SY25-26
DEPARTMENT SERVICES GUIDE

For Charter Schools Authorized
by the DeKalb County Board of Education
and the State Board of Education
to
Operate in DeKalb County School District

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OVERVIEW

The Department Services Guide provides a description of in-kind and buy-back services available through the DeKalb County School District for charter schools authorized by the DeKalb Board of Education and the State Board of Education. The Guide is reviewed and published annually. The scope of services and costs contained in the Department Services Guide are subject to change at the sole discretion of the District. The Guide is organized by District division.

Dispute Resolution

In the event of a dispute with any aspect of the provision of or payment for goods, services, and/or personnel to the charter school, the parties agree to follow the dispute resolution process defined in Appendix A of this Guide. The School Innovation Department will work with the charter school and District department to reach a dispute resolution.

FISCAL YEAR 2024-2025 ANNUAL AUTHORIZER FEE REPORT

The DeKalb County Board of Education ("DBOE" or "Board") through the School Innovation Department in the Division of Access and Opportunity supports student success and school choice by authorizing charter schools that provide innovative, high-quality learning opportunities for students who reside in DeKalb County.

Pursuant to O.C.G.A. 20-02-2068.1, the District allocates funding for charter schools through the Quality Basic Education (QBE) funding formula. This code section outlines all requirements for the funding mechanism and contains guidelines on distribution of funds for charter schools.

DeKalb County School District (DCSD) funds its work as a charter school authorizer through the collection of an authorizer fee. In accordance with O.C.G.A 20-2-2089(b) the district, may withhold up to 3% of the amount determined pursuant to subsection (a) of this Code section for each charter school for use in administering the duties required pursuant to Code Section 20-2-2083; provided, however, that any amount withheld pursuant to this subsection shall be spent solely on expenses incurred performing the duties required in said code section. For the most recently completed fiscal year, DCSD collected the following amount as an authorizer fee:

Fiscal Year 2025 (FY2025) Authorizer Fee	Total Amount Collected
3% of State and Local Funding for Charter Schools	$2,117,204.57

For FY2025, the District budgeted the authorizer fee on the following expenditures:

Description of Expenditure	Amount	Rationale for Expenditure
Salary and Benefits	$3,266,037.79	DCSD fulfills its responsibilities as a charter school authorizer and provides in-kind services (as outlined in this Department Services Guide) through the direct allocation of personnel. The following School Innovation Department and Division of Student Support Services positions are funded, in whole or in part, through the authorizer fee: Director, School Innovation; Manager III, Charter Schools; Senior Auditor; Budget Specialist—Federal Programs; Special Education Coordinator, five Lead Teachers, Special Education; three School Psychologists; Technician II—School Innovation; and Administrative Assistant. The District also pays a portion of salaries for district employees dedicated to working directly with charter schools in every division across the District. These employees are identified by division in the Department Services Guide.
Contractual Services	$17,550.00	The District contracts with Epicenter for its charter school compliance monitoring system. In alignment with Georgia and national authorizing standards, DCSD uses external reviewers for charter school application reviews.
Dues and Fees	$5,853.97	Dues and fees include registration costs for conferences, trainings, and workshops to support DCSD

		authorizing responsibilities and professional development in charter authorizing best practices.
Supplies & Equipment	$4,021.70	General supplies are required to carry out District authorizer functions, including computer equipment and related hardware.
Travel	$1,395.60	In alignment with charter school authorizing standards and best practices, DCSD staff conduct site visits at its authorized charter schools. These site visits include classroom observations, staff and parent focus groups, compliance reviews for special populations and federal programs, and quarterly collaborative meetings. Additional expenses for professional development of DCSD staff include travel to conferences and workshops.
Total Expenditures	**$3,294,859.06**	

COMMUNITY EMPOWERMENT, INNOVATION, AND PARTNERSHIPS

COMMUNICATIONS

Division: Community Engagement & Innovative Partnerships

Description of Service:

- Provide communications resources, as needed, to ensure charter schools understand media relations and communications protocols
- Include charter school employees in any related District media training programs
- Provide guidance to charter staff in the event of emergency communications
- Communicate to charter school personnel using DCSD protocols

Type of Service: In-Kind Service

Service Commitment:

- Hire/assign appropriate personnel in the area of communications
- Require school personnel to use related resources in a responsible manner and in alignment with DCSD expectations
- Follow media relations protocols including emergency communications protocols
- Include the District in community notifications as appropriate
- Inform the Communications Department of the desire to exercise flexibility related to typical communications processes in writing and well in advance of implementation

How to Access Service: Email or call the Communications Department.

Availability: Immediately

District Contacts:
Jennifer Caracciolo, Interim Chief of Community Engagement & Innovative Partnerships | 678-676-0425 | caracciolo_jennifer@dekalbschoolsga.org

Communications Support Staff:
Dr. Donald Porter, Press Secretary| 678-481-4110 | Donald_porter@dekalbschoolsga.org (Media, Issues Crisis Management)

Ms. Carla Parker, Communications Specialist | 404-734-1717 | Carla_parker@dekalbschoolsga.org (Media, Communications support)

Mr. John Kegler, DeKalb Schools TV/Video Production Manager | 678-458-2572| John_kegler@dekalbschoolsga.org

Mr. Richard Stephens, Online Content/Social Media Specialist | 404-759-6909| Richard_stephens@dekalbschoolsga.org

Mr. Hector Mancia, Graphic Designer |Hector_mancia@dekalbschoolsga.org |

Mr. Jack Lavoi, Graphic Designer i jack_lavoi@dekalbschoolsga.org l 678-676-0309

Frida Flores, Communications Specialist l frida_flores@dekalbschoolsga.org | 678-641-7690

Jamelia Potter, Communications Specialist |jamelia_s_potter@dekalbschoolsga.org | 678-676-2831

Cost: Direct Allocation of Personnel

Payment Process: Not Applicable

GRANTS & PARTNERSHIPS

Division: Community Engagement & Innovative Partnerships

Description of Service: The Grants and Partnerships Department secures funding, grants, resources, and partners aligned to the district's strategic plan and needs of schools and departments. Our department oversees the planning and execution of competitive grant funding requests from the district to federal, foundation and private sector grantors. We provide professional learning and technical assistance to schools, departments, and professional staff on identifying, applying for, and managing potential and existing competitive grants, partnerships, and related in-kind resources. We inform the district of current grant opportunities, resources, and potential partnerships.

The Grants and Partnerships Department provides support to all schools, centers, departments, and community organizations. We solicit the support of local, state, regional, and federal partners as we strive to build sustainable relationships that will provide resources to maximize student success.

Service Commitment: The Grants and Partnerships Department serves as a vital conduit for identifying and acquiring a wide range of financial resources and securing impactful partnerships to support educational opportunities and enhance the overall learning experience for students. By actively seeking grant funding and partnerships, the Grants and Partnerships Department strives to alleviate financial burdens on schools and the school district, ensuring essential programs, projects, and resources are available to students and educators. We strive to be a catalyst for positive change, fostering a learning environment that empowers students, supports the district's mission, and broadens educational opportunities for all.

Type of Service: In-Kind

District Contacts:
Jennifer Caracciolo, Interim Chief of Community Engagement & Innovative Partnerships | 678-676-0425 | caracciolo_jennifer@dekalbschoolsga.org

Dr. Marcia Oglesby, Director of Grants and Partnerships | 678-676-0375 | Marcia_oglesby@dekalbschoolsga.org

Grants & Partnerships Support Staff:
Libritta Anderson- Griffin, Coordinator II, Grants and Partnerships
Darius Williams, Administrative Assistant, Grants and Partnerships

Cost: Direct Allocation of Personnel

Payment Process: Not Applicable

CURRICULUM & INSTRUCTION

FERNBANK SCIENCE CENTER

Division: Curriculum & Instruction

Description of Service: ***Outreach Programming***

- Fernbank Science Center Instructors will come to the charter school to provide a classroom program for students which is aligned to the Georgia Standards of Excellence and/or national benchmarks for science education for a specific grade level.
- Program given by subject/content expert
- Scheduled through Fernbank Science Center's Scheduler
- Programs are aligned to the DCSD's Curriculum-at-a-Glance documents

Service Commitment: The teacher will be provided with the instructional schedule for the day and a location for the program. The charter school will provide 1:1 devices or other technology required for students' participation in this program.

How to Access Service: The Principal should select a staff member to serve as the Fernbank Science Center Liaison and send the name of the individual to the Fernbank Science Center Scheduler. The Liaison will receive all the scheduling information and work with the local staff on program selection. Scheduling will occur in August for the fall semester and in December for the spring semester.

Availability: The Fernbank Science Center Liaison will receive the information approximately two weeks prior to scheduling for either semester.

Type of Service: In-Kind Service

Cost: Direct Allocation of Personnel; The charter school is responsible for the coordination and cost of transportation to and from the Fernbank Science Center.

Payment Process: Not Applicable

District Contacts: Janetta Greenwood, Director, Fernbank Science Center | (470) 962-8575
janetta_greenwood@dekalbschoolsga.org

Vashonda Davis, Coordinator II, Fernbank Science Center | (678) 874-7102 |
vashonda_davis@dekalbschoolsga.org

Audrey Poole, Scheduler, Fernbank Science Center | audrey_poole@dekalbschoolsga.org

Description of Service: ***Single Visit Programming***

The Fernbank Science Center is located at 156 Heaton Park Drive, Atlanta, Georgia 30307. Field excursion opportunities at the Fernbank Science Center for charter schools include: a museum tour, planetarium lesson, and/or classroom instruction. The grade band and/or grade level instructional resources utilized during these field excursions are aligned to the Georgia Standards of Excellence as well as national benchmarks for science education.

- Program provided by subject/content expert(s)
- Scheduled through Fernbank Science Center's Scheduler
- Programs aligned to the DCSD's Curriculum-at-a-Glance documents

Service Commitment: The students and teacher will be transported to the Center according to the schedule provide by the Center. The charter school will provide 1:1 devices or other technology required for students' participation in this program.

How to Access Service: The Principal should select a staff member to serve as the Fernbank Liaison and send the name of the individual to the Fernbank Scheduler. The Liaison will receive the scheduling information and work with the local staff on program selection. Scheduling will occur in August for the fall semester and in December for the spring semester.

Availability: The Fernbank Science Center Liaison will receive the information approximately two weeks prior to scheduling for either semester.

Type of Service: In-Kind Service

Cost: Direct Allocation of Personnel; The charter school is responsible for the coordination and cost of transportation to and from the Fernbank Science Center.

Payment Process: Not Applicable

District Contacts: Janetta Greenwood, Director, Fernbank Science Center | (470) 962-8575
janetta_greenwood@dekalbschoolsga.org

Vashonda Davis, Coordinator II, Fernbank Science Center | (678) 874-7102 |
vashonda_davis@dekalbschoolsga.org

Audrey Poole, Scheduler, Fernbank Science Center | audrey_poole@dekalbschoolsga.org

Description of Service: ***Scientific Tools and Techniques (STT) Program***
Scientific Tools and Techniques (STT) is a challenging, fast-paced, one-semester program designed to familiarize ninth grade students with the tools and techniques of scientific inquiry. STT students are involved in a rigorous science curriculum and take an array of life and environmental science modules taught by instructors who are field specialists. Classes are held in the FSC planetarium, observatory, greenhouse, and laboratories with state-of-the-art scientific instruments. In one semester, students take two accelerated high school science courses: Biology and Environmental Science.

- Students earn credits for HS Biology and Environmental Science courses
- Courses taught by subject/content experts
- Students apply for the program during the second semester of their 8th grade year.
- More information can be found at http://www.fernbank.edu/stt.html

Service Commitment: Student will attend the program for the semester for which they are selected. The charter school will provide 1:1 devices or other technology required for students' participation in this program.

How to Access Service: The Principal should select a staff member to serve as the STT Liaison and send the name of the individual to the STT Registrar. Program and application information is shared with the schools through the STT Liaison. Students apply through the school that they are attending in the 8th grade.

Availability: The STT Liaison will receive information on the application process in January of each school year.

Type of Service: In-Kind Service

Cost: Direct Allocation of Personnel; The charter school is responsible for the coordination and cost of transportation to and from Fernbank Science Center.

Payment Process: Not Applicable

District Contacts: Janetta Greenwood, Director, Fernbank Science Center | (470) 962-8575
janetta_greenwood@dekalbschoolsga.org

Vashonda Davis, Coordinator II, Fernbank Science Center | (678) 874-7102 |
vashonda_davis@dekalbschoolsga.org

Denise Savage, Registrar, Fernbank Science Center | denise_savage@dekalbschoolsga.org

Description of Service: ***Advanced Studies Programs***

Advanced Studies at Fernbank Science Center is a unique experience that offers hands-on investigations into a variety of specialized areas of science. Students will have the opportunity to study with expert instructors, work in well-equipped laboratories and/or travel to the field. The courses are provided tuition-free to any high school student matriculating in the DeKalb County School District and enrolled in grades 10-12. Advanced Studies courses are taught by content experts and are scheduled in the afternoon beginning at 3:30pm.

- Students earn science credits for graduation
- Most courses are scheduled for two days per week
- Some courses offer a hybrid scheduling format
- Additional information and a list of the current course offerings can be accessed at: http://www.fernbank.edu/advancedstudies.html

Service Commitment: Student will attend the program for the duration of the course. The charter school will provide 1:1 devices or other technology required for students' participation in this program.

How to Access Service: Application information and a list of the current course offerings can be accessed at: http://www.fernbank.edu/advancedstudies.html.

