supervisor or the School Counselor without fear of reprisal.

703. SEXUAL AND OTHER UNLAWFUL HARASSMENT

Effective Date: 8/1/2009, Revision Date: 7/31/2009

ICS is committed to providing a work environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive, including sexual harassment. Actions, words, jokes, or comments based on an individual's sex, race, color, national origin, age, religion, disability, sexual orientation, or any other legally protected characteristic will not be tolerated. Sexual harassment is defined as unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of sexual harassment examples:

- Unwanted sexual advances.
- Offering employment benefits in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Visual conduct that includes leering, making sexual gestures, or displaying of sexually suggestive objects or pictures, cartoons or posters.
- Verbal conduct that includes making or using derogatory comments, epithets, slurs, or jokes.
- Verbal sexual advances or propositions.
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, or suggestive or obscene letters, notes, or invitations.
- Physical conduct that includes touching, assaulting, or impeding or blocking movements.

Unwelcome sexual advances (either verbal or physical), requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment; (2) submission or rejection of the conduct is used as a basis for making

employment decisions; or, (3) the conduct has the purpose or effect of interfering with work performance or creating an intimidating, hostile, or offensive work environment.

If you experience or witness sexual harassment or other unlawful harassment in the workplace, report it immediately to your supervisor. If the supervisor is unavailable or you believe it would be inappropriate to contact that person, you should immediately contact the Principal or any other member of administration. You can raise concerns and make reports without fear of reprisal or retaliation. All allegations of sexual harassment will be quickly and discreetly investigated. To the extent possible, your confidentiality and that of any witnesses and the alleged harasser will be protected against unnecessary disclosure. When the investigation is completed, you will be informed of the outcome of the investigation. Any supervisor or administrator who becomes aware of possible sexual or other unlawful harassment must immediately advise the Principal or any member of management so it can be investigated in a timely and confidential manner. Anyone engaging in sexual or other unlawful harassment will be subject to disciplinary action, up to and including termination of employment.

705. PERSONAL APPEARANCE

Effective Date: 8/1/2009, Revision Date: 7/31/2009

Dress, grooming, and personal cleanliness standards contribute to the morale of all employees and affect the image ICS presents to other members of the ICS community and visitors. During school hours or when representing ICS, you are expected to present a clean, neat, and tasteful appearance. You should dress and groom yourself according to the requirements of your position and accepted social standards. This is particularly true if your job involves dealing with parents or visitors in person.

Your supervisor is responsible for establishing a reasonable dress code appropriate to the job you perform. If your supervisor feels your personal appearance is inappropriate, you may be asked to leave the workplace until you are properly dressed or groomed. Under such circumstance, you will not be compensated for the time away from work. Consult your supervisor if you have questions as to what constitutes appropriate appearance. When necessary, reasonable accommodations may be made to a person with a disability.

706. RETURN OF SCHOOL OWNED PROPERTY

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/18/2011

Employees are responsible for items issued to them by ICS or items that belong to ICS and are in their possession or control, such as the following:

- computer databases and other professional files created for the school
- student work and all grading information
- credit cards
- equipment
- identification badges

All ICS property – including intellectual property - must be returned by employees on or before their last day of work. Where permitted by applicable laws, ICS may withhold from the employee's check or final paycheck the cost of any items that are not returned when required. ICS may also take all action deemed appropriate to recover or protect its property.

712. SOLICITATION

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/18/2011

In an effort to ensure a productive and harmonious work environment, persons not employed by ICS may not solicit or distribute literature in the workplace at any time for any purpose. ICS recognizes that employees may have interests in events and organizations outside the workplace. However, employees may not solicit or distribute literature concerning these activities during working time. (Working time does not include lunch periods, work breaks, or any other periods in which employees are not on duty.) In addition, the posting of written solicitations on office and hallway bulletin boards not allocated to schoolwork is restricted. These bulletin boards display important information, and employees should consult them frequently for important announcements, school policies and legally-required postings. If employees have a message of interest to the workplace, they may submit it to the Assistant Principal for approval. All approved messages will be approved by, initialed, and posted by the Assistant Principal. Please see the policy for information regarding the use of ICS computers, computer systems, or email addresses for solicitations.

