# Charter School Renewal Application

For Schools Seeking Renewal from Both
DeKalb County School District and the
State Board of Education
to
Operate in SY24-25

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| | 23c. Back-up documentation proving the legal reality of additional sources of revenue included in the budget template, including any funds other than state and local funding, including bank statements and/or signed grant award letters. | |
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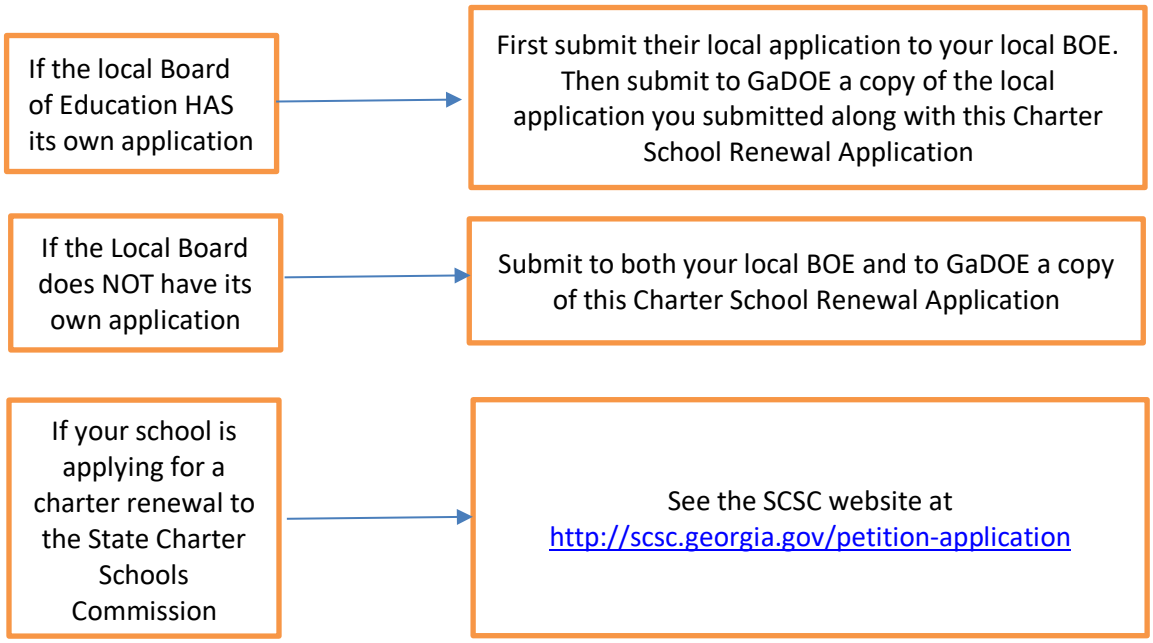
| 29. | For conversion schools only, attach the charter school's Confirmation of Teacher and Parent Vote. | |

# HOW DO I KNOW WHICH APPLICATION TO SUBMIT?

This Charter School Renewal Application form is for locally-approved start-up and conversion charter schools seeking charter renewal from both a local Board of Education (BOE) and the State Board of Education (SBOE).




# INTRODUCTION

A charter school renewal application is a legal petition to a local Board (or Boards) of Education and the State Board of Education seeking renewal of a charter school contract.

There are two types of locally-approved charter schools – start-up charter schools and conversion charter schools. This Charter School Renewal Application is for both start-ups and conversions.

- A start-up charter school was a brand new school that did not exist before it received your initial charter school contract.
- A conversion charter school is an existing public school that became a charter school when it received its initial charter school contract.

The evaluation of your application will focus on whether your charter school has achieved the academic, organizational, and financial performance you promised in exchange for broad flexibility from Georgia's education rule and laws when you received your most recent charter contract. The evaluation will also determine whether:

- The charter school has complied with all applicable laws, rules, regulations, policies and procedures (including the Charter Schools Act of 1998, as amended [O.C.G.A. §§ 20-2-2060 through 20-2-2071] and State Board of Education Rule 160-4-9-.04 *et seq.*);
- The academic, organizational, and financial plans are still viable; and

- The charter school is still in the public interest.