Availability: All courses have a limited number of seats available. The student or their counselor can check for available seats through the registrar's office at the Fernbank Science Center, 678-874-7107.

Type of Service: In-Kind Service

Cost: Direct Allocation of Personnel; The charter school is responsible for the coordination and cost of transportation to and from the Fernbank Science Center.

Payment Process: Not Applicable

District Contacts: Janetta Greenwood, Director, Fernbank Science Center | (470) 962-8575 janetta_greenwood@dekalbschoolsga.org

Vashonda Davis, Coordinator II, Fernbank Science Center | (678) 874-7102 | vashonda_davis@dekalbschoolsga.org

Denise Savage, Registrar, Fernbank Science Center | denise_savage@dekalbschoolsga.org

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Division: Curriculum & Instruction

General Guidance
MTSS is a research-based school improvement framework that establishes a continuum of care in every school that utilizes data-driven decision-making to support student academic and social emotional and behavioral growth needs. MTSS occurs within general education and includes a three-tiered model with Tier 1 being standards-based core instruction, Tier 2 moderate intensity skill-specific targeted intervention, and Tier 3 intensive skill-specific targeted intervention. Tier 3 of the MTSS framework is the level at which the Student Support Team (SST) process occurs. Within the MTSS framework and process, Response to Instruction/Intervention (RTI) data is analyzed and used to inform data-driven decision-making for targeting appropriate supports of student needs.

In 1984, a permanent injunction was established by the Ollie Marshall versus State of Georgia Case, requiring each school district to have an SST within each school. The narrative of this policy reads: "The Student Support Team (SST) process functions within general education and utilizes a multi-disciplinary approach to identify and plan instructional programs for students who struggle to progress academically or who exhibit behavioral difficulties that impede their progress." DCSD charter schools shall provide all state and federally mandated services for students enrolled in the charter school.

DCSD charter schools shall provide a Multi-Tiered System of Supports (MTSS) framework and process (including Student Support Team) in support of the Georgia Board of Education Rules, including Georgia Board of Education Rule Code IGB: 160-4-2-.32 Student Support Team DCSD charter schools shall provide a Multi-Tiered System of Supports (MTSS) framework and process (including Student Support Team) in support of the DeKalb County School District Board Policies IGB: Student Support Teams, and IA: Instructional Program Philosophy. DCSD charter schools shall provide a Multi-Tiered System of Supports (MTSS) framework and process (including Student Support Team) in support of the DeKalb County School District Board Regulation IHE-R (0): Promotion and Retention.

Each DCSD charter school shall identify a Multi-Tiered System of Supports (MTSS) Chairperson/Specialist who will be responsible for providing professional learning, training, and appropriate guidance to the charter school staff, and with supporting school-level MTSS implementation. The charter school will keep the district coordinators for MTSS informed of the name(s) of the MTSS Chairperson/Specialist(s) so that they can be included in the MTSS Office 365 Outlook Group for communication. DCSD charter schools shall require the MTSS Chairperson/Specialist to attend DCSD MTSS professional development offerings to the same extent required of other schools in the District. DCSD charter schools shall require MTSS practices in compliance with District non-negotiable expectations to the same extent required of other schools in DCSD.

Description of Service:

- Professional development for MTSS Chairpersons/Specialists on MTSS implementation and District MTSS non-negotiable expectations
- Professional development for staff (upon submission of principal request) for MTSS implementation
- Guidance and technical assistance for MTSS Implementation
- Consultation for specific cases regarding MTSS implementation
- Professional learning modules on elements of MTSS implementation and Social-Emotional Learning available on the MTSS District Site in SharePoint
- Procedural guidance for MTSS is available on the MTSS District Site in SharePoint

- Tier 1 bank of strategies and resources to support teaching and learning (academic and social-emotional-behavioral) available on the MTSS District Site in SharePoint
- Intervention bank of Tier 2 and Tier 3 interventions for supporting students available on the MTSS District Site in SharePoint
- MTSS Chairpersons/Specialists will be provided with provisioning rights in Infinite Campus to create and manage electronic Tier 2 and Tier 3 intervention plans and related records
- MTSS Chairpersons/Specialists will be included in an Office 365 Outlook Group for MTSS Chairpersons /Specialists for ongoing communication and district expectations/news for MTSS

Type of Service: In-Kind Service

Service Commitment: Professional development for MTSS Chairpersons/Specialists is available to all charter schools. Guidance and technical assistance for MTSS implementation is available to all charter schools as is consultation for specific cases regarding MTSS implementation. Professional development for school staff is available upon principal request and should follow professional development provided by the charter school's MTSS Chairperson/Specialists. All DCSD staff with access to Office 365 have access to the resources on the MTSS District Site in SharePoint. Ongoing communication to MTSS Chairpersons/Specialists through the Office 365 Outlook Group for MTSS Chairpersons/Specialists is available to charter school MTSS Chairpersons/Specialists

Cost: Direct Allocation of Personnel

Payment Process: Not Applicable

District Contact: Monique Kimbell, Director, MTSS | monique_kimbell@dekalbschoolsga.org

DEKALB COUNTY SCHOOL DISTRICT SUMMER PROGRAMS

Division: Curriculum & Instruction

Description of Service:
The DeKalb County School District provides summer programming to rising K-12 students to support the instructional core of the school district – students, teachers, and the content taught and learned. The summer programs are designed to give students a jumpstart on the skills they will need for returning to school. Lessons are crafted to address social-emotional learning, building relationships, project-based learning, and foundational skills in reading and mathematics.

- Summer programs engage all learners, including English learners, students with disabilities, and gifted students.
- The types of summer learning programs include remediation, acceleration and enrichment.
- Some summer learning programs have limited availability.

Type of Service: Buy-Back Service

Service Commitment: Students will attend the selected summer program for the duration of the program. The charter school will provide 1:1 devices or other technology required for students' participation in the various programs.

How to Access Service: Program information is shared with the charter schools through the Principals' Bulletin and News Flash. Students must register for the summer program during the open window that will be shared through the Principals' Bulletin, News Flash, and website.
Availability: April - June 2025

Cost: $100 per student; The student fee will offset the costs associated with transportation, staffing, and instructional resources. The District will incur the balance to provide transportation services, purchase instructional resources, and hire appropriate staff.

Payment Process: The District will invoice the charter school for buy-back services.

District Contact:
Dr. Sean Tartt, Deputy Chief Academic Officer | sean_tartt@dekalbschoolsga.org | 678-676-0731

Support Staff:
Rose Prejean-Harris, Assistant Superintendent

FLEX ACADEMY

Division: Curriculum & Instruction

Description of Service: FLEX Academy is the DeKalb County School District's virtual learning experience. High school students in grades 10-12 may enroll in online core and elective classes. Currently, there are 11 FLEX teachers who will teach synchronous lessons on Monday, Tuesday, Thursday, and Friday. Students will have asynchronous lessons on Wednesdays.

- FLEX Academy - During the Day
- FLEX Academy - Beyond the Day
- FLEX Academy -Credit Recovery
- FLEX Academy - Summer School

Type of Service: Buy-Back Service

How to Access Service: A meeting between student, parent, and counselor is required. The school counselor must submit the registration to FLEX Academy. Flex Academy staff will review and schedule the student upon approval and receipt of payment.

Availability: Access is determined by the course window.

FLEX Academy District Contacts: Stacy E. Stepney, Chief Academic Officer (CAO) | stacy_e_stepney@dekalbschoolsga.org | 678-676-0731

Keatra Wright, Director, Virtual Learning | keatra_n_wright@dekalbschoolsga.org | 678-676-4141

Dr. Sean Tartt, Deputy Chief Academic Officer | sean_tartt@dekalbschoolsga.org | 678-676-0731

FLEX Academy Costs:

- During the Regular School Day $250/0.5 unit
- Outside the Regular School Day $250/0.5 unit
- Credit Recovery $100/0.5 unit
- Summer School $250/0.5 unit

FLEX Academy Payment Process: The District will invoice the charter school.

For inquiries regarding Georgia Virtual School (GAVS), please contact:
Dr. Sean Tartt, Deputy Chief Academic Officer | sean_tartt@dekalbschoolsga.org | 678-676-0731

Dena McTyre, Coordinator II, Counseling | dena_mctyre@dekalbschoolsga.org | 678-676-4122

ACCESS AND OPPORTUNITY

SCHOOL INNOVATION

Division: Access & Opportunity

Description of Service:

- Leads the District's charter school authorization and renewal processes and works to develop and deliver effective support and communication between charter schools and the district
- Works with District leadership to create policies and procedures that advance equity, increase transparency, uphold charter school autonomy, and ensure accountability for outcomes
- Monitors each charter school's adherence to its charter, to state law, rules and regulations, and DeKalb Board of Education policy
- Develops, implements, and continuously improves the district's charter school performance evaluation and reporting processes
- Leads charter school state and federal reporting and accountability efforts and ensures that all District charter schools meet compliance requirements
- Analyzes charter school data and innovations and makes recommendations for dissemination or replication (if applicable)
- Manages the consolidated application for all state grants involving charter schools
- Directs the District's buy-back services program and serves as the first tier for resolution of issues pertaining to operational contracts and formal agreements
- Serves as liaison between the Operations Division and charter schools leasing District facilities

Type of Service: In-Kind Service

Service Commitment: Georgia law, State Board of Education rule, and DeKalb County School District require charter schools to provide assurances that it will meet specific requirements and comply with applicable laws. The signed contract and DCSD Assurances and Required Statements provides the legal assurance that charter schools understand and will comply with these requirements.

Availability: Immediately

District Contact: Kina M. Champion, Director, School Innovation | (678) 678-0718 | kina_champion@dekalbschoolsga.org

Dr. Adrienne Lacey-Griffin, Manager III, School Innovation | (678) 676-0718 | adrienne_lacey-griffin@dekalbschoolsga.org

Tomeika Middlebrooks, Budget Specialist II | Federal Programs | 678-676-0517 | Tomeika_Middlebrooks@dekalbschoolsga.org

Marcia Campbell, Administrative Assistant | (678) 676-0718 | marcia_campbell@dekalbschoolsga.org

School Innovation Support Staff:
Dr. Triscilla Weaver, Chief Access & Opportunity Officer | triscilla_r_weaver@dekalbschoolsga.org

Ebony Bell, Technician II, School Innovation | ebony_bell@dekalbschoolsga.org

Cost: Direct Allocation of Personnel

Payment Process: Not Applicable

SCHOOL CHOICE/STUDENT ASSIGNMENT

Division: Access & Opportunity

Description of Service: The charter school may participate in the DCSD School Expo.

Type of Service: In-Kind

Availability: Immediately

District Contact: Sarita Smith, Executive Director, Student Assignment | sarita_smith@dekalbschoolsga.org | (678) 676-0207

Dr. Char-Shenda Covington, Director, School Assignment | char-shenda_covington@dekalbschoolsga.org| (678) 676-0205

Support Staff:
Demetrice Jennings, Coordinator II, Student Choice & Student Assignment | Demetrice_A_Jennings@dekalbschoolsga.org | (678) 676-0793

Cost: Direct Allocation of Personnel

Payment Process: Not Applicable

FINANCE

BUDGET

Division: Finance

Description of Service:

- Process charter school allocations, grant reimbursements, and ACH payments; complete required financial reporting, maintain account/activities setup, budget transactions, and purchase orders (if applicable)
- Oversee the reconciliation of charter school invoices for DCSD services, review discrepancies, and verify transactions
- Review and provide analysis on budgets and narratives submitted in all start-up and renewal charter applications
- Manage compliance for charter school participation in mandatory state and district financial reporting

Type of Service: In-Kind Service

Service Commitment: The Charter School shall submit all required data to the DCSD's Finance Division per District established deadlines and other times upon request by Finance personnel.

Availability: Immediately | Office Hours: Monday–Friday (8:00am–5:00pm)

District Contacts:
Byron Schueneman, Chief Financial Officer | byron_schueneman@dekalbschoolsga.org | (678) 676-0133
Lauren Scott, Deputy Chief Financial Officer | lauren_scott@dekalbschoolsga.org
Lance McConkey, Comptroller | lance_mcconkey@dekalbschoolsga.org
Regina Bagley, Manager III, Budget | regina_frazier-thomas@dekalbschoolsga.org
Thomas Lowery, Director, Accounting & Financial Reporting | Thomas_lowery@deklabschoolsga.org
Dan Copeland, Senior Systems Engineer | dan_copeland@dekalbschoolsga.org

Finance Support Staff:
Carla Smith, Executive Director, Vendor Services
Yolanda Love, Procurement Manager III Capital
Weyman Christopher, Procurement Manager III Non-Capital
Vicky Holte, Capital Assets Manager
Kelly Brown, Grants Analyst
Felecia Heath, Budget Analyst III
Su Jin Hwang, Accountant III
Teresa Williams, Accountant III
Karen Lewis, Specialist I

Cost: Direct Allocation of Personnel

Payment Process: Not Applicable

SCHOOL NUTRITION SERVICES

Division: Finance

Description of Service:

1. Provide mandatory annual Free & Reduced professional learning credit and updates. (Learning Codes: 3100, 3120, 3200, 3220)

   Free & Reduced School Start-Up Training (4 hours) consists of:
   - Distribution of current school year manual/paper Free & Reduced Meal Application
   - Distribution of Free & Reduced Meal Application Flyer
   - Distribution of Charter School Standard Operating Procedure (SOP)
   - Distribution of current-year State Income Guideline for Free & Reduced Meals
   - Training on current-year online Free & Reduced Meal Application along with updates
   - Training on current-year manual/paper Free and Reduced Meal Application with instructions on key items that must be completed before sending application over to Free & Reduced scanning office
   - PrimeroEdge training on printing Free & Reduced documents (student eligibility rosters and meal application).
   - Introduction of any other pertinent information and regulatory updates
   - Verification Process Overview; **Note:** Each Charter School is responsible for completing their own annual State Verification.