718. PROBLEM RESOLUTION

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/24/2011

ICS is committed to providing the best possible working conditions for its employees. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from ICS supervisors and management. ICS strives to ensure fair and honest treatment of all employees. Supervisors, managers, and employees are expected to treat each other with mutual respect. Employees are encouraged to offer positive and constructive criticism.

If employees disagree with established rules of conduct, policies, or practices, they can express their concern through the problem resolution procedure. No employee will be penalized, formally or informally, for voicing a complaint with ICS in a reasonable, business-like manner, or for using the problem resolution procedure. If a situation occurs when employees believe that a condition of employment or a decision affecting them is unjust or inequitable, they are encouraged to make use of the following steps. The employee may discontinue the procedure at any step.

It is the intent of the Board of Directors of International Community School to achieve equitable solutions to grievances that may arise from time to time at the lowest possible administrative level. If a grievance is a complaint of discrimination or harassment, the Principal will take prompt action to resolve the complaint.

Definitions

Aggrieved person is the person or persons making a claim of grievance.

- Calendar days include weekends and holidays.
- Grievance is a claim based on an event or condition that is in violation of established policy of the International Community School, or the Georgia Code of Ethics of the Teaching Profession, or state or federal law. It is expressly understood that a claim based on any of the above constitutes grounds for a grievance.
- Party in Interest is the person or persons making the claim and any person that might be required to take action or against whom action might be taken in order to resolve the claim.

Guidelines for Resolving Grievances

8. The proceedings shall be kept as informal as may be appropriate at any level of the procedure. All parties shall cooperate and act in good faith to resolve grievances.
9. Proceedings shall be kept confidential.
10. Grievances shall not be discussed except as provided in each step of the grievance procedure. Because any grievance may reach Level Three as reflected hereafter, members of the Board of Directors must maintain impartiality. For this reason, communication concerning the grievance between Board members and the aggrieved person or parties of interest is strongly discouraged.
11. Nothing herein contained will be construed to limit the right of the aggrieved person to appeal the matter to a higher level as outlined in the grievance procedure.
12. Failure at any step of this procedure to appeal the grievance to the next step within the specified time limits shall be deemed to be acceptance of the decision rendered.
13. A grievance claim at Level Two and Three shall be presented within thirty (30) calendar days of the alleged act or condition on which the grievance is based.
14. If a grievance is in response to a negative performance evaluation, a timely written objection may be attached to the evaluation and kept in the employee's personnel file.

Level One Resolution

The aggrieved person shall attempt to discuss the grievance with the person against whom the claim is made and attempt to resolve the claim as soon as practical.

Level Two Resolution

If the aggrieved person is not satisfied with the disposition of the grievance at Level One, s/he will make a good faith effort to resolve the conflict by discussing the issues with the Administrator that has responsibility for that area. If the issue cannot be resolved with the administrator for that area it should be brought to the Principal for subsequent attempted resolution before proceeding to level three.

The good faith effort will consist of problem identification, possible solutions, selection of resolution/solution, process for implementation of resolution, and a follow-up meeting to assure that resolution has taken place. The Administrator will take action as necessary to

attempt to resolve the grievance, document the process, and make note in personnel files as appropriate.

The aggrieved person will have thirty (30) calendar days after the Administrator's action to appeal the resolution of the grievance negotiated in Level 2, to Level Three of this procedure. In the event the complaint involves the Principal, the aggrieved person may request a hearing before the Board of Directors, in executive session, by making a request to the Board secretary as outlined in Section I, numbers 1-6 of this policy, and following the steps outlined in Level Three of this policy.

Level Three Resolution

In the event the complaint is not resolved at Level Two, the aggrieved person may submit the grievance in writing to the Board's secretary (see Section 26.5.1.2, numbers 1-6) and request a hearing before the Board of Directors.