Applicants are strongly encouraged to review all resources available on the GaDOE's Charter Schools Division website prior to drafting and submitting a charter school renewal application (http://www.gadoe.org/External-Affairs-and-Policy/Charter-Schools/Pages/default.aspx), including the standard charter contract template, which is what the State Board of Education will approve, and the most recent Charter School Renewal Memo.

**Georgia has a commitment to ensuring all children receive quality educational opportunities. For this reason, we prioritize approving and renewing charter schools that focus on serving at risk populations, including students who are economically disadvantaged and/or live in rural communities.**

# SUBMISSION PROCEDURES

Before the State Board of Education can renew a charter contract for your locally-approved charter school, your charter school renewal application first must be approved by your local Board of Education in accordance with the rules and regulations of that local board. To facilitate the state's review of your locally-approved application, you must submit to GaDOE an exact copy of the application you submit to your local BOE.

GaDOE will review the charter school renewal petition you submitted locally at the same time that your local BOE is reviewing it. If you agree to make changes to your application to obtain local BOE approval, you must also submit to GaDOE a copy of the final version of the application that your local BOE approved. The final version of your locally-approved application is the one GaDOE will share with the State Board of Education when recommending approval or denial of your charter contract renewal.

A successful charter school renewal application approval process includes (1) your local BOE's review and approval, (2) GaDOE's review, (3) a panel interview at GaDOE, (4) a recommendation from GaDOE's Charter Schools Division for State Board of Education approval, and (5) SBOE approval.

Please note that, while GaDOE does not have an application deadline, applications are processed and interviews are scheduled by GaDOE on a first-come, first-served basis. This means that you must submit your application early enough to obtain SBOE approval at least 6 months in advance of your upcoming academic year. Since it can take up to 4 months to move through the various review processes, please plan accordingly.

Please also note that filing a charter school renewal application does not guarantee that a renewed charter school contract will be granted. Failure of an applicant to adhere to any requirement may yield a defective application that is rejected before consideration. In addition, complete applications that are not strong enough to guarantee a continued successful charter school implementation will be recommended for denial.

Submission to GaDOE of the initial charter renewal application you submitted to your local BOE and, later, of the final version of your application approved by your local BOE, must be by mail, UPS/FedEx, or hand-delivered to: **Georgia Department of Education, Charter Schools Division, 2053 Twin Towers East, 205 Jesse Hill Jr. Drive, SE, Atlanta, Georgia 30334**

**Please note that faxed or emailed applications will *not* be accepted as your formal submission. Only complete petitions that comply with these guidelines and the technical requirements below will be evaluated. Applications will not be returned, so please keep a copy for your records. In addition, please note that all information in applications submitted to GaDOE are subject to the Georgia Open Records Act.**

Applications will not be returned, so please keep a copy for your records. In addition, please note that all information in applications submitted to GaDOE are subject to the Georgia Open Records Act. To fill in the check boxes, double click on the check box; a dialog box will come up for you to choose checked; then click okay and the dialog box will close.

# GADOE & DCSD CHARTER APPLICATION PACKAGE CHECKLIST

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

- ☐ An Application Package includes original and 2 copies of the following items:
  - ☐ **APPLICATION COVER PAGE** (Use the form on page 10 of this application; the form may not be altered in any way.)
  - ☐ **CHARTER APPLICATION** (Answers to the questions posed on pages 11-14 of this application.)
    - ☐ The Application is limited to 75 double-spaced pages using an 11-point Times New Roman font and one-inch margins with a header showing the school's name and a footer showing consecutive page numbers.
    - ☐ The original must be signed in blue ink. Stamped signatures will not be accepted.
  - ☐ **ASSURANCES FORMS, SIGNATURE SHEETS, AND AFFIDAVIT** (Use the Assurances Forms, Signature Sheets, and Affidavit on pages 17-20 of this application; the forms and sheets may not be altered in any way.)
    - ☐ The original must be signed in blue ink; stamped signatures will not be accepted.
    - ☐ Electronic copy of assurances must be signed. Blank copies will not be accepted.
  - ☐ **DOCUMENTATION OF VOTE – *FOR CONVERSIONS ONLY*** (Use the form on page 21/Exhibit 29)
    - ☐ The original must be signed in blue ink; stamped signatures will not be accepted.
  - ☐ **EXHIBITS** (See list of required Exhibits on pages 15-16 of this application.)
    - ☐ Required Exhibits should be as limited in size as possible.
    - ☐ All Exhibits must be tabbed with a header showing the school's name and a footer showing consecutive page numbers.
- ☐ The Application Package must be submitted electronically to charterschools@dekalbschoolsga.org via DropBox.
- ☐ The Application Package must include a:
  - ☐ 1. Microsoft Word version of the Application Cover Page (page 10)
  - ☐ 2. Microsoft Word versions of the Application and Exhibits
  - ☐ 3. PDF Version of the Complete Application Packet in the following order: Cover Sheet, Application, signed Assurances Form(s), Affidavit, and Exhibits (including Exhibit 18 - DCSD Assurances and Required Statements). Exhibit 18 – DCSD Assurances and Required Statements may not be altered in any way.
  - ☐ 4. PDF version of the Locally-Approved Charter School Partners Roles and Responsibilities Chart
  - ☐ 5. Excel version of the completed Budget Templates
- ☐ Faxed or emailed copies will not be accepted. Only complete applications that comply with these guidelines will be evaluated.