   Rate: $220 per school annually (invoiced in September)

2. Provide Free & Reduced documentation for federal/state audits and administrative review as requested by GADOE.

   Rate: Hourly rate times number of hours needed to provide federal/state documentation

3. Process Free & Reduced Online and Manual Meal Application. This service requires 30 minutes or more to process each application.

   Rate: $5.50 per application (invoiced quarterly)
   - Step 1: Verify application has the accurate information
   - Step 2: Second verification for accurate information
   - Step 3: Scan application or enter application manually if information is not legible.

4. Charter schools are given access to print meal applications and student eligibility roster(s), as needed, using the SNS Software Package at no additional charge.

5. Distribute student eligibility notification letter to parent(s) via email or send to school for student(s) to take home to parent at no additional charge.

6. Collect and maintain Free & Reduced report(s) needed to complete the verification process. Verification is conducted beginning October 1st through November 15th each school year. The following documents are provided:
    - Error Prone Application Report
    - Number of free applications based on SNAP/TANF, Case Numbers or Foster Child
    - Number of free applications based on Income
    - Number of reduced applications
    - Total number of applications processes
    - Total number of students enrolled as of October 31st

    Rate: $11 per verification document provided (invoiced quarterly**)**

Type of Service: Buy-Back Service

Service Commitment: The charter school shall submit Free & Reduced Meal Applications and required documentation to DCSD's School Nutrition Department per District established deadlines and other times upon request by School Nutrition personnel.

Availability: Immediately | Office Hours: Monday–Friday (8:00am–5:00pm)

District Contacts:

Connie Walker, Executive Director, School Nutrition Services | 678-676-1780 | connie_r_walker@dekalbschoolsga.org

Charlene George, Technology & Special Projects Manager, School Nutrition Serves (Primero Edge Access/ Password Issues) | 678-676-1768 | Charlene_George@dekalbschoolsga.org

Erica Burd, Supervisor II Free and Reduced, School Nutrition Services 678 676-1794 Erica_Burd@dekalbschoolsga.org

Sharena Thomas, Technician I, Free and Reduced | 678-676-1777 | Sharena_Thomas@dekalbschoolsga.org

Cost: The cost of annual training, administrative audits, meal application processing, verification of documents are provided above.

Payment Process: The School Nutrition Department will invoice each charter school annually on June 1st.

HUMAN RESOURCES

Division: Human Resources

Description of Service: The Human Resources Division provides resources and support to ensure charter schools meet mandated CPI reporting requirements, minimum qualifications for employees under ESSA, comparability under Title I, and other federal requirements.

Type of Service: In-Kind Service

Service Commitment: The charter school shall submit the Certified Personnel Index (CPI) data to the DCSD's Human Resources Division per District established deadlines and other times upon request by Human Resources personnel.

How to Access Service: Email the Human Resources Division and copy the School Innovation Department.

Availability: Immediately

District Contact: Janitrea Sebree-Kelly, Director, Human Resources Information Systems | (678) 676-0795 | janitrea_r_sebree-kelly@dekalbschoolsga.org

Human Resource Office Support Staff:
Tasha Davis-Mills, Chief Human Resource Officer
Jason Kennedy, Deputy Chief Human Resource Officer
Noah Jones-Shields, Data Specialist II
Kismet Sims, Performance Evaluation Coordinator

Cost: Direct Allocation of Personnel

Payment Process: Not Applicable

PERFORMANCE EVALUATIONS | TKES & LKES

Division Name: Human Resources

Description of Service:
The Evaluations team in the Department of Human Resources provides guidance, training, and resources to support charter schools in implementing the Teacher Keys Effectiveness System (TKES) and Leader Keys Effectiveness System (LKES). This includes professional learning, calibration sessions, and technical assistance to ensure fidelity in educator evaluations.

Type of Service: In-Kind Service

Conditions of Service:

- Charter schools must adhere to the state-mandated TKES & LKES guidelines.
- Participation in district-led training is required for evaluators.
- Schools must request support in advance to ensure availability.

Availability:

- Ongoing support throughout the school year.
- Monthly calibration sessions and professional learning opportunities.
- Individualized technical assistance upon request.

Cost: No direct cost to charter schools; services are provided as part of district support.

District Contact Personnel:
Kismet Sims | kismet_b_sims@dekalbschoolsga.org | 678-676-0208

INFORMATION & INSTRUCTIONAL TECHNOLOGY

Division: Information & Instructional Technology

Description of Service:

Buy-Back

- School-wide Digital Learning Roadmap Planning
- Technology equipment leveraging district purchasing tools - See eStore: www.dekalbschoolsga.org/estore

In-Kind

- Access to and use of Infinite Campus
- Monitor records management
- Include the charter school in error reporting and remediation processes
- Require immediate mandatory remediation in cases of serious violations or risks to include but not limited to FERPA, document retention, and student records
- Promptly share any district, federal, or state audits
- Infinite Campus implementation and technical support

District Contact: Dr. Kyia Clark, Executive Director, Information & Innovation | (678) 676-1212 | kyia_l_clark@dekalbschoolsga.org

Glenn Melendez, Deputy Chief of Technology | glenn_melendez@dekalbschoolsga.org

Ms. Terri Webb, Manager III of Instructional Technology | (678) 676-1082 | terry_d_webb@dekalbschoolsga.org

Amanda Blair, Manager II, Student Information Systems – State Reporting | (678) 676-1282 | amanda_blair@dekalbschoolsga.org

Tamra Blount, Manager II, Student Information Systems - Scheduling | (678) 676-0758 | tamra_n_blount@dekalbschoolsga.org

Marcus Browning, Manager II, Student Information Support | (678) 676-1148 | marcus_browning@dekalbschoolsga.org

Information Technology Support Staff:
Kermit Belcher, Deputy Chief Information Officer
Emma Oakley, Manager III, Tech & Support Services
John Brooks, Systems Engineer I

Conditions of Service: Complete needs assessment. The IT department understands that certain charter school innovations may result in the need for flexibility in the use of the records management system and will support that flexibility, if possible.

Availability: Immediately

Cost: $50.00 per hour

Payment Process: The district will invoice the charter school.

OPERATIONS

TRANSPORTATION

Division: Operations

Description of Service: Charter schools may contract with the DCSD Transportation Department for District-provided home-to-school bus service. Supplemental bus service for special events, GHSA-sanctioned sporting events, and/or field trips may also be purchased based on resource availability. Schools may request supplemental bus service via TripTracker, a web-based trip management system accessible from most browsers.

Type of Service: Buy-Back Service

How to Access Service: A contract between the charter school and District is required.

Availability: If Available

District Contact: Bernando Brown, Director of Student Transportation | (678) 875-0090 | bernando_brown@dekalbschoolsga.org

Operations Support Staff:
Erick Hofstetter, Chief Operating Officer
Jaqueline Woodfin, Payroll Manager
Mona Gerren, Administrative Assistant
Monica Law, Administrative Assistant, Design & Construction

Cost: $4.87 per mile plus driver's hourly pay; Special Needs Monitor Hourly Cost: monitor's hourly pay.

Payment Process: The District will invoice the charter school.

FACILITIES MAINTENANCE

Division: Operations

Description of Service: The primary purpose of DCSD school facilities is to provide a suitable setting in which to educate the students of DeKalb County School District (DCSD). Charter schools may rent school facilities when such use is consistent with the Board's policies and administrative regulations and does not interfere with the activities of schools or school-related support groups.

Type of Service: Buy-Back Service

How to Access Service*:* Complete the registration process at https://dekalb.schoolspace.us/home. Requirements (including liability insurance) are published on the SchoolSpace website.

Availability: Terms of usage can be found on the SchoolSpace website. Office hours are 8:00am–5:00pm.

District Contact: Bobby Moncrief, Director of Facilities, | (678) 676.1478| bobby_moncrief@dekalbschoolsga.org (Maintenance)

Cost: Fees are published on the SchoolSpace website: https://dekalb.schoolspace.us/home.

Payment Process: Payment will be drafted via credit card or ACH 7 days prior to the event.

DESIGN & CONSTRUCTION

Division: Operations

Description of Service: Maintenance/Improvements of DCSD Facilities

Procurement Procedure, Rule, or Code: If applicable, Tenant agrees to follow the rules for meeting Public Works Construction bidding requirements as set forth in Georgia code and/or State Board Rules pursuant to the Georgia Local Government Public Works Construction Law to any capital improvement projects as defined therein (O.C.G.A. § 36-91-1, et seq.)

DCSD Approval Required: Capital improvements and facility repairs are subject to review and approval by DCSD to ensure compliance with Georgia code and/or State Board Rules pursuant to the Georgia Local Government Public Works Construction Law.

Type of Service: In-Kind Service

District Contact: Bobby Moncrief, Director of Facilities, | (678) 676.1478| bobby_moncrief@dekalbschoolsga.org (Maintenance)

Richard Boyd, District Architect | (678) 676.1483| richard_boyd@dekalbschoolsga.org (Renovations, Additions, etc.)

	Operations – Regional Facilities Manager
Region I	Demetrice Mott
Region II	Arthur Kinder
Region III	Steve Houston
Region IV	Lester Rollins
Region V	John Jewett
Region VI	Kelvin Dennis
Region VII	Eddetric Morton

Cost: The tenant is responsible for all costs associated with capital improvements and facility repairs.

LAWN MAINTENANCE SERVICES

Division: Operations

Description of Service: Lawn maintenance services are available to charter schools through an independent contractor. Yellowstone Landscape is the District's approved vendor for commercial landscaping services.

Landscaping Services (estimates based on 2025-2026 prices – subject to change):

- Removal of debris - $35.00/hour
- Turf Maintenance - $45.00/acre
- Edging and Trimming - $45.00/acre
- Litter Removal - $45.00/acre
- Crack Weed - $45.00/acre
- Installation of safe rubber mulch inside of playground equipment borders to a minimum of 6" of rubber mulch or 9" of playground wood mulch - $1.75.00/acre
- Furnish and install pine straw - $5.50/Bale
- Installation of wood mulch - $1.75/per cubic ft.
- Rubber Mulch - $460.00/Per 2500 lbs. super stack
- Wood Mulch - $47.25/Per square yard
- Irrigation repairs - $45.00/hour
- Initial cleanup retention ponds - $35.00/hour

Type of Service: Buy-Back Service

Provider Contact: Yellowstone Landscape | 4806 Wright Dr SE, Smyrna, GA 30082 | (386) 437-6211

Availability: Immediately | Office Hours: Monday through Friday (8:00 am–5:00pm)

District Contact: Bobby Moncrief, Director of Facilities, | (678) 676.1478| bobby_moncrief@dekalbschoolsga.org (Maintenance)

Cost: Prices are determined by the vendor and vary by service. Estimated costs are listed above.

Payment Process: The charter school should engage the vendor directly to determine service needs and payment arrangements.

OBSOLETE FURNITURE AUCTION

Division: Operations

Description of Service: Charter schools may purchase obsolete furniture through the online auction platform.

Type of Service: Buy-Back Service

How to Access Service:

- Register to bid at https://www.govdeals.com/register/
- Bid at https://www.govdeals.com/DeKalbCountySchoolDistrictBusinessAffairs

Availability: Immediately | Office Hours: Monday–Friday (8:00am–5:00pm)

District Contact: Belinda Quillet, Procurement Manager | (678) 676.1373| belinda_quillett@dekalbschoolsga.org

Monica Ryan, Business Services Project Specialist | (678) 676.1566 | monica ryan@dekalbschoolsga.org

Cost: Prices vary by item.

Payment Process: The District will invoice the charter school. Payment must be made through the online auction process

SCHOOLS & LEADERSHIP

AREA SUPERINTENDENTS

Division: Schools & Leadership

Description of Service:

- Provide resources and materials on District initiatives and processes related to charter compliance in collaboration with School Innovation Department
- Provide guidance to charter school staff in the event of emergency communications
- Include charter school employees in all appropriate District training programs and meetings
- Include charter school information in District reports and informational notifications to the public
- Include charter schools in District notifications to the community
- Communicate with charter school personnel using DCSD protocols

Type of Service: In-Kind Service

Service Commitment:

- Ensure compliance with federal law and safety or health standards/regulations for students and staff in a timely manner
- Inform the Area Superintendent's Office of any concern related to safety and health
- Require school personnel to use related resources in a responsible manner and in alignment with DCSD expectations
- Follow the emergency notification protocols and communications (media interaction) protocols. Include the District in community notifications as appropriate.
- Attend mandatory District trainings, as required
- Inform the Area Superintendent of complaints from community members and provide updates on school responsiveness

How to Access Service: Email or phone call to the Area Office

Availability: Immediately

District Contacts (Area Superintendent):
Dr. Thomas Glanton | Area 5 High Schools | thomas_glanton@dekalbschoolsga.org | 678-676-2850
Dr. Michelle Jones | Area 7 Specialty Schools| michelle_jones@dekalbschoolsga.org | (678) 676-2826

Area Superintendent Office Support Staff:
Michelle Dillard, Chief of Schools
Trenton Arnold, Executive Administrator | Area 7 Specialty Schools
Latisha Dixon, Special Education Coordinator | Area 7 Specialty Schools
Dr. Monica Hooker, Culture and Climate Coordinator | Area 7 Specialty Schools
Terra Johnson, Mental Health Coordinator | Area 7 Specialty Schools
Angela Leach, Mathematics Coordinator | Area 7 Specialty Schools
Dr. Marchell Paige, ELA Coordinator | Area 7 Specialty Schools
Robert Pritchett, Culture and Climate Coordinator | Area 7 Specialty Schools

Claire Ragsdale, ELL Coordinator | Area 7 Specialty Schools

Derrick Hardy, Executive Administrator | Area 5 High Schools
Marco Jackson, Culture & Climate Coordinator | Area 5 High Schools
Christa Robinson, Mental Health Coordinator | Area 5 High Schools
Karonda Foster-Mitchell, Math Coordinator | Area 5 High Schools
Adrianna Smith Vargas, ELL Coordinator | Area 5 High Schools
LaTonya Plas, ELA Coordinator | Area 5 High Schools
Toniece Walker, SPED Coordinator | Area 5 High Schools
Monica Vestal, P.L.F. (Professional Learning) | Area 5 High Schools

Superintendent's Office Support Staff:
Dr. Devon Horton, Superintendent
Maria Marquez, Executive Assistant to Superintendent
Sandra Cloud, Administrative Assistant to Superintendent

Cost: Direct Allocation of Personnel

Payment Process: Not applicable

PROFESSIONAL DEVELOPMENT

Division: School Leadership

Description of Service:

Buy-Back Services

- District-sponsored professional learning (including summer series) and any related materials provided with state and/or local funds – see Frontline for funding source(s)

In-Kind Services

- Title, I supported professional learning (including summer series) and any related materials provided with federal funds
- Content learning walks and instructional rounds for academic monitoring and evaluation, as needed
- Orientation and Onboarding - Leaders

Conditions of Service: During the Spring semester, charter schools complete a needs assessment to identify professional development needs.