The Board secretary will be responsible for notifying all of the parties in interest of the need for a hearing and with obtaining whatever due diligence and legal counsel may be necessary for the Board to be properly educated as to the legal issues of the case. The Board secretary will be recused from participating with the board in deliberations/decision making in the case due to his or her necessary contact with the parties in interest prior to the hearing. The Board of Directors shall review the grievance in executive session at the next regularly scheduled Board meeting provided the aggrieved person has given forty-eight (48) hours notice of the need for such a hearing, or in a special Board meeting within thirty (30) calendar days after the hearing request is received, whichever meeting constitutes the shorter time period.

The Board of Directors will act upon the grievance within thirty (30) calendar days of the initial hearing and provide a written decision to the aggrieved person within ten (10) calendar days of Board action. The Board's decision shall be final and binding. In the event that either party in interest is dissatisfied with the decision rendered during the process outlined in Level Three of this policy, such party may pursue the grievance through the legal system.

Note: This Grievance Policy is not designed to supersede or supplant federal law or parent rights under the Individuals with Disabilities Education Improvement Act of 2004 or the Family Educational Rights and Privacy Act (FERPA) as amended, 1996. Furthermore, this Grievance Policy shall not, and is not intended to, prevent or delay employees from pursuing claims under any state or federal law.

722. WORKPLACE ETIQUETTE

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/18/2011

ICS strives to maintain a positive work environment where employees treat each other with respect and courtesy. Sometimes issues arise when employees are unaware that their behavior in the workplace may be disruptive or annoying to others. Many of these day-to-day issues can be addressed by politely talking with a co-worker to bring the perceived problem to his or her attention. In most cases, common sense will dictate an appropriate resolution. ICS encourages all employees to keep an open mind and graciously accept constructive feedback or a request to change behavior that may be affecting another employee's ability to concentrate and be

productive. Remember that no one is perfect, everyone becomes stressed sometimes, and all of us want the same thing--an academically excellent school. So remember to act like an adult, slow to anger, quick to forgive, and always pick up your own refuse in the common areas.

781. BUSINESS PROCEDURES

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/18/2011

Obligation to Obtain a Criminal Background Check

All employees must obtain a criminal background check through www.lexis-nexis.com and mut be fingerprinted at the DCDSD Department of Public Safety to obtain a legitimate DCSDE ID badge before beginning work at ICS. An employee cannot begin working at ICS without showing his/her identification badge to his/her supervisor and wear it at all times while on campus. Continued employment with ICS is predicated upon the school's receipt of a satisfactory report from the background check. In the event ICS obtains credible information that an employee or volunteer has engaged in prior conduct that would render him or her unfit for his or her position, ICS will consider the nature and gravity of the conduct in question; the time that has passed since the conduct took place, and the nature of the individual's job or volunteer position. Conduct culminating in a criminal conviction may be considered conclusive evidence of the underlying conduct. Conduct culminating in an arrest but not a conviction will be given further inquiry. Regardless of the legal consequences of the behavior, any determination by ICS that an employee has engaged in conduct involving violence or abuse will result in the termination of employment with ICS.

BUDGET

The school budget is divided into sub-accounts ("line items"). Coordinators (different members of our staff) manage each of these sub-accounts in collaboration with the other teachers concerned. The person responsible for each account consults with her/his group in establishing priorities for spending during the year. Barring unforeseen circumstances, once you spend the money allotted, there will be no other money available for that account (grade level, language section, etc.). It is also very important to budget amounts for the year. The school will issue a monthly statement that shows the account balance for each sub account. However, the monthly statement will show only paid items. That is why the Coordinator for the account should keep records, carefully check this statement against the records and inform the other teachers concerned about the status of the account

Requesting Funds

ICS prefers to use purchase orders for all purchases. If you must purchase in another way, you must have approval in advance from the Coordinator for your group and from the Assistant Principal or Principal. Complete a purchase order or advance purchase form, sign it and turn it into the Director of Administrative Services.