**SIGNATURES REQUIRED UPON DELIVERY. COMPLETE APPLICATION MUST BE RECEIVED BY 12:00 P.M. ON TUESDAY, October 17, 2023 IN ORDER TO BE IN THE 2023 REVIEW CYCLE FOR OPERATING IN 2024-2025.**

Petition for (Name of School):_____

Delivered by (Charter School Representative):_____

Received by (DCSD Representative):_____ Date and Time:_____

# CHARTER SCHOOL RENEWAL APPLICATION COVER PAGE

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

When was the original charter term start date? _2002_____

How many charter terms has the school been in existence? _7_____

**Name of Charter School:** **International Community School**

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

**International Community School, Inc.**

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

## Contact Information for the Governing Board Chair

**Contact Person:** Chanika Perry (**Name**) Board Chair (**Title**)

**Contact Address:** 2418 Wood Trail Lane, Decatur, GA 30033

**Telephone Number:** 404-499-8969

**Fax Number:** 404-499-8968

**E-mail Address:** **chanika.perry@icsgeorgia.org**

## Contact Information for the Person Filling out this Application

**Contact Person:** Fran Carroll (**Name**) Executive Director (**Title**)

**Contact Address:** 2418 Wood Trail Lane, Decatur, GA 30033

**Telephone Number:** 404-499-8969

**Fax Number:** 404-499-8968

**E-mail Address:** **fran.carroll@icsgeorgia.org**

# CHARTER SCHOOL RENEWAL APPLICATION

## EXECUTIVE SUMMARY

Name of Charter School: ___International Community School_____

Proposed Charter Term Length: __5 Years_____

Current Grade Range: __K-5_____ Grade range at the end of the charter term: __K-5_____

Expected enrollment at the end of the charter term: __550_____

This application was approved by the DeKalb County School District Board of Education on _____, 202_.

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

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Year 1** | 96 | 92 | 88 | 88 | 69 | 69 | | | | | | | | 502 |
| **Year 2** | 96 | 92 | 90 | 90 | 88 | 69 | | | | | | | | 525 |
| **Year 3** | 96 | 92 | 92 | 90 | 90 | 90 | | | | | | | | 550 |
| **Year 4** | 96 | 92 | 92 | 90 | 90 | 90 | | | | | | | | 550 |
| **Year 5** | 96 | 92 | 92 | 90 | 90 | 90 | | | | | | | | 550 |

1. **State the charter school's mission and describe why this initiative is important to the community it serves. Also provide a brief description of any defining features of the school. Include how stakeholders were involved in the petition process and how they will continue participating. (350 words or less)**

The International Community School (ICS) is a public charter school in DeKalb County, Georgia serving students in grades K-5. The mission of ICS is *an International Baccalaureate World School that educates refugees, immigrants and local children, and provides a rigorous and holistic education in an intentionally diverse community of mutual learners*.

"*We will surely get to our destination if we join hands.*" These poignant words, spoken by one of our students during our 2022 United Nations Day program, are a beautiful reflection of the interconnected culture that has been formed over the past 20 years of our school's existence. Through each year of operation, ICS has remained steadfast in ensuring that each component of our school reaches beyond the physical structure in order to create a culture of limitless rigor, joy, confidence, and connection for both students and families. We were founded in 2002 with the unique charge of bringing together refugee, immigrant and local children to be immersed in an academically challenging and

nurturing environment. We are proud to have been able to do this for our students, families and local community for the past 20 years. For over two decades, ICS has served as a beacon of possibility and a bridge into the future for our students, families, and community.