How to Access Service: Participants must register for workshops through Frontline.

Availability: Immediately (if space is available)

District Contact: Ayana Smith, Interim Executive Director, Professional Learning | (678) 676-0290 | ayana_s_smith@dekalbschoolsga.org

Cost: The cost of participation in professional development provided with state and local funds varies by opportunity. Based on the scope of the workshop, hourly stipends of $25/hour or $35/hour may be provided for federally funded professional development (if applicable).

Payment Process: The district will invoice the charter school.

Professional Development Support Staff:
Dr. Leigh Turner, Coordinator II
Ms. Monica Vestal, Professional Learning Liaison

STUDENT SERVICES

ESOL SERVICES

Division: Student Services

Conditions of Service: Charter schools must have an established ESOL program. The established ESOL Program must adhere to all state and federal guidelines. For further guidance click here.

Charter Schools must understand their schools' civil rights obligations to identify English learner (EL) students, teach them English, train their teachers and communicate with their parents, for further guidance click here.

These are some ESOL acronyms used in the sections below:

- EL – English learner
- ESOL – English to Speakers of Other Languages
- PHLOTE –Primary home language other than English
- HLS - Home Language Survey
- EL-1, EL-2, EL-3, EL-4 – Students are monitored for a period of 4 years after exiting the program
- TPC – Testing Participation Committee

Establishing an ESOL Program

Description of Required ESOL Program Services – Students determined eligible for ESOL support are required by federal law to receive ESOL services from a teacher qualified specifically in ESOL. If an EL is also identified for other program support services (special education, gifted, EIP) that student must receive all support services for which he/she qualifies. Other special programs do not supersede federally mandated ESOL support services. Charter schools are subject to the same federal civil rights obligations as all other public schools regarding English Learners. Click here for additional guidance on establishing an ESOL Programs.

The information below provides additional guidance for charter schools as they support students whose primary home language is other than English (PHLOTEs).

Identifying ELs -- Federal law requires that all students with a primary home language other than English (PHLOTE) be screened for ESOL program eligibility. The local school must verify whether a new student with a PHLOTE has been screened previously in another district or state. If the student has not been previously screened, a trained, certified ESOL teacher must administer a state -adopted English learner screening instrument. ESOL staff will then code the student as EL in Infinite Campus. If assistance is needed in determining eligibility for ESOL screening and/or ESOL services, charter schools should call (678) 676-6602 to consult with district ESOL staff. The English Learners Department offers professional learning on the state-adopted screening instrument WIDA Screener.
Federal law requires that schools determine ESOL program eligibility AND notify parents of ESOL program services within the first 30 days of school, or within two weeks if the student enrolls after September 1st.

Select the embedded link for more guidance on the GaDOE procedures for identifying potential English learners.

Parent Notification Process: Parents and guardians who are not proficient in English must be notified in a language they understand regarding any program, services or activities related to their child's education. Parent notification of status (Initial eligibility, continuation of services, or exiting ESOL services; click here)

Scheduling of ESOL Services -- Charter Schools should build schedules that provide support to all identified English learners. It is recommended that schools cluster English learners into classes to allow for ease of scheduling ESOL support that generates ESOL FTE segments. ESOL teachers are to provide daily support services in accordance with state approved delivery models in order to claim ESOL FTE segments. Exited ELs or ELs whose parents have waived ESOL services may not receive direct ESOL services.

- Schedule all active ELs for ESOL courses.
- Ensure that ESOL teachers' segment loads are within GaDOE minimum/maximum guidelines.
- Ensure that ELs are scheduled for the required weekly minutes of ESOL services.
- Ensure that ELs are scheduled for the appropriate GaDOE ESOL delivery models. (Only ELs with current school year parent waivers are not scheduled for ESOL courses. Waivers only apply to the current school year.)
- Offer more sheltered core content courses.
- Follow the GaDOE ESOL entrance and exit procedures.

Providing ESOL Services (Instruction) – ELs must receive services from a teacher who holds a valid/current GAPSC ESOL certification. Additionally, schools should:

- Ensure that ESOL teachers implement the WIDA standards in support of content instruction.
- Ensure that all teachers of ELs provide meaningful access to course content.
- Ensure that all teachers of ELs implement the WIDA Can Do Descriptors to meet EL students where they are in their language development.

Maintain Records

- Establish and document local school processes for ESOL recordkeeping
- Check and clear the EL pending list in the student information system (SIS), Infinite Campus

Monitoring ELs' Progress

- Ensure that all active ELs participate in ACCESS testing (including ELs with Parent Waivers and ELs with disabilities).
- Ensure that all ELs are scheduled during the GaDOE ACCESS testing window and procedures for testing are adhered to. Click here for the ACCESS testing checklist
- Ensure that all EL teachers/support staff are aware of the GaDOE WIDA ACCESS resources and WIDA Alternate ACCESS information.
- Follow the GaDOE ESOL entrance and exit procedures
- Ensure ELs are monitored during year 1 and year 2 after exiting ESOL services to ensure that they continue to make progress and were not prematurely exited.

Providing Classroom and Testing Accommodations

- Follow GaDOE guidelines for implementing instructional and testing accommodations for ELs.
- Ensure that all ELs and monitored ELs have accommodations.
- Ensure that all teachers and parents of ELs are familiar with and/or aware of their child's accommodations.
- Ensure parents, content teachers, ESOL teachers and/or support staff are a part of test accommodation meetings and receive a copy/sign all meeting documents.

English learners with Disabilities (Special Education)

If a student with a disability (SWD) has a Home Language Survey indicating the need for screening for eligibility for English learner status and ESOL services, the IEP should indicate any necessary instructional and/or assessment accommodations –including accommodations for the WIDA Screener. The GaDOE Student Assessment Handbook provides guidance and additional supplemental materials, such as the WIDA Accessibility and Accommodations Supplement provide further definition. **The charter school must:**

Newly enrolled ELs with a suspected disability

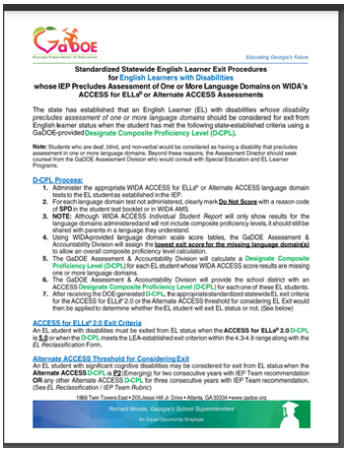
- If there are academic or behavioral concerns that indicate a suspected disability, implement scientific, research or evidence-based academic or behavior interventions and collect progress monitoring data (MTSS and/or SST)
- Follow the procedures for the evaluation referral processes.

Schedule an eligibility meeting to discuss results (include parents and essential staff)

- Ensure that ESOL teachers of identified ELs with disabilities are part of IEP team and regularly monitor ELs' progress.
- Ensure that ELs who qualify for Gifted services receive services.
- Provide English learners with disabilities with BOTH the language assistance and disability-related services to which they are entitled under Federal law.
- The IEP must include the student's individual language development goals.
- An interpreter must be present to ensure that the parent or guardian with limited English proficiency understand the recommendations and services.
- Ensure that ESOL teachers of identified ELs with disabilities are part of IEP team and regularly monitor ELs' progress.

Reclassification of English Learners with Disabilities:

The GADOE ESOL site provides guidance for "Exit Procedures" for ELs who took both the ACCESS and Alternate ACCESS.



Standardized Statewide English Learner Exit Procedures for English Learners with Disabilities whose IEP Precludes Assessment of One or More Language Domains on WIDA's ACCESS for ELLs® or Alternate ACCESS Assessments

The state has established that an English Learner (EL) with disabilities *whose disability precludes assessment of one or more language domains* should be considered for exit from English learner status when the student has met the following state-established criteria using a GaDOE-provided Designate Composite Proficiency Level (D-CPL).

Note: Students who are deaf, blind, and non-verbal would be considered as having a disability that precludes assessment in one or more language domains. Beyond these reasons, the Assessment Director should seek counsel from the GaDOE Assessment Division who would consult with Special Education and EL Learner Programs.

D-CPL Process:

1. Administer the appropriate WIDA ACCESS for ELLs® or Alternate ACCESS language domain tests to the EL student as established in the IEP.
2. For each language domain test not administered, clearly mark Do Not Score with a reason code of SPD in the student test booklet or in WIDA AMS.
3. **NOTE:** Although WIDA ACCESS *Individual Student Report* will only show results for the language domains administered and will not include composite proficiency levels, it should still be shared with parents in a language they understand.
4. Using WIDA-provided language domain scale score tables, the GaDOE Assessment & Accountability Division will assign the lowest exit score for the missing language domain(s) to allow an overall composite proficiency level calculation.
5. The GaDOE Assessment & Accountability Division will calculate a Designate Composite Proficiency Level (D-CPL) for each EL student whose WIDA ACCESS score results are missing one or more language domains.
6. The GaDOE Assessment & Accountability Division will provide the school district with an ACCESS Designate Composite Proficiency Level (D-CPL) for each one of these EL students.
7. After receiving the GOE-generated D-CPL, the appropriate standardized statewide EL exit criteria for the ACCESS for ELLs® 2.0 or the Alternate ACCESS threshold for considering EL Exit would then be applied to determine whether the EL student will exit EL status or not. (See below)

ACCESS for ELLs® 2.0 Exit Criteria

An EL student with disabilities must be exited from EL status when the **ACCESS for ELLs® 2.0** D-CPL is **5.0** or when the D-CPL meets the LEA-established exit criterion within the 4.3-4.9 range along with the *EL Reclassification Form*.

Alternate ACCESS Threshold for Considering Exit

An EL student with significant cognitive disabilities may be considered for exit from EL status when the **Alternate ACCESS** D-CPL is **P2** (Emerging) for two consecutive years with IEP Team recommendation **OR** any other Alternate ACCESS D-CPL for three consecutive years with IEP Team recommendation. (See *EL Reclassification / IEP Team Rubric*)

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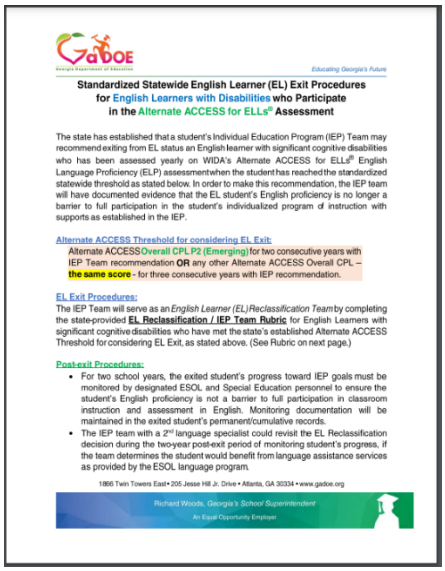
IEP teams may recommend exiting from EL status an EL with significant cognitive disabilities who has been assessed yearly on WIDA's Alternate ACCESS when the student has reached the identified statewide threshold.

The IEP team (which includes the ESOL teacher) must follow the GADOE exit protocol.



Standardized Statewide English Learner (EL) Exit Procedures for English Learners with Disabilities who Participate in the Alternate ACCESS for ELLs® Assessment

The state has established that a student's Individual Education Program (IEP) Team may recommend exiting from EL status an English learner with significant cognitive disabilities who has been assessed yearly on WIDA's Alternate ACCESS for ELLs® English Language Proficiency (ELP) assessment when the student has reached the standardized statewide threshold as stated below. In order to make this recommendation, the IEP team will have documented evidence that the EL student's English proficiency is no longer a barrier to full participation in the student's individualized program of instruction with supports as established in the IEP.

Alternate ACCESS Threshold for considering EL Exit:

Alternate ACCESS Overall CPL P2 (Emerging) for two consecutive years with IEP Team recommendation OR any other Alternate ACCESS Overall CPL – the same score - for three consecutive years with IEP recommendation.