Funding for Professional Development

ICS has set priorities in this area. We fully fund workshops that we ask employees to attend, e.g., IBPYP and other workshops connected to our programs. Normally, meals not provided by hotel or workshop organization are covered by the per diem rate. The school will also fund

necessary overnight accommodation at a relatively inexpensive hotel. A member of staff may request funding for other workshops, and the school may be able to assist somewhat with the funding depending on monies available that year.

Ordering, Reception and Verification of Books and Materials

For the sake of program coordination, it is essential that all teachers at a grade level use the same basic materials (textbooks, workbooks, etc.) in all subject areas. Individual teachers should work together at the grade levels to determine what these materials should be based on the overall program and coordination between the grade levels. The ASC will centralize the purchase of basic classroom and office supplies several times per year. Grade levels and other staff are encouraged to order quantities of these materials sufficient to last from order to order to save money.

No member of staff can order books or materials without an ICS "Requisition/Purchase Order Form." These forms must be obtained each time directly from the ASC, who will then assign a Purchase Order number and ensure that the Purchase Order has on it the teacher's name and grade level. S/he will also make a copy of the form for office files and one for the teacher's files. Once the requesting teacher has obtained the form from the ASC, s/he will take it to the Coordinator of that Grade Level or Subject Area for review and approval. The Coordinator will consider the request in light of the applicable school year's budget (see below) and will sign off on it only if the purchase is within the budget for that year.

Once the Grade Coordinator has signed off, the form should go to the Assistant Principal or Principal for signature, the last signature will be from the ASC. The Principal will not approve any Purchase Order that does not bear signatures from the teacher and the Grade Coordinator. The school will not pay for any orders in which this procedure has not been followed. Moreover, the school has written to our suppliers asking them not to accept or process any orders that do not bear a Purchase Order number and the three approval signatures indicated. Orders for books and other educational materials must be submitted by May 15 for the current school year's budget. Orders placed after May 15 will be on the next school year's budget. In order to ensure that all necessary signatures are on the forms, members of staff should order all materials by the last day of post planning for teachers and assistants. When the books or other materials arrive, they will be opened by the grade level coordinator, who will check the packing slip against the record of purchase orders.

Teachers must go to the assigned storage areas/rooms and inspect their book orders within three (3) days of the first teacher workday of the new school year. During this inspection, the teacher should note on the packing slip or bill (or, if there is none, his/her copy of the original Purchase Order) whether the order is complete and the bill is cleared for payment and gets this immediately to the ASC for processing. S/he should then promptly arrange for the delivery of the books to his/her classroom. For books that arrive during the school year, the teachers should immediately inspect the contents of the box(es) to verify the contents and should report his/her findings to the ASC promptly.

Photocopies

ICS has three photocopy machines, but we wish to limit the number of photocopies the school has to pay for. When you make copies, please use your assigned code number. Use both side of the paper, and do not forget to recycle.

782. RECORDS AND DOCUMENTS

Effective Date: 8/3/2008, Revision Date: 7/31/2009, 1/24/2011

Correspondence with parents

The Agenda, with its messages from parents, can serve as a record of parent correspondence. Phone calls and parent-teacher conferences must be logged and documented. E-mails must be retained. Teachers should also save messages they get in another form, and keep a log of conversations they have with parents.

Planning documents and emergency lesson plans

Teachers must write IBPYP unit planners as well as weekly lesson plans for all subjects and turn these in to the designated administrator, i.e., Principal or Assistant Principal. Lesson plans must be posted in the classroom and/or at the door of the classroom. In addition, teachers should always have at least one emergency lesson plan in their desk drawers. Lesson plans include standards, objectives, lesson summary, assessment, materials and resources, and homework.