Today, our school serves more than 400 students annually representing more than 30 nationalities and 25 languages. We are honored to have a school inclusive of staff and families who are committed to our vision of creating a supportive community of students, staff and parents, learning from each other and celebrating diversity among us.

As we enter into the next charter term, we have the diverse perspective of a charter renewal task force that was developed to ensure that various stakeholders had input on the renewal petition and the implementation of our renewal petition commitments throughout the charter term. This group included administrators with expertise of the school's academic and operations teams, as well as our governing board members, to guide our charter renewal petition.

**2. Describe the charter school's academic program, specifically focusing on why it is innovative in your school district(s). Include mention of any waivers of state law and SBOE rule that are needed to implement the academic program. Be sure to describe any special characteristics of your charter school, such as a special population or some other feature or features which enhance educational opportunities. (350 words or less)**

Since its founding 20 years ago, the mission and vision of our school has been to intentionally build a community of refugee, immigrant, and American children where they can learn together and from each other. In an in-depth research review of dozens of studies on diversity conducted by The Century Foundation, researchers documented that students' exposure to other students who are different from themselves, and the novel ideas and challenges that such exposure brings, leads to improved cognitive skills, including critical thinking and problem solving.[1] Those outcomes can have benefits that reflect well beyond a student's graduation and can impact their lives going forward. Our students' being immersed in such a rich culture of diversity

A. [1]Wells, L. Fox, D. Cordova-Cobo. (2016) *How Racially Diverse Schools and Classrooms Can Benefit All Students.* Retrieved from https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/

manifests itself through their critical thinking and creativity.

**Waivers**

Like other charter schools in Georgia, ICS leverages flexibility to increase student outcomes. One of the key waivers the school utilizes is providing consistent professional development opportunities for staff as well as support for our innovative academic program. We offer six career pathways for teachers from the traditional teacher pathway through aspiring leaders who are developed to hold leadership positions within our school.

Additionally, ICS has fiscal control over the budget and is able to allocate funding to directly support the needs of students and staff. The school prioritizes funding that directly supports academic goals, professional development, and a low student to teacher ratio to increase student impact.

The school has leveraged flexibility to hire classroom teachers who have experience that contributes to the successful implementation of innovations. Additionally, through our partnership with AmeriCorps, we have been able to leverage the partnership to fill teacher vacancies leading to full teacher certification within our school. We currently have four AmeriCorps teachers serving in teaching roles within our school. Given the challenges in teacher recruitment that have been experienced nationally, we value our partnerships and diverse pipelines for attracting and retaining quality teachers who are aligned with our mission and vision.

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

ICS greatly benefits from an engaged volunteer Board of Directors who represent a diverse set of knowledge and skills that impact the mission and vision of our school. Our Board of Directors is responsible for setting and monitoring the goals of the Executive Director. ICS does not use a charter management organization (CMO) and does not plan to do so. Our collaboration with the DeKalb County School District (DCSD), key community partners and our dedicated volunteers allows us to provide a robust academic and community school model for our students.

The ICS Executive Director provides a leadership structure for both academic excellence and

organizational strength. In addition to organizational duties such as strategic planning and fundraising, this position creates and maintains lasting relationships with our partners, neighbors, and families. This role is integral to our core vision of authentic community engagement by harnessing relationships to support our mission and vision. Because of these relationships, more families can access the resources they need to support their child(ren) succeed both at home and at ICS. Our robust team of staff, board, local partners, and our amazing families and students ensures that ICS can address a critical educational need in DCSD and Georgia. This is further evidenced through our yearly wait lists that include over 100 families as illustrated in Figure 1 below.