EL Exit Procedures:

The IEP Team will serve as an *English Learner (EL) Reclassification Team* by completing the state-provided **EL Reclassification / IEP Team Rubric** for English Learners with significant cognitive disabilities who have met the state's established Alternate ACCESS Threshold for considering EL Exit, as stated above. (See Rubric on next page.)

Post-exit Procedures:

- For two school years, the exited student's progress toward IEP goals must be monitored by designated ESOL and Special Education personnel to ensure the student's English proficiency is not a barrier to full participation in classroom instruction and assessment in English. Monitoring documentation will be maintained in the exited student's permanent/cumulative records.
- The IEP team with a 2nd language specialist could revisit the EL Reclassification decision during the two-year post-exit period of monitoring student's progress, if the team determines the student would benefit from language assistance services as provided by the ESOL language program.

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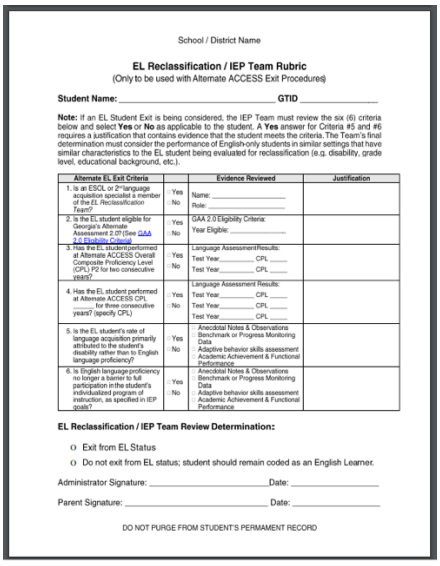


School / District Name

EL Reclassification / IEP Team Rubric

(Only to be used with Alternate ACCESS Exit Procedures)

Student Name: _____ GTID _____

Note: If an EL Student Exit is being considered, the IEP Team must review the six (6) criteria below and select **Yes** or **No** as applicable to the student. A **Yes** answer for Criteria #5 and #6 requires a justification that contains evidence that the student meets the criteria. The Team's final determination must consider the performance of English-only students in similar settings that have similar characteristics to the EL student being evaluated for reclassification (e.g. disability, grade level, educational background, etc.).

Alternate EL Exit Criteria		Evidence Reviewed	Justification
1. Is an ESOL or 2nd language acquisition specialist a member of the *EL Reclassification Team*?	○ Yes ○ No	Name: _____ Role: _____	
2. Is the EL student eligible for Georgia's Alternate Assessment 2.0? (See GAA 2.0 Eligibility Criteria)	○ Yes ○ No	GAA 2.0 Eligibility Criteria: Year Eligible: _____	
3. Has the EL student performed at Alternate ACCESS Overall Composite Proficiency Level (CPL) P2 for two consecutive years?	○ Yes ○ No	Language Assessment Results: Test Year_____ CPL _____ Test Year_____ CPL _____	
4. Has the EL student performed at Alternate ACCESS CPL _____ for three consecutive years? (specify CPL)	○ Yes ○ No	Language Assessment Results: Test Year_____ CPL _____ Test Year_____ CPL _____ Test Year_____ CPL _____	
5. Is the EL student's rate of language acquisition primarily attributed to the student's disability rather than to English language proficiency?	○ Yes ○ No	○ Anecdotal Notes & Observations ○ Benchmark or Progress Monitoring Data ○ Adaptive behavior skills assessment ○ Academic Achievement & Functional Performance	
6. Is English language proficiency no longer a barrier to full participation in the student's individualized program of instruction, as specified in IEP goals?	○ Yes ○ No	○ Anecdotal Notes & Observations ○ Benchmark or Progress Monitoring Data ○ Adaptive behavior skills assessment ○ Academic Achievement & Functional Performance	

EL Reclassification / IEP Team Review Determination:

o Exit from EL Status

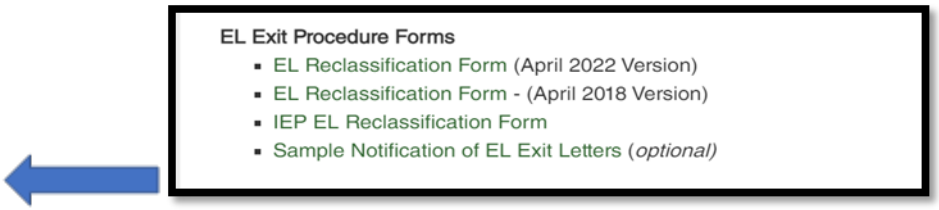
o Do not exit from EL status; student should remain coded as an English Learner.

Administrator Signature: _____ Date: _____

Parent Signature: _____ Date: _____

DO NOT PURGE FROM STUDENT'S PERMANENT RECORD

GaDOE EL Exit Procedures Forms Bank (**Reclassification Form**): Click here



EL Exit Procedure Forms

- EL Reclassification Form (April 2022 Version)
- EL Reclassification Form - (April 2018 Version)
- IEP EL Reclassification Form
- Sample Notification of EL Exit Letters (*optional*)

District Contacts:

Dr. Evelyn Hall, Director, English Learners Department | evelyn_hall@dekalbschoolsga.org
Chanda Austin, Coordinator | chanda_austin@dekalbschoolsga.org
Daniella Bass, Coordinator | daniella_bass@dekalbschoolsga.org
Natacha Bertrand, Coordinator | Natacha_bertrand@dekalbschoolsga.org
Dr. Yvette Drew, Coordinator | yvette_drew@dekalbschoolsga.org

Cost: The cost of participation in optional professional development provided with state and local funds (available as a buy-back) varies by opportunity.

Payment Process: The district will invoice the charter school for buy-back services.

TRANSLATION & INTERPRETATION SERVICES

TRANSLATION AND INTERPRETATION SERVICES FOR LIMITED ENGLISH PROFICIENT FAMILIES

Division: Student Services

Description of Service: Per federal law, all schools must provide school–home communication in a language that parents understand. The Georgia Department of Education State Reporting elements require that schools enter the language identified by parents on the Home Language Survey as their language of preference for school-home communication in the district's Student Information System (Infinite Campus).

Translation and interpretation services are locally funded by DeKalb County School District. Charter schools may use the documents that the Translation and Interpretation Unit has already translated. Contact the specific department provided the initial document for translations. In addition, the district has identified several vendors to meet schools' needs. It is recommended that charter schools secure translation and interpretation support directly from the suggested vendor(s) below. The cost for translation and interpretations services may vary and will then be billed directly to the school by the vendor.

Parent Communication Process: Interpreters must be assigned to all meetings with parents and guardians who are limited in English proficiency. Documents must be provided in their preferred language to ensure parents have meaningful access to all programs and services. Click here.

Type of Service: Buy-Back Service

Provider Contact Information: Multiple District-Approved Vendors

Approved Vendor	Contact Person	Contact Number	Contact Email
ALTA	Lindsay Teaque	404-920-3869	interp.scheduling@altalang.com
LATN	Cindy Frey	404-634-2635	cfrey@latn.com
Piedmont Global Language Solutions	Mark Byrne	847-708-6908	mbyrne@pgls.com
Seso, Inc.	Ana Soler	678-561-0149	sesointerpreter@gmail.com
Translation Station	Lindsey Cambardella	770-234-9387	secheduling@translationstation.com
TransPerfect	Clayton Eysel	770-801-9151	clayton.eysel@transperfect.com
ZAB Translation Solutions	Brian Chandler	(866) 464-6071	brian.chandler@zabtranslation.com
	Dan Videki		dan.videki@zabtranslation.com

District Contacts: Not Applicable

TITLE III-A LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS

Division: Student Services

Description of Title III: Title III ***are supplemental services*** that are provided above and beyond locally- funded ESOL services. In order to receive Title III funding, the charter schools must have an **established** ESOL program and adhere to all state and federal guidelines. The charter school must also adhere to all state and federal guidelines on class sizes, delivery models, minimum/maximum, and entrance and exit procedures. Charter schools are subject to the same federal civil rights obligations as all other public schools regarding English Learners. Click here to access the Title III Guidance Document.

Type of Service: In-Kind Service

Required Activities Under Title III:

- Provide effective supplemental language instruction programs that demonstrate success in increasing EL's language proficiency and content achievement (Section 3115(c) (1).
- Provide effective Professional Development (PD).
- Provide and implement parent, family and community activities that supplement or enhance Title III, Part A.

Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA)

- All services provided to ELs using Title III funds must supplement, and not supplant, the services that must be provided to ELs under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under State or local laws.
- Under Title VI of the Civil Rights Act of 1964 and the EEOA, all States and LEAs must ensure that ELs can participate meaningfully and equally in educational programs and services. To meet their obligations under Title VI and the EEOA, LEAs must, for example:
    - Identify and assess all potential EL students in a timely, valid, and reliable manner;
    - Provide EL students with a language assistance program that is educationally sound and proven successful, consistent with Castañeda v. Pickard and the Supreme Court decision in Lau v. Nichols
    - Provide sufficiently well prepared and trained staff and support the language assistance programs for EL students.
    - Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities.
    - Avoid unnecessary segregation of EL students.
    - Ensure that EL students who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are identified, located, and evaluated in a timely manner and that the language needs of students who need special education and disability related services because of their disability are considered in evaluations and delivery of services;
    - Meet the needs of EL students who opt out of language assistance programs;
    - Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level content knowledge, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to

ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied.

- Evaluate the effectiveness of language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program is calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period; and
- Ensure meaningful communication with parents.

District Contacts:
Dr. Evelyn Hall, Director, English Learner Department/Title III | 678-676-6602| evelyn_hall@dekalbschoolsga.org
Norrie Mills, Title III Coordinator | norrie_mills@dekalbschoolsga.org
Dr. Margo Williams, Title III Coordinator | margo_h_williams@dekalbschoolsga.org

Cost: Direct Allocation of Personnel

Payment Process: Not Applicable

TITLE III-A LANGUAGE INSTRUCTION FOR IMMIGRANT STUDENTS

Division: Student Services

Description of Service: Identifying immigrant students is an annual process that must be completed before the first FTE count in October. The district reports student Country of Origin and First Time in a USA School as part of the Student Record and FTE data submitted to the state. The State uses this data to calculate Immigrant Student status eligibility for students born outside of the United States with continuous enrollment in US schools.

Students with non-continuous enrollment in a US school (those who have left the country and have returned) will be manually identified as Immigrant if they meet the criteria for eligibility. The district will run a report early to mid-September identifying any student who has re-enrolled with a previous withdrawal reason showing the student left the country. Immigrant eligibility will then be determined for all such students based on US school enrollment and withdrawal to determine if the students US school enrollment is less than three years.

Immigrant Funding – Activities: Authorized LEAs awarded Immigrant grants must use the funds to pay for activities that provide supplemental instructional opportunities for immigrant children and families. It is important to note that student language instruction is not the purpose of the Title III immigrant grant. English learner grants support English language instruction, whereas Immigrant grants provide cultural and social supports. LEAs must use immigrant awards for one or more of the following activities:

- Family literacy, parent and family outreach and training are designed to assist caregivers in becoming active participants in their child's education.
- Recruitment of and support for personnel who have been specifically trained to provide services to immigrant students.
- Immigrant student tutorials, mentoring and academic or career counseling.

Type of Service: In-Kind Service

District Contacts:
Dr. Evelyn Hall, Director, English Learner Department/Title III | 678-676-6602 | evelyn_hall@dekalbschoolsga.org
Norrie Mills, Title III Coordinator | norrie_mills@dekalbschoolsga.org
Dr. Margo Williams, Title III Coordinator | margo_h_williams@dekalbschoolsga.org

Cost: Direct Allocation of Personnel

Payment Process: Not Applicable

SECTION 504 GUIDELINES

Division: Student Services

General Guidance

- DCSD charter schools shall provide all federally mandated services for students enrolled in the charter school.
- The charter school shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, as applicable.
- The charter school shall ensure parents can access the district's programs and activities. This includes, but is not limited to, American Sign Language (ASL) services.

Services, Supports, and Aids as Determined by the Section 504 Accommodation Plan

- All 504-eligible students must be provided a free appropriate education in the least restrictive environment.
- Section 504 referrals, eligibility determinations, and evaluations will be completed by the charter school, under the guidance of the Section 504 Office.
- The charter school will designate one employee to coordinate and monitor Section 504 compliance and implementation. The 504 coordinator must participate in all DCSD training sessions.
- The charter school shall provide the accommodations reflected on the student's Individual Accommodation Plan (IAP).
- The provision of equal access to educational opportunity is federally mandated. The charter school shall be obligated to support students with 504 protections to the same extent as all schools in DCSD and to allocate sufficient funds in the annual operating budget to provide those accommodations.
- The charter school must provide American Sign Language (ASL) services for parents to access charter school programs and activities. Funds must be allocated in the annual operating budget to provide the necessary services and support.
- The charter school is responsible for maintaining and updating Section 504 files in the District's online system (Infinite Campus).
- The charter school shall provide all instructional materials for each student with an active 504 plan.
- The charter school shall ensure Hospital Homebound/Home-based services are provided (see page 9 for further guidance regarding HHB).
- Discipline issues regarding Section 504 students shall be handled in accordance with state rules, federal regulations, and DeKalb Board of Education policies. Manifestation Determination Review meetings are mandatory before change of placements (suspensions) of greater than 10 days (consecutive or cumulative) and a district representative should be present. A 504 District representative should be invited to attend all manifestation determination reviews.
- DCSD will provide guidance to assist the charter school with their obligation to comply with state rules and federal regulations.
- DCSD District-level Section 504 staff members will be available to consult with the charter school.