Substitute folder

Teachers must have a substitute folder available at all times in their classrooms. This folder must contain an accurate class list, a daily schedule, the teacher's contact information, and at least three activity sheets. The teacher must also inform the substitute of any medical problem such as ground for 504 Plan faced by any student. It is recommended that the teacher keep an information sheet about such students in a sealed envelope in his or her desk, to be opened only by the substitute.

Attendance Documents

Teachers take attendance first thing in the morning. In the past, teachers have passed attendance folders to the registrar, no later than 10:00 a.m. This year we wish to implement a new system via our computers. Teachers should place any letters from parents concerning absences or carpool or bus changes in the attendance folder or make sure these get to the office. Any student arriving after classes begin must have a late slip from the office. If the student does not have a late slip, send her/him back to the office for one. We will contact parents of students who are frequently absent or late, and you may record any concerns you may have on the form. Teachers should use their attendance documents to verify the presence/absence of children during fire and tornado drills.

Records of assessments

Teachers should keep records of assessments of student work. IB prescribes that portfolios be kept for each student. They can include writing samples, drawings, informal assessments, tests, and other materials as deemed appropriate by the teacher and IB coordinator.

783. MEDICAL EMERGENCIES AND ACCIDENTS

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/24/2011

Send or bring all students seriously ill or injured to the office. Do not diagnose. In case of emergencies, send for the Principal, Assistant Principal or another member of the office personnel

Illness at school

Children should not be sent to school if any of the following symptoms are evident: fever of 99 degrees or more, sore throat, rash, green discharge from nose, bronchial or deep chest cough, red eyes, discharge from eyes, diarrhea, vomiting or stomach ache within the 12 hours prior to school. Children need to be fever-free for 24 hours before returning to school. If a question arises regarding an illness, especially an illness suspected of being contagious, the Principal should consult the child's doctor or the DeKalb County Health Department. Parents should be called and their instructions followed. If parents cannot be reached, medical aid shall be obtained for the student on an emergency basis. Standard first aid should be followed for routine illness. A communicable disease chart from the DeKalb County Health Departments shall be readily available at all times.

Accidents

In case of accidents, once the teacher on duty has seen that the emergency is taken care of, s/he must fill out an accident report even if not a witness to the accident. Any other witnesses should fill out an accident reports also. This is especially true for serious accidents involving head injuries or possible fractures.

785. STUDENT MEDICATION PROCEDURES

Effective Date: 8/1/2009, Revision Date: 9/16/2009, 1/24/2011

Employees of ICS are prohibited from providing or administering any medication, including aspirin, to a student except as authorized by the parent/guardian in accordance with the procedures that follow. Except in emergency situations, only oral medications are administered. Emergency medications are administered in schools according to prearrangements involving appropriate medical and school personnel and the parent.

Parental Consent

Written parental consent for the administration of medication to the student is required as follows:

- For each discrete illness and for each medication ordered, whether given simultaneously or sequentially
- Every three months for a chronic illness requiring long-term administration of medication (does not apply to a standing order for emergency medication)

Responsibility of Parent/Guardian

The parent/guardian is responsible for the following:

A. Obtaining form "Authorization to Administer Prescribed Medication to a DeKalb County Public School Student While in School" (Item I) from ICS, as well as a statement from the

attending physician.

B. Assuring that the physician's statement includes:

- Name of student.
- Name of the medication.
- Dosage and hours medication is to be given during the school day.
- Expected duration of administration of medication.
- List of possible side effects/contraindicators.

C. Personally delivering to the school principal the completed medication authorization form, the physician's statement, and the medication, properly labeled by a pharmacist (Under no circumstances will the school administer medication brought to school by the student).

D. Providing completed signed forms as required by Item I.

E. Submitting to the school written notification from the physician of any change in dosage or time of administration of medication.

F. Assuring that the first day's dosage of any new prescription has been given at home.

G. Personally collecting from the school any unused portion of the medication within one week after expiration of the physician's order (Medication not personally collected by the parent/guardian is destroyed.).