**Figure 1: ICS Waitlist Data for SY2022-23 and SY 2023-2024(YTD)**

| | SY 2022-2023 | SY 2023-2024 (YTD) |
|---|---|---|
| Kindergarten | 44 | 38 |
| 1st Grade | 35 | 34 |
| 2nd Grade | 23 | 24 |
| 3rd Grade | 15 | 21 |
| 4th Grade | 19 | 18 |
| 5th Grade | 11 | 10 |

As a result of the unique school culture and community at ICS, we are consistently fully enrolled and saw an 8% increase in applications, indicative of the community's need for the educational experience that ICS provides. That transformative educational experience for ICS students and families is the result of our charter flexibility that provides ICS the opportunity to address the individual academic and emotional needs of our students. Students and families at ICS confidently engage in an environment where there are translation and interpretation services for nearly all languages spoken by our families. Flexibility to tailor curriculum and instructional strategies to specific students and recruit staff with consideration of their cultural diversity and experience with vulnerable student groups is crucial to the continued success and growth of ICS.

# PAST PERFORMANCE

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

   Exhibit 5 is attached hereto.

2. **Provide a narrative describing how the charter school performed in meeting the academic and organizational goals set forth in its current charter contract. In your narrative:**
   a. **Address the school's performance in each year of your current charter term.**
   b. **You are urged to include any supporting charts, tables, or graphs that provide quantitative data.**
   c. **If your charter school did not meet all of the goals in its charter contract, explain any mitigating factors to which this can be attributed, and explain how the school plans to address them in the upcoming charter renewal term requested.**

**Summary**

At ICS, the instructional model is student-centered, collaborative, and discovery driven. The founding of our school was spurred by the action of dedicated educators, community members, and parents who set out to create a school experience for students reflective of an inclusive and diverse school community for students in Dekalb County. Their charge was for ICS to become the blueprint for academic innovation. The three-pronged approach of our school is inclusive of high expectations that students from diverse backgrounds can achieve rigorous academic gains through intentional student-centered instruction and exposure to a curriculum that is culturally responsive.

ICS exercises the autonomy and full-flexibility provided by its broad waiver of Title 20 of the Official Code of Georgia Annotated, as well as many rules and regulations of the State Board of Education and DeKalb County School District. For example, ICS uses its freedom from state professional certification requirements to implement a professional qualifications policy that allows professionals without traditional certification to serve ICS and its students while they pursue state certification under the Georgia Professional Standards Commission. In fact, the school's partnership with AmeriCorps provides ICS a pipeline of instructional talent that reflects the mission of ICS and reinforces the school's culture and identity. Moreover, ICS' waiver of categorical expenditure controls in law and rule allows the governing board and administration to budget and allocate resources to best

meet student needs and the school's mission, including through the school's health initiatives and wraparound services. Finally, ICS' waiver of state and local class size restrictions allows ICS flexibility to schedule student classes and services based on the needs of the school and its students, providing ICS a broader array of options for its students with diverse language acquisition needs.

**Performance in Innovations/Essential Features**

**Essential and Innovative Features**

**Goal 7: The Charter School shall implement all Essential and Innovative Features, as defined in Section 5 of the charter in all material respects.**

All innovative features from the current charter contract were implemented. Figure 2 below outlines the specific features that were included in the charter contract. These features are integral to the ICS program and unique within the DCSD system. Charter schools are founded on the premise that the implementation of innovative educational practices can produce results superior to the local system and the State. The below chart demonstrates the degree to which the various innovative features were implemented during the school's charter term.

**Figure 2: ICS Essential and Innovative Feature Implementation**

| Innovative Feature | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| International Baccalaureate Programme | Met | Met | Met | Met | On Track |
| Multi-cultural family-focus programming | Met | Met | Met | Met | On Track |
| Maintain the mission to serve a diverse community of children from local, refugee, and immigrant backgrounds by using a weighted lottery for English Language Learners | Met | Met | Met | Met | On Track |

**International Baccalaureate Primary Years Programme**

This innovation was implemented in all years of the charter term. The IB Primary Years Programme ("PYP") has provided a framework for instruction at ICS since its founding. As a core component of our new teacher onboarding to ICS, 100% of new teachers are effectively trained in the

quality implementation of the IB PYP through an IB orientation led at the school by the IB Coordinator. During this orientation, teachers are exposed to effective components of IB planning, the Learner Profile, and critical information needed for high-quality instructional planning following the IB framework. As a continuation of the investment into staff being adequately trained, the summer after the teacher's first year at ICS entails the teacher receiving IB training through the school's partnership with The Center for the Advancement and Student of International Education (CASIE). As a result of this training, teachers receive their Level 1 certification. There are additional opportunities for teachers to continue their IB professional development such as receiving upper-level training. For the upcoming school year, we are retraining all of our teachers in IB to ensure that we are continuing to execute the program's framework with fidelity. To accomplish that goal, we work closely with our IB renewal consultant for the most up-to-date training scope and sequence for our staff. We have increased from 7.5% of staff trained in the last 2 years to 47.5% of staff trained. The goal is for our school to implement a professional development cycle that will support teachers in implementing the IB PYP with fidelity and confidence.