In-Kind 504 Services

The following services are available to all DCSD schools (including charter schools) through the Department of Exceptional Education's Section 504 Office.

- Related services (i.e.--occupational therapy, physical therapy, assistive technology, special transportation, nursing services), as required by the 504 plan

- Access to professional development for 504 Coordinators, Hospital Homebound teachers, and administrators
- Specialized materials/equipment, as required by the 504 plan
- Assistive technology services or devices, as required by the 504 plan
- American Sign Language (ASL) services for parents to access charter schools' programs and activities.

District Contacts:
Dr. Watina April, Coordinator III, 504/HHB| watina_april@dekalbschoolsga.org|
(678) 676-2161

Dr. Allison Marks, Coordinator II, 504/HHB | allison_marks@dekalbschoolsga.org| (678) 676-1882

504 District Support Staff:
Jessica Cooper, District Liaison | (678) 676- 1817| jessica_cooper@dekalbschoolsga.org |(678) 676-1817

HOSPITAL/HOMEBOUND (HHB) SERVICES

Division: Student Services

Description of Service: Hospital/Homebound (HHB) Services are academic instruction and other services provided to eligible students who are confined at home or in a health care facility for periods of time that would prevent normal school attendance based upon certification of need by the licensed physician or licensed psychiatrist who is treating the student for the presenting diagnosis. Georgia's Department of Education (GaDOE) Rule 160-4-2-.31 provides the guidelines for students enrolled in Georgia's public schools who receive Hospital/Homebound services.

Type of Service: In-Kind Service

How to Access Service: Review program guidelines and contact the school's 504 Coordinator to request an HHB application packet. For general education students, please return the completed packet to the local school's 504 Chair and DekalbHHB@dekalbschoolsga.org for processing. For students served in the special education program, please return to the Lead Teacher for Special Education (LTSE) and DekalbHHB@dekalbschoolsga.org. Submitting the HHB application does NOT guarantee approval. The District must ensure that students are served in the least restrictive environment. HHB is considered the most restrictive environment, therefore, the District will hold a meeting to make a determination and/or explore alternate options, if appropriate.

Availability: For a student to be considered for HHB instruction, the physician or psychiatrist must anticipate the student will miss a minimum of 10 school days as a direct result of the documented medical or psychiatric impairment on the HHB application. Before services can be rendered, there must be a completed Physician's Certification Statement on file in the District's HHB Office. At times, the District may need additional information about the impairment to determine eligibility and how to best support your student. Hospital Homebound services will terminate on the date specified by the physician/psychiatrist, the school-based 504/IEP team, or as determined by district HHB Office personnel. Services do not extend past the last day of school. Services will be terminated if a student withdraws from school, does not keep scheduled appointments, or does not assume responsibility for completion of assignments between HHB sessions. Parents must reapply for services each year.

District Contact: Kiandra Tyus, Coordinator II, HHB | Kiandra_Tyus@dekalbschoolsga.org (678) 676-2063.
District HHB Support: Shanteri McCrary, District Liaison | Shanteri_McCrary@dekalbschoolsga.org
(678) 676- 1817

Cost: Hospital/Homebound (HBB) teachers are compensated at a rate of $40 per hour.

Payment Process: Complete and submit the HHB Extra Activity/Stipend Form (Appendix C) with supporting documentation from HHB teachers and submit it to school's Office Manager for reimbursement. The charter Office Manager/Principal will scan/email the completed timesheet, including any additional forms required by the HHB Department to the HHB Coordinator on the following dates: 9/15; 12/15; 3/15; and 6/15.

PSYCHOLOGICAL SERVICES

Division: Student Services

Description of Service:

- Consults with parents and educational staff in Student Support Team/Tier 3 meetings, Section 504 meetings, Exceptional Education eligibility meetings, Individual Education Plan (IEP) meetings, informal meetings, and telephone calls.
- Administers psychological assessments to evaluate a student's current intellectual, behavioral, academic, and emotional functioning for use in special education eligibility determination and to assist in educational programming.
- Interprets test data and writes psychological reports that integrate a student's strengths and weaknesses and provide recommendations for further educational planning.
- Attends SST/Tier 3, Section 504, eligibility, and IEP meetings.
- Provides counseling and therapeutic support to students in both crisis and non-crisis situations.
- Provides comprehensive psychological services to students to assess their emotional, social, personal, and academic needs including counseling students individually and in groups to assist students to achieve personal, social, and emotional adjustment.
- Provides training to staff about response to intervention, educational interventions, and psychology related topics.
- Conducts diagnostic studies to identify students' needs, limitations, and potentials; observes students in classroom and in play; and examines school records.
- Plans special placement and other treatment programs.
- Reviews student permanent records, developmental histories, adaptive behavioral interventions, observational notes, diagnostic testing and data provided by outside agencies and/or sources.
- Conducts professional learning relative to program changes, implementing procedures, classroom/student management strategies and psycho-social characteristics.
- Participates in student disciplinary activities.
- Refers individuals to community agencies to secure medical, vocational, or social services for a student and/or his or her family.
- Consults other departments on best practices to enhance wrap-around support efforts.

Type of Service: In-Kind Service

District Contact: Kimberly Franklin, Coordinator III, Psychological Services | (678) 676-1813 | kimberly_franklin@dekalbschoolsga.org

Cost: Direct Allocation of Personnel

Payment Process: Not applicable

Psychological Support Staff:
Brittany Patterson, Psychologist
Matthew Herring, Psychologist
Dr. Winifred Bedford, Psychologist

GIFTED SERVICES

Division: Student Services

General Guidance: Charter schools may offer gifted services through a gifted program. If offering gifted services, the gifted program must adhere to all state criteria and guidelines for gifted identification and state reporting for FTE.

DeKalb County School District along with the Georgia Department of Education (GaDOE) recognizes the approved delivery models for providing direct and/or indirect gifted services offered to identified gifted students according to the guidance set forth by the state. Charter schools that seek to offer an innovative model must submit their plan to the DeKalb County School District Gifted Education Department for review and approval. Once approved, the proposal will be submitted to GaDOE by the DeKalb County School District Gifted Education Department. The GaDOE Approved Delivery Model Assurances Form is signed annually by the DeKalb County School District's Superintendent. His/her signature consents to the delivery models that are being used in the district based on the information that resides within Infinite Campus for Scheduling and/or written confirmation by local school principals.

Description of Services: The gifted office will provide consultation as needed. Direct student services will not be provided.

Types of Service: in-kind services

Conditions of Service: Charter schools will be responsible for the costs associated with the identification of students. Charter schools may exercise their flexibility in using any process that they see fit as long as it meets the GaDOE requirements for identification. Charter schools will be responsible for ensuring that teachers offering gifted services are gifted-endorsed by GaPSC in accordance with state guidance.

The district offers three models for gifted services:

- Resource Model: 'pulled out' gifted only; served a minimum of 225 minutes per week
- Cluster Grouping: gifted and/or highly capable students served in the general education classroom with twelve or fewer gifted students
- Advanced Content: gifted and/or highly capable students served through AP, IB, and some Advanced core content classes

Georgia Department of Education SBOE Rule 160-4-2-.38 Education Programs for Gifted Students: Evaluation and Eligibility Chart
https://lor2.gadoe.org/gadoe/file/0743d1c8-66c9-423e-822d-e3a23844195f/1/2023-2024%20Georgia%20Department%20of%20Education%20Resource%20Manual%20for%20Gifted%20Education%20Services.pdf

1. In option A and B, information shall be gathered in each of the four categories.
2. At least one of the criteria must be met by a score on a GADOE approved nationally normed reference test.
3. Any data used to establish eligibility in one category shall not be used to establish eligibility in another category.
4. If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation.

5. If a rating scale is used to evaluate motivation, a rating scale shall not be used to evaluate creativity.
6. Any piece of information used to establish eligibility shall be current within two years.
7. Local school systems must establish policies in regards to the use of data gathered and analyzed by private entities.

Category	Option A	Option B
	Student must have a qualifying score in the mental ability <u>AND</u> achievement categories.	**Student must qualify in <u>three of the four</u> categories**
Mental Ability	• Grades K-2: 99th% percentile composite score on a nationally age normed mental ability test • Grades 3-12: ≥96th percentile composite score on a nationally age normed mental ability test	• Grades K- 12: ≥96th percentile composite on a nationally normed mental ability tests OR 96th percentile on a component score on a nationally age normed mental ability tests
Achievement	• Grades K-12: ≥90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test	• Grades K-12: ≥90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test • Grades K-12: Superior product/performance with a score ≥90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators
Creativity	• Evaluation data required	• Grades K-12: ≥90th percentile on composite score on a nationally normed creativity test • Grades K-12: Rating scales used to qualify student creativity must equate to the 90th percentile • Grades K-12: Superior product/performance with a score ≥90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators
Motivation	• Evaluation data required	• Grades 6-12: Two-year average of a 3.5 GPA on a 4.0 scale in regular core subject of mathematics, English/language arts, social studies,

		science, and full year of world languages • Grades K-12: Rating scales used to qualify student motivation must equate to the 90th percentile • Grades K-12: Superior product/performance with a score ≥90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators

District Contact:
Norman C. Sauce III, Ed.D., Chief of Student Services | norman_c_sauce@dekalbschoolsga.org
Donyell Atkinson, Coordinator | emmika_atkinson@dekalbschoolsga.org
Kristen Drake, Coordinator | kristen_drake@dekalbschoolsga.org

Cost: The cost of participation in optional professional development provided with state and local funds (available as a buy-back) varies by opportunity.

Payment Process: The district will invoice the charter school for buy-back services.

EXCEPTIONAL EDUCATION (SPECIAL EDUCATION) SERVICE GUIDELINES FOR CHARTER SCHOOLS

Division: Student Services

General Guidance

- DCSD charter schools shall provide all federally mandated services for students enrolled in the charter school.
- The charter school shall adhere to all provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, as applicable.
- The charter school shall require its instructional support teachers and special education teachers to attend DCSD special education professional development programs to the same extent required of other schools in the district.

Special Education Services, as Determined by Individual Education Program (IEP)

- All students receiving special education services must be provided with a Free Appropriate Public Education (FAPE) in the least restrictive environment (LRE). All placement decisions must be made by the student's IEP team and may or may not be located at the charter school depending on the needs of the student. If the Charter School determines that a student requires private and/or contracted services for the student to receive a FAPE, the Charter school is responsible for the cost of the private/contracted services for the duration of the time the service is required for the student to access a FAPE.
- For special education referrals, as determined by the parent or the Multi-Tiered System of Supports (MTSS) team, special education evaluations will be completed following the federal and state timeline guidance in collaboration with DCSD staff.
- The charter school will designate at least one employee to coordinate and monitor special education compliance and IEP services/implementation. This designee will participate in DCSD training, as needed.
- The charter school shall provide all services reflected on IEPs as written.
- The provision of a continuum of services is federally mandated. The charter school shall be obligated to provide a continuum of services to students with disabilities to the same extent as all schools in DCSD and to allocate sufficient funds in the annual operating budget to provide those services.
- The charter school will provide written notice to the district, as the LEA (Local Educational Agency), sufficiently in advance of all IEP meetings to allow for a District representative to attend and participate in those meetings. A District representative (Lead Teacher for Special Education (LTSE) and/or Coordinator) must be involved in any decision-making involving the commitment of district human and fiscal resources.
- The charter school is responsible for maintaining and updating IEPs in the District's online IEP system.
- The charter school must complete progress monitoring on all goals and objectives in an IEP following the frequency and timelines in DCSD procedures. Progress on goals and objectives must be reported to parents, at minimum, on the same schedule as the progress reports and report cards of general education students.
- The charter school shall provide all instructional materials for each student with an active IEP.
- The charter school shall be responsible for ensuring Extended School Year (ESY) and/or HHB/Homebased services are provided (see page 9 for further guidance regarding HHB). Students enrolled in charter schools will be afforded the opportunity to participate in the District's ESY school-based programs, if recommended by the IEP team. The charter school provides the recommended ESY tutorial services for academic goals, i.e., one-to-one tutorial and or small group tutorial sessions for academic goals. If the charter school chooses not to participate in the District's ESY school-based programs, it is responsible for providing the

recommended ESY services to its students, as required by the IEP. If the Charter School determines that a student requires private and/or contracted services for the student to receive a FAPE, the Charter school is responsible for the cost of the private/contracted services. School-based Extended School Year is defined as ESY provided at a DeKalb County elementary, middle, high school and/or center.

- Disciplinary issues regarding students receiving special education services shall be handled in accordance with state rules, federal regulations, and the DeKalb County School District Board of Education policies.
- DCSD will provide guidance to assist the charter school with their obligation to comply with state rules and federal regulations.
- DCSD district-level special education staff members will be available to consult with the charter school.
- The charter school will monitor the due process timeline and store all special education related documents in a locked, secure location.
- For charter schools that select Appendix C – Option A, all related services, as defined by IDEA, will be provided by DCSD as stated in a student's IEP.
- DCSD will provide itinerant special education and related services for charter schools that select Appendix C – Option A (i.e., speech, itinerant vision, itinerant deaf/hard of hearing) as required by a student's IEP.
- An LTSE will be assigned to each charter school. The LTSE will be required to maintain a current scheduling report that reflects all teacher and paraprofessional schedules by instructional segments. The scheduling report will list the names of students being served in each segment. The scheduling report ensures that maximum class sizes are being maintained to avoid loss of funding for classes over maximum class size. This document is also used to provide guidance to charter schools related to maximizing the use of current staff to meet students' needs.