Responsibility of School Nurse

The principal is responsible for the following:

A. Assuring that the administering of medication to a student meets the requirements of this regulation.

B. Reviewing and determining the following:

- The medication authorization form is properly completed.
- Each prescription is accompanied by a separate medication authorization form and physician's statement.
- The statement from the physician includes all information as required in Item II B.
- The medication is properly labeled.
- The first day's dosage of any new prescription has been given to the student at home.

C. Establishing the date when a written renewal of the physician's order will be required, if necessary (Item I. B.), and informing the parent/guardian of the date by which any unused portion of the medication must be personally collected (This will be accomplished by entering the dates in the last section of the medication authorization form and returning a copy of the form to the parent/guardian.)

D. Filing the original of the completed medication authorization form and the physician's statement with the student's health record.

E. Prohibiting any change in dosage or time of administration of medication unless authorized in writing by the physician and assuring that the administration of medication is not continued without a renewal order from the physician.

F. Storing all medications kept in the school in a secure area that is accessible only to authorized personnel.

G. Destroying any unused portion of the medication not personally collected by the parent/ guardian within one week after expiration of the physician's order.

H. Assuring that all physicians' orders for medications given in school are reviewed by the public health nurse and the school medical advisor

I. Maintaining a current listing of students receiving medications, including the following information:

- Student's name.
- Name of medication.
- Date initially prescribed or re-prescribed and termination date.
- Dosage and time medication is to be administered.

J. Arranging for the administration of medications according to schedule.

802. RECYCLING

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/24/2011

ICS recycles all paper. Teachers and Assistants should involve students in this process. A company picks up our large bins, kept in the kindergarten playground area, when the bins are all filled. There are recycling boxes in all buildings of the school. ICS supports environmental awareness by encouraging recycling and waste management in its business practices and operating procedures. This support includes a commitment to the purchase, use, and disposal of products and materials in a manner that will best utilize natural resources and minimize any negative impact on the earth's environment. Special recycling receptacles have been set up to promote the separation and collection of the following recyclable materials at ICS:

- computer paper
- white high grade or bond paper
- mixed or colored paper
- printer cartridges

Success of this program depends on active participation by all of us. Employees are encouraged to make a commitment to recycle and be a part of this solution. ICS encourages reducing and, when possible, eliminating the use of disposable products. Source reduction decreases the consumption of valuable resources through such workplace practices as:

- communication through computer networks with email
- posting memos for all employees

- two-sided photocopying
- computerized business forms
- turning off lights when not in use
- not setting thermostats too cool in summer or too hot in winter
- disposable plastic bottles and other recyclable containers

Whenever possible, employees of ICS are encouraged to purchase products for the workplace that contain recycled or easily recyclable materials. Buying recycled products supports recycling and increases the markets for recyclable materials.

888. ANNUAL AHERA (ASBESTOS HAZARD EMERGENCY RESPONSE ACT)

Effective Date: 9/16/2009, Revision Date: 1/24/2011

This information is being provided to comply with the requirements of the federal Asbestos Hazard Emergency Response Act (AHERA), which requires schools to perform certain tasks in regard to the presence and control of asbestos containing materials (ACM) in school buildings. These tasks include:

- Developing an asbestos management plan which is designed to outline procedures and guidelines for the inspection, re-inspection and periodic surveillance of the ACM that are present in the buildings.
- Providing awareness training and additional training to selected school employees.
- Periodic notification of all employees, students (via their parents/guardians), and building occupants of the availability of asbestos management plans, the location of same, and the times that the plans may be reviewed.

This notification is to advise all persons in the categories named above that the asbestos management plans required under AHERA are available for review upon request. The plans are maintained in the office of Mr. Brandon Davis, Business Manager, International Community School, 2418 Wood Trail Lane, Decatur, Georgia 30033 and may be reviewed during normal school hours by appointment with Mr. Davis (404/499-8969). Interested persons are further advised that an initial inspection of the Education Building and Fellowship Hall at the school's Decatur campus was made in May of 2005 and an asbestos management plan developed at that time. All of the documentation referred to above is available for inspection through the school's Operations Manager, as noted above.

991. COMMUNICATION

Effective Date: 8/1/2009, Revision Date: 7/31/2009, 1/24/2011

HOME - SCHOOL COMMUNICATION

Written Communications and Phone Calls between the School and Parents

Agendas

Every child will have an Agenda to be used regularly. For general announcements, get a sticker printed and glue these into the Agenda and or communication folder for the appropriate date. Encourage parents to use the Agenda and or communication folder for their questions or responses to ICS communications. Check the Agendas daily and respond to parents, even if only to write that you will get in touch later. Do not use the Agenda for lengthy comments or explanations of serious issues at school. When there is a serious issue, speak directly with a parent even if you must wait do so until the end of the school day.

Incident Reports

Individual members of staff should resolve difficulties on the spot. However, when it is necessary for an administrator to intervene, the staff member must complete an incident report and turn it in to the Principal, Assistant Principal, or Discipline Coordinator.

Regular written communication from the Grade Level teachers to the parents

At a minimum, every six weeks grade level teachers must send home a communication (i.e. progress report by mid semester and report card by end of semester) as well as samples of marked student work from the last six-week period

Phone calls and e-mail

Respond to parents' messages within 24 hours. Most misunderstandings can be avoided by effective communication. Phone parents when the incident is serious enough to merit a discussion.

School Reports

Computer-generated school reports for all students are to be completed according to the deadlines established.

Standardized Tests

Review your student's results. The Testing Coordinator can help with interpretation.

Verbal Communications

Staff must attend parent meetings listed on the school calendar, including the School Opening Meeting, Back-to-School nights, Parent-Teacher conferences, Open House, etc. Teachers should prepare for parent-teacher conferences by choosing work samples, outlining positive points about student work, and identifying areas in need of improvement. Teachers should encourage parents to consider the child from the teacher's point of view. Parents should be encouraged to arrive for the conference a little earlier than the scheduled time so that they can review student work in the portfolio. When a child is having significant difficulty at school, either in academic work or behavior, the teacher should refer the student to the SST process.

General Points about Communication

When the matter concerns anything to do with a class (homework, content of lessons, teaching methods, etc.), the parents should normally see the teacher(s) concerned before bringing the

matter to the attention of anyone else. Very often what parents think is a problem is not really a problem at all, once they have discussed the matter with the classroom teacher(s). If we want to encourage parents to see teachers or other members of staff about their concerns, we have to make it not only possible but also easy for them to do so. When you meet the parents the first time, tell them that you would like to hear from them whenever they have a question or concern, and then explain to them the best way to contact you. When parents call or leave messages for you, answer them as soon as possible. Use the Agenda for simple messages to parents or to ask them to contact you. Again, do not use the Agenda for lengthy comments or serious issues.

Visits to the School by Parents and Others

ICS policy is that parents (either our own or prospective parents) may not observe classes. This is to ensure that children will focus on their class work and not be distracted by an observing parent. However, teachers may invite parents to participate in classroom activities and to assist the teacher in any way the teacher thinks appropriate.

Parents may not bring a late child to the classroom without having first gone to the office for a tardy slip. Unless the parent has a tardy slip, please send her/him and the child back to the office to get one. This year, we will insist that parents bring children to school regularly and on time.

Parents may not pick up children from the classroom during the day. They must go to the office and a member of the office staff will come to get the child. This is to ensure that all permissions have been obtained.

Do not allow parents to discuss issues about a child with you when you are supposed to be teaching. Ask the parent to make an appointment with you, by leaving a message in the office.

For security reasons, except on occasions of a general meeting, individual visitors must report to the School Office to sign the Visitors' Book and to receive a visitor's badge. If you see anyone you do not know, please ask that person if you can help her/him, and then direct that person to the office. This is a very important security matter.