In-Kind Special Education Services

The following services are available through the Department of Exceptional Education to charter schools that select Appendix C - Option A. A combination of funds provides the services throughout the year.

- Related services (i.e., occupational therapy, physical therapy, and speech)
- Access to professional development, technical assistance and guidance for teachers, paraprofessionals, and administrators related to transition services, intellectual disability services, behavior services, and autism services
- Extended School Year services - school-based only
- Specialized materials/equipment
- Assistive Technology services and/or devices
- Access to SPED department instructional software
- Low incidence teachers/services (i.e., hearing impaired, visually impaired, orthopedically impaired, audiology)

Georgia Grant for High-Cost Funds (GHCF)

The Individual with Disabilities Act (IDEA) 2004 gives States an option to set aside funding for the creation of a "Risk Pool" designated to assist local school districts in meeting the high cost of providing special education services to children with disabilities meeting predetermined criteria. GHCF is intended to support LEAs (Local Educational Agencies) who serve the state's eligible children, ages 3-21, determined by the IEP Team to be a student with a disability and in need of special education. These children, due to the severity of their disabilities, require multiple high-cost special education services, related services, assistive technology and/or special adaptive equipment needs. GHCF assists local educational agencies in covering the direct special education instructional costs of children with disabilities who meet the criteria established in IDEA 2004 and the system plan for GHCF. If the charter school enrolls eligible children, upon request, the charter school will provide to the DCSD Special Education Coordinator with the required documentation for the District to submit the GHCF application.

District Contacts: Kiana King, Executive Director, Exceptional Education | (678) 676.1885 | kiana_king@dekalbschoolsga.org

Dr. Veronice Felton, Coordinator II, Special Education – Charter Schools | (678) 676.0718 | veronice_felton@dekalbschoolsga.org

Special Education Support Staff:
Tricia Evans, LTSE | tricia_evans@dekalbschoolsga.org
Keesha Hall, LTSE | Keesha_Hall@dekalbschoolsga.org
Jessica Patton, LTSE | Jessica_W_Patton@dekalbschoolsga.org
Patricia Stevens, LTSE | Patricia_Stevens@dekalbschoolsga.org
Dr. LaCricia Tillman – Walker, LTSE | LaCricia_T_Walker@dekalbschoolsga.org

WRAP AROUND SERVICES

SCHOOL COUNSELING

Division: Wrap Around Services

Description of Service:

- Facilitate professional development for counselors on best practices and research-based software designed to enhance school counseling service delivery.
- Provide targeted assistance to ensure compliance with the Bridge Law, SB401, Jason Flatt Act, and HB444 (Dual Enrollment Act).
- Consultation to schools on specific cases regarding transcripts and class scheduling
- Support the implementation of the Comprehensive School Counseling Model to ensure counselors are aware of District expectations as aligned to state and national standards including elementary to middle, middle to high, and high to postsecondary transitions
- Audits of records to ensure high school students are on-track for graduation

Type of Service: In-Kind Service

Cost: Direct Allocation of Personnel

Payment Process: Not Applicable

District Contact: Dr. Shannon Crosslin, Coordinator, Guidance, Counseling & Mentoring | (678) 676-1890 | shannon_crosslin@dekalbschoolsga.org

Coordinator	Grade Band	Contact Information
Ms. Dena McTyre	Elementary Schools	Dena_mctyre@dekalbschools.ga.org 678-361-4606
Dr. Natasha Moon	Middle Schools	Natasha_moon@dekalbschoolsga.org 678-525-1603
Dr. Shannon Crosslin Ms. Alethia Love	High Schools	Shannon_crosslin@dekalbschoolsga.org 404-808-8942 Alethia_love@dekalbschoolsga.org 678-525-3086

STUDENT HEALTH SERVICES

Division: Wrap Around Services

Description of Service:

- Compliance checks
- Data collection for reports
- Communicable disease surveillance
- Interdepartmental support
- Basic school nursing/health trainings provided by the district:
    - First Aid/CPR
    - Hearing and Vision
    - Scoliosis
    - Stop the Bleed

Professional development based on standards of care and best practices
Referrals for students with health concerns or chronic illnesses, 504s, and scoliosis screening needs

Type of Service: In-Kind Service

Service Commitment: Determine the acuity of need.

How to Access Service: Discuss the need for support with Student Health Services Coordinator / or consulting nurses.

Availability: Immediately

District Contact: Rhonda Cooper, Senior Coordinator, Student Health Services | (678) 676-2004| rhonda_cooper@dekalbschoolsga.org

Cost: Direct Allocation of Personnel

Payment Process: Not Applicable

STUDENT ADVANCEMENT

Division: Wrap Around Services

Description of Service: Naviance is a comprehensive college, career and life readiness solution that helps districts and schools align student strengths and interests to postsecondary goals, improving student outcomes, and connecting learning to life.

Type of Service: In-Kind Service

Availability: Annual subscriptions begin upon approval of the District's contract by the DeKalb Board of Education.

District Contact: Christopher Key, Executive Director, Student Advancement | (678) 676-0309 | Christopher_key@dekalbschoolsga.org

Cost: Direct Allocation of Personnel Plus Annual Cost of Subscription - The cost per school is based on the vendor's contracted rate.

Payment Process: Not Applicable

STUDENT RELATIONS

Division: Wrap Around Services

Description of Service:

- DCSD Code of Student Conduct and relevant training (optional)
- District Due Process Hearings

Type of Service: In-Kind Service

Conditions of Service: The service is available to all DCSD-authorized charter schools. Adoption of the DCSD Code of Student Conduct is optional.

How to Access Service*:* District training request forms and due process hearing forms are required.

Availability: District due process hearing requests must be made within 24 hours of the first day of the incident. Due process hearing must be held within 10 days of the incident unless rescheduled by the parent/guardian and agreed upon by Student Relations. Training request forms may be submitted as needed.

District Contact: Dr. Kishia Towns, Director | (678) 676-1811 | kishia_k_towns@dekalbschoolsga.org

Cost: Direct Allocation of Personnel

Payment Process: Not Applicable

Support Staff
Quentin Fretwell, Safe Schools & Student Relations
Darnell Logan, Director of Student Relations

SOCIAL WORK SERVICES

Division: Wrap Around Services

Description of Service: The Social Work District Office will provide consultation as needed. Direct services will not be provided.

Type of Service: In-Kind Service

How to Access Service*:* Requests must be submitted with all required supporting documentation.

Availability: Immediately

District Contact:
Shelly Bishop, Senior Coordinator, Social Work Services | (678) 676-2009 | shelly_bishop@@dekalbschoolsga.org

Katina Watts, Lead Social Worker | 678-676-1805 | katina_watts@dekalbschoolsga.org

Cost: Direct Allocation of Personnel

Payment Process: Not Applicable

OFFICE OF ACCOUNTABILITY & CONTINOUS IMPROVEMENT

TITLE I, PART A

Division: Office of Accountability & Continuous Improvement

Description of Service:

Consultation

- Review needs assessments
- Monitor implementation of evidence-based strategies
- Monitor implementation and effectiveness of the Title I Program with the same schedule and rigor as in traditional schools.

Collecting & Analyzing Documentation

- Provide necessary forms and processes to allow the charter school to receive funds or services funded by federal dollars
- Provide necessary related documentation to charter schools in the event of audits
- Verify non-profit status
- Documentation review

Program Implementation

- Provide a Title I, Part A allocation to eligible charter schools using the same processes as traditional schools.
- Include charter schools in Title I, Part A funded programming to the same extent as traditional schools
- Process payroll, expenditures, reimbursements, and registrations
- Monitor program implementation
- Monitor inventory management and equipment maintenance
- On-going communication for guidance and support

Type of Service: Title I, Part A Eligibility Requirements

District Contacts: Ms. Shaun Thompson, Director, Title I | (678) 676-0452 | shaun_o_thompson@dekalbschoolsga.org

Dr. Myisha Warren, Executive Director, Federal Programs | myisha_warren@dekalbschoolsga.org

Cost: Each qualified charter school receives a budget allocation based on Title I, Part A eligibility requirements.

Payment Process: Not Applicable

TITLE II, PART A

Division: Office of Accountability & Continuous Improvement

Description of Service:

Consultation

- Review needs assessments
- Monitor implementation of professional learning
- Monitor implementation and effectiveness of the Title II Program with the same schedule and rigor as in traditional schools.

Collecting & Analyzing Documentation

- Provide the necessary forms and processes to allow the charter school to access Title II, Part A allocation
- Provide the necessary related documentation to charter schools in the event of audits
- Documentation review

Program Implementation

- Title II, Part A funds are not distributed directly to schools.
- Process stipends, expenditures, and registrations.
- Monitor program implementation.
- On-going communication for guidance and support.

Type of Service: Title II, Part A Eligibility Requirements

District Contacts:
Dr. Myisha Warren, Executive Director, Federal Programs | myisha_warren@dekalbschoolsga.org

Cost: Each charter school receives a budget allocation based on the total enrollment of the school on October 3rd of the previous year.

Payment Process:

- Payment is made directly to the eligible charter school instructional and support staff and not to the charter school.
- DCSD Finance registers eligible staff as approved vendors to receive Title II, Part A sourced stipend after submitting required documentation.
- Required documentation is needed prior to payment: presenter's PowerPoint, handouts, sign in/out sheet, and session artifacts.
- Title II, Part A funds are not distributed directly to schools.
- DCSD is the fiscal agent; therefore, all expenditures will be processed by DCSD.
- There is no reimbursement for purchases made by the charter schools.

TITLE IV

Division: Office of Accountability & Continuous Improvement

Description of Service:
Authorized in December 2015, the Every Student Succeeds Act (ESSA) introduced a new block formula grant under Title IV, Part A with a wide range of allowable uses. Title IV, Part A, Student Support and Academic Enrichment (SSAE) grants are intended to improve students' academic achievement by increasing the capacity of States, LEAs, schools, and local communities to:

- Provide all students with access to a well-rounded education
- Improve school conditions for student learning
- Improve the use of technology to improve the academic achievement and digital literacy of all students.

Consultation

- Review needs assessment.
- Monitor implementation of evidence-based strategies.
- Provide ongoing consultation to ensure effectiveness of the Title IV- Part A Program with the same schedule and rigor as in traditional schools.

Collecting & Analyzing Documentation

- Provide necessary forms and processes to allow the charter to access Title IV- Part A allocation.
- Provide necessary documentation to charter schools in case of audit.
- Verify non-profit status.
- Documentation review

Program Implementation

- Provide Title IV – Part A, Part A allocation to eligible charter schools using the same processes as traditional schools.
- Include charter schools in Title IV, Part A funded programming to the same extent as traditional schools.
- Process payroll, expenditures, reimbursements, and registrations.
- Monitor program implementation.
- Monitor inventory management and equipment maintenance.
- On-going communication for guidance and support

Type of Service: Title IV, Part A Eligibility Requirements

District Contacts:

- Ms. Taffy Fletcher, Coordinator II – Title IV- Part A I Taffy_fletcher@dekalbschoolsga.org
- Dr. Myisha Warren, Executive Director, Federal Programs | myisha_warren@dekalbschoolsga.org

Cost: Each qualified charter school receives a budget allocation based on the total enrollment of the school on October 3rd of the previous year.

Payment Process:

- DCSD is the fiscal agent; therefore, all expenditures will be processed by DCSD.

- DCSD Finance registers eligible vendors to receive Title IV – Part A funds (submitting documentation is required).
- There is no reimbursement for purchases made by charter schools.
- Title IV- Part A funds cannot be distributed directly to schools.

RESEARCH/DATA/EVALUATION

Division: Office of Accountability & Continuous Improvement

Description of Service:

- Provides data, analysis, and reports to School Innovation Department, Superintendent, Cabinet, and DBOE to inform decision-making and to external stakeholders, upon request
- Provides data, analysis, and reports to the GaDOE District Effectiveness Team for any charter schools identified on a State Improvement List (CSI, TSI, ATSI)
- Develops district-wide surveys and prepares data and reports for School Innovation Department, Superintendent, Cabinet, and DBOE to inform decision-making, upon request
- Develops various district-wide data dashboards for internal stakeholder use
- Supports the School Innovation Department in developing, compiling, and publishing an annual report
- Provides data required for the performance evaluation and renewal of existing charter schools

Type of Service: In-Kind Service

Service Commitment: Charter schools will ensure that all data required for performance evaluation are complete, accurate, and submitted in a timely manner.

Availability: Immediately

District Contact: Rebecca Braaten, Director, Research/Data/Evaluation | (678) 676-0472 | rebecca_braaten@dekalbschoolsga.org

Research, Data, Evaluation Support Staff:
Natasha Jackman, Administrative Assistant, Research/Data/Evaluation | (678) 676-0300 | Natasha_jackman@dekalbschoolsga.org

Michael Shaw, Coordinator II, Research/Data/Evaluation | (678) 676-0325 | michael_j_shaw@dekalbschoolsga.org

Joseph Benford, Data Analyst III, Research/Data/Evaluation | (678) 676-0673 | joseph_benford@dekalbschoolsga.org

Elijah Ardister, Analyst III, Research/Data/Evaluation | (678) 676-0510 | elijah_ardister@dekalbschoolsga.org

Abelardo Rojas, Analyst III, Research/Data/Evaluation | (678) 676-0510 | Abelardo_rojas@dekalbschoolsga.org

Cost: Direct Allocation of Personnel

Payment Process: Not Applicable

ASSESSMENT ADMINISTRATION

Division: Office of Accountability & Continuous Improvement

Description of Service: Charter Schools may contract with DCSD's Assessment Administration Department for district and state formative and summative assessments, assessment platforms, and relative professional development.