992. REPORTING CHILD ABUSE OR NEGLECT

Effective Date: 8/1/2009, Revision Date: 7/31/2009

Any principal, teacher, counselor, or other school administrator having cause to believe that a child has had physical injury or injuries inflicted other than by accidental means by a parent or caretaker, has been exploited by a parent or caretaker, or has been sexually assaulted by a parent or caretaker must report such incidents to a senior administrator or counselor. Any or all cases of suspected child abuse involving a staff member or student should be reported promptly to the Principal. The Principal, other senior administrator, or counselor is responsible for investigating and reporting to the DeKalb County Department of Family and Children Services, Protective Services Division.

996. FOOD CONSUMPTION

Effective Date: 8/1/2009, Revision Date: 7/31/2009

For reasons of both professional appearance and pest control, all food consumption is limited to the cafeteria with the exemption listed below. The microwaves have been moved to the counter at the end of the room for staff use. The home sized refrigerator in the kitchen is for ICS staff use. Every Friday, the refrigerator will be emptied by the kitchen staff and any leftover containers, salad dressings, milk, etc., will be thrown away and the inside wiped down. Staff members are not permitted to eat lunch in their rooms.

CELEBRATIONS

No outward sign of religious activity is allowed to be part of a celebration. Celebrations should always be tied to an IBPYP Unit of Inquiry. If food and drink are included in the celebration, they should be healthy items as indicated in the Health section of this handbook. All leftovers must be immediately cleaned up and the waste taken to the cans in the cafeteria, not the classroom wastebaskets.

Birthdays

We do not want parents to determine how we celebrate birthdays. The recommendation is that teachers recognize students' birthdays. If parents insist on bringing food, the celebration should be arranged in advance and held in the cafeteria.

Peanut-Free School

We must refrain from bringing and refrain from allowing our parents and community members from bringing any item to school with peanuts, peanut oil and or peanut products of any kind.

997. FIELD TRIPS

Effective Date: 8/1/2009, Revision Date: 7/31/2009

Field trips must be connected with IBPYP Units of Inquiry and may begin or conclude units. Teachers organize visits to places of interest in the Atlanta area during the school day. Room Parents can assist. There is a line item per grade level to cover the expenses of these class field trips. Each child should have at least 2 trips per year (these do not include occasional short free trips off-campus.) Teachers should invite room parents to organize chaperones among the parents. Teachers accompany the children and are responsible for organization of the trip and the safety of the children.

All field trips

For all field trips, prior to leaving on the trip, teachers will be responsible for reviewing the requirements of any student 504 plans with the school counselor and making arrangements with the parents for any child who will need to have medication administered during the trip. (See the policy pertaining to Student Medication Procedures)

On the trip the teacher will have:

- Access to a cell phone
- List of parent contacts

- Verification of student 504 plans
- Any emergency medical devices needed, e.g., Epi-pens
- A full first aid kit

Day Field Trips

For day field trips, teachers must do the following:

32. Reserve a DeKalb County bus long in advance of the date. All bus reservations must be made before May 1 although the trip may be taken after that date. Parents may not drive children (their own or others) on field trips during school hours.
33. Carefully budget the field trip, including expenses for accompanying adults.
34. Fill in the relevant forms and return them to the office for signature by the coordinator and principal.
35. Inform the other teachers who will be affected by the trip (other teachers at grade level, specialist teachers, counselor, learning specialist, food service, etc.)

Overnight Field Trips

For overnight field trips, teachers must do the following:

36. Get prior approval from the Principal or Assistant Principal. This should be done by way of the field trip form that will indicate date, venue, transportation, cost of the trip, etc. This form must be signed by the principal or assistant principal before any communication with the parents.
37. Meet with the parents. Many of our parents do not read English and find it difficult to understand written papers in English, hence the need for a meeting at a convenient time and location for the parents.
38. Get all parents to sign parent approval forms which indicate all the details of the trip, including an emergency telephone number so that parents can contact supervisors during the overnight stay.
39. Gather emergency information on all students, including emergency phone numbers, medical information and release forms and permission for medical treatment forms.