Buy-Back

- Illuminate (DnA, Inspect Plus **-** $14.32 (estimated cost) per student license
- Advanced Placement (testing beyond what the State pays) – The DeKalb County School District will pay for one exam for every DCSD student (pending annual DBOE approval). The cost per student (not-qualifying for free and reduced lunch) is $98. The cost per student who qualifies for free or reduced lunch is $62. (Cost are subject to change based on GaDOE)
- CogAT $16.75 per student for the online assessment (students in grades 1-12); $31 per test coordinator for required training.
- PSAT 8/9 (for 8th grade students) - $14.00 per student
- SAT Assessment $25.25
- IOWA (ITBS) - $9.50 for reading and math per student; custom Webinar is $750 and onsite training is $4,250.00.

In-Kind

- MAP administration (applicable to charter schools under the District's MAP license)
- MAP professional development (applicable to charter schools under the District's MAP license)
- Assessment Administration training for state mandated assessments
- Georgia Milestones
- ACCESS/Alternate ACCESS

Availability: Annual subscriptions begin at the start of the fiscal year (July 1).

District Contact: Dr. Felicia G. Rhone**,** Director, Assessment Administration| (678) 676-0231 | Felicia_g_rhone@dekalbschoolsga.org

Cost: The cost of each assessment varies and is listed in the description of services above. Costs are subject to change.

Payment Process: The District will invoice the charter school.

DCSD TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY (TAPP)

Division: Office of Continuous Improvement

Description of Service:

DeKalb County Teacher Academy for Preparation and Pedagogy (TAPP) is a state-approved, two-year non-traditional route to teacher certification designed to meet the critical teaching needs of DeKalb County. The academy prepares teacher candidates with degrees and content area expertise in developing the knowledge, skills, dispositions, and competencies needed to be successful in DeKalb County School District's diverse classrooms. Interested candidates must commit to teaching at DeKalb County Schools for three years after receiving a professional standard certificate. Completion of the TAPP program may take up to three years.

Buy-Back Service

- Fee for the TAPP program: $2,800- $3,900 (subject to change)
- Accepted teacher candidates will be enrolled upon job offer and initial payment of $700; subsequent
- payments will be invoiced at the end of transition points 2, 3 and 4
- Candidates may be required to pay to retake a failed class depending on years remaining on certificate
- Candidates are required to create a Taskstream account. The cost of the account is $137.00 (subject to
- change by Taskstream)

Mentors for TAPP Candidates

Mentors for enrolled candidates are selected from the charter school where the candidate is working. To be compensated as a charter school TAPP mentor in the form of stipends, a vendor setup form should be completed and submitted to the Title II office for processing. Mentors must submit required documents at the end of each transition point (1, 2, 3, 4) in order to receive stipends (a total of $2000.00). DCSD TAPP charter school mentor will create a Taskstream account and submit all required documents. Candidates who are trained in providing effective feedback to peers are also required to follow this procedure. Candidates are trained on providing effective feedback on presentations and coaching skills for potential candidates. Such professional learning builds transferable skills for TAPP completers. The process to pay out stipends from Title II Part A funds to charter employees for approved professional development sponsored by a DCSD department is explained below.

Steps:

1. DCSD TAPP charter school mentor (charter employee) agrees to serve as a DCSD TAPP charter mentor for the charter candidate.
2. Mentor submits vendor registration verification form together with his/her W-9 to Karen Lewis in DCSD Finance. | karen_l_lewis@dekalbschoolsga.org
3. DCSD Finance registers the mentor as an approved vendor to receive Title II Part A sourced stipend.
4. DCSD TAPP charter school-based mentor creates a Taskstream account.
5. DCSD TAPP charter school-based mentor participates in monthly TAPP seminars and submits required documents in Taskstream.
6. DCSD TAPP submits supporting documents to DCSD Title II department.
7. Title II submits a requisition and Finance processes the stipend within approximately 45 days.

In-Kind Service

- DCSD TAPP charter school completers are welcome to participate in post-academy activities such as PL and the Academy conference.
- **Note:** The charter school completer is responsible for paying for substitute teachers.

District Contacts:

For Questions Related to Title II, Part A Stipends:
Dr. Myisha Warren, Executive Director, Federal Programs | (678) 676-0219 | myisha_warren@dekalbschoolsga.org

For Questions Related to TAPP:
Dr. Michelle Thompson, TAPP Coordinator | (678) 875-0102 | michelle_o_thompson@dekalbschoolsga.org

TAPP Support Staff:
Mrs. Brittany Rheaa- Neely, Field Supervisor
Mr. William Dillard, Field Supervisor

Conditions of Service: In addition to seeking active employment, potential candidate must meet the following requirements:

- A bachelor's degree or higher from a GaPSC accredited institution
- Minimum 2.70 undergraduate GPA
- GACE - Program Admissions Assessment (PAA) or qualifying exemption
- GACE - Content Assessment(s) at professional level, 250 or higher preferred
- GACE - Code of Ethics Entry
- Submit application on Taskstream - $50.00 application fee (subject to change by Taskstream)
- Academy interview
- Once accepted, HR is required to submit employment verification to GaPSC
- School administrator must sign Academy Partnership Agreement
- School administrator assigns a mentor to the teacher candidate

How to Access Service: All program requirements are completed through Taskstream.

Availability: Potential candidates may apply annually (February) via Taskstream.

CHIEF OF STAFF

INTERNAL AUDITS & COMPLIANCE

Division: Chief of Staff

Description of Service: The Internal Audits & Compliance Department monitors charter schools' financial health, including reviewing audited financial statements and other financial reports from schools. The Charter School is subject to periodic audits by DCSD's Internal Audits & Compliance Department. Internal Audits & Compliance also manages the Fraud, Waste, and Abuse EthicsPoint hotline which includes reporting for District charter schools. Complaints fielded through the hotline are forwarded to the charter school's governing board through the School Innovation/Governance Department.

Type of Service: In-Kind Service

Service Commitment: The Charter School will be responsible for providing monthly financial reports to the DCSD Internal Audits & Compliance Department, DCSD School Innovation Department, and DeKalb Board of Education by the end of the month following the financial period (Ex. May 2025 statements are due on June 30, 2026). The reports include but are not limited to the following: Cash Flow Statement, Balance Sheet, Statement of Expenditures vs. Budget, Statement of Revenue vs. Expenditures, Quarterly Statements, and audited End-of-Year Statements. Copies of the reports or links to an online location are acceptable.

How to Access Service: Email the Internal Audits & Compliance Department and copy the School Innovation Department.

Availability: Immediately

District Contact:
Alexis Walton, Senior Auditor, Charter Schools | (678) 935-2394 |
alexis_walton@dekalbschoolsga.org

Joel Thibodeaux, Director, Internal Audits & Compliance | (678) 676-0740 |
joel_b_thibodeaux@dekalbschoolsga.org

Cost: Direct Allocation of Personnel

Payment Process: Not Applicable

PUBLIC SAFETY

Division: Superintendent's Office | Chief of Staff

Description of Service: The Department of Public Safety responds to emergency and non-emergency law enforcement-related calls for service.

Type of Service: In-Kind Service

Service Commitment:

- Per DeKalb Board of Education policy IBB-R(2), charter schools experiencing on campus or school problems with unauthorized persons, students, and other individuals which require police intervention should call the DCSD Department of Public Safety at (678) 676-1810. The following procedures shall be observed:
    - Each school administrator, along with the governing board, shall write a letter to the DCSD Department of Public Safety with a copy to the School Innovation Department declaring the governing board's intention to call the DCSD Department of Public Safety to respond to any intruder/suspicious person(s), student disruption, bomb threat, drug issue, violence, or other acts that threaten the safety of students, staff, and authorized visitors at the charter school. See the required letter on next page.
    - Resource documents for guidance regarding such requests are found in the Emergency Response Procedures and Protocols, Code of Student Conduct, and School Safety Plan.

Conditions of Service: The service is available to all DCSD-authorized charter schools.

How to Access Service*: Contact* 911 or DCSD Department of Public Safety's non-emergency phone number.

Availability: Immediately

District Contact: Chief Tracey Whaley, Executive Director of Public Safety | (678) 676-1810 | tracey_whaley@dekalbschoolsga.org

Public Safety Support Staff:
Larry Wright, Major
Terrence Smith, Lieutenant
William Gosha, Lieutenant
Craig Blakley, Commander
Dale Collins, Cross Guard Coordinator
Kelvin McNair, Special Field Assistant to Superintendent
Kenneth Gilstrap, Safe Schools Coordinator
Arnold Walker, Safe School Associate
Frederick Johnson, Safe School Associate
Antonio Johnson, Safe School Associate

Cost: Direct Allocation of Personnel

Payment Process: Not Applicable

Instructions: *No later than July 1 of each year, the charter school shall submit to the district the following letter on letterhead signed by the school leader and Governing Board Chair*.

To: DeKalb County School District (DCSD) Department of Public Safety
CC: DCSD School Innovation Department
RE: DeKalb Board of Education Policy IBB-R (2)

In accordance with DeKalb Board of Education Policy IBB-R(2), this letter serves as notification of the (Insert school's name here) school administration's and Governing Board's intention to contact the DeKalb County School District Department of Public Safety to respond to any intruder/suspicious person(s), student disruption, bomb threat, drug issue, violence or other acts that threaten the safety of students, staff, and authorized visitors at the charter school.

CENTEGIX CRISISALERT SYSTEM

Division: Superintendent's Office | Chief of Staff

Description of Service: The Centegix CrisisAlert System is an integrated crisis management platform that accelerates the critical response times and communication needed in the event of an emergency. This safety and security solution has the ability to deliver precise alert locations, immediate audio and visual incident notifications, and simple activation via a wearable CrisisAlert badge. The alert system empowers teachers and administrators to act and respond to potential crisis situations with confidence. The rapid response capability allows teachers and staff to immediately get help anywhere on the campus. Lockdowns can be implemented through the usage of this system.

Type of Service: Buy-Back Service

Service Commitment: A memorandum of understanding between the charter school and District is required.

Conditions of Service: This service is available to all DCSD-authorized charter schools.

How to Access Service: The charter school shall notify the Executive Director of Public Safety in writing of its intent to access this service for the following fiscal year no later than January 31 each year.

Availability: Annual subscriptions begin upon approval of the District's contract by the DeKalb Board of Education.

District Contact: Chief Tracey Whaley, Executive Director of Public Safety | (678) 676-1810 | tracey_whaley@dekalbschoolsga.org

Cost: The cost per school is based on the vendor's contracted rate. Schools will be charged a flat fee per campus per year plus a one-time fee for installation and equipment costs. Costs are subject to change.

Payment Process: The District will invoice the charter school.

LEGAL AFFAIRS

TITLE IX

Division: Legal Affairs

Description of Service:

Type of Service: In-Kind Service

Service Commitment: A memorandum of understanding between the charter school and District is required.

Conditions of Service: This service is available to all DCSD-authorized charter schools.

How to Access Service: The charter school shall notify the Executive Director of Employee Relations in writing of its intent to access this service for the following fiscal year no later than January 31 each year.

Availability: Annual subscriptions begin upon approval of the District's contract by the DeKalb Board of Education.

District Contact: Marissa Key, Executive Director of Employee Relations | 678-676-0105 | marissa_key@dekalbschoolsga.org

Cost: Direct Allocation of Personnel Plus Annual Cost of Subscription - The cost per school is based on the vendor's contracted rate.

Payment Process: Not Applicable

APPENDICES

APPENDIX A

DISPUTE RESOLUTION PROCEDURE

The purpose of the dispute resolution procedure is to allow the charter school to directly address the dispute with DCSD to ensure continued services to students. The District through its School Innovation Department will work to facilitate a cooperative environment that fosters results-driven resolutions for the benefit of students. Each outlined level below must be followed prior to initiating any civil action.

LEVEL I

The Charter School directly contacts the department(s) involved in the issue/concern and attempts to resolve the dispute as soon as practical. The communication may include a phone call and/or e-mail detailing the dispute. The respective DCSD department(s) and charter school will work in good faith to resolve the dispute.

LEVEL II

If the dispute cannot be resolved at the Level I stage, the charter school may request an in-person meeting with the party/parties involved with the dispute. The charter school must submit its request in writing in a reasonable time to DCSD's School Innovation Department stating the following:

i. The name, address, and telephone number of the charter school;
ii. The name of the individual(s) requesting the meeting;
iii. Identification of issue/concern that is the subject of the grievance/dispute;
iv. A statement of the factual grounds (i.e., identifying the particular service from this Guide that is at issue) supporting the position of the charter school;
v. Any and all documentation the charter school wishes to submit in support of its position;
vi. A statement of the relief requested.

LEVEL III

In the event the charter school is unsatisfied with the outcome at the Level II stage, the charter school may pursue legal action in the form of mediation with DCSD. Either DCSD or the charter school may exercise the right to submit the matter for mediation by providing the other party with a written demand for mediation setting forth the subject of the dispute within 14 days from the date of the in-person meeting. The parties will cooperate with one another in selecting a mediator and in scheduling the mediation proceedings. Venue for the mediation will be in DeKalb County, Georgia. The parties covenant that they will participate in the mediation in good faith and that they will share equally in its costs; provided, however, that the cost to DCSD shall not exceed two thousand five hundred dollars ($2,500.00).

APPENDIX B

VENDOR SELF-SERVICE FORM

Click the link below to complete the electronic form.

https://dekalb.munisselfservice.com/default.aspx

APPENDIX C

HHB EXTRA ACTIVITY/STIPEND FORM

Click **here** to access the HHB Extra Activity/Stipend Form.