The ICS curriculum follows the Georgia Standards of Excellence (GSE) taught within the framework of the International Baccalaureate (IB) Primary Years Programme. The curriculum enables students to employ an investigative, inquiry-based approach to learning – taught in an integrated framework that emphasizes cross-disciplinary thinking, problem-solving and personal wellness. According to studies, students who undergo the IB PYP are better at Math Literacy, Reading, Narrative Writing and Expository Writing[2] in the International Schools' Assessment (ISA) compared to their non-IB peers across Asia, Oceania, Europe, Americas and Africa. The PYP enables students to learn beyond traditional subject boundaries. As the only charter elementary school in the district providing our students and families with this educational experience, ICS is creating a transformational academic environment daily that will translate into lifelong academic success.

At ICS, the PYP curriculum framework begins with the premise that students are agents of their

[2] T. Ling, Y. Bibby (2010). *PYP and MYP Student Performance on the International Schools' Assessment (ISA)* Retrieved from https://research.acer.edu.au/monitoring_learning/14/

own learning and partners in the learning process. It prioritizes people and their relationships to build a strong learning community. PYP students use their initiative to take responsibility and ownership of their learning. By learning through inquiry and reflecting on their own learning, PYP students develop knowledge, conceptual understandings, skills and the attributes of the IB Learner profile to make a difference in their own lives, their communities, and beyond. The framework emphasizes the central principle of agency, which underpins the three pillars of school life: the learner, learning and teaching, and the learning community. Embedded in the framework is the recognition of the importance of fostering an individual's self-efficacy. Students with a strong sense of self-efficacy are active in their own learning and take action in their learning community.

The performance of ICS students, as measured by Milestones testing scores for the 22-23 SY, demonstrates notable strengths in comparison to other IB PYP elementary schools within the DeKalb County School District. In the assessment areas of 3rd and 4th-grade math and reading, as well as 5th-grade science, ICS students have outperformed their peers at Midvale and Avondale.

In particular, ICS has a significant number of students who scored proficient or distinguished in these key subjects, showcasing their academic excellence. This performance difference is especially commendable considering the demographic differences between ICS and the other IB PYP schools in the district. ICS serves a higher number of English language learners, making their achievements even more impressive.

Furthermore, ICS is actively engaged in the IB PYP community and has recently presented at the IB Global conference on the topic of Multicultural family engagement. This commitment to professional development and collaboration with the IB community further demonstrates ICS's dedication to academic excellence and the enhancement of its programs.

As illustrated by the 2023 Georgia Milestones results summarized in Figure 3 below, ICS students' performance, as indicated by Milestones testing scores, is a testament to the school's commitment to academic excellence and multicultural family engagement. Their success in comparison to other IB PYP elementary schools in the district highlights the strengths of ICS and its unique ability to support diverse learners.

**Figure 3: 2023 Georgia Milestones Content Mastery Student Proficiency Rates**

| | 3rd Grade ELA | | |
|---|---|---|---|
| | **Beginning Learner** | **Developing Learning** | **Proficient and Distinguished Learners** |
| **ICS** | 31% | 24% | 45% |
| **Midvale** | 37% | 25% | 38% |
| **Avondale** | 43% | 31% | 26% |
| **Fernbank** | 16% | 17% | 67% |
| | **3rd Grade Math** | | |
| | **Beginning Learner** | **Developing Learning** | **Proficient and Distinguished Learners** |
| **ICS** | 15% | 45% | 40% |
| **Midvale** | 23% | 38% | 38% |
| **Avondale** | 29% | 35% | 35% |
| **Fernbank** | 8% | 28% | 63% |
| | **4th Grade ELA** | | |
| | **Beginning Learner** | **Developing Learner** | **Proficient and Distinguished Learner** |
| **ICS** | 29% | 33% | 38% |
| **Midvale** | 27% | 45% | 28% |
| **Avondale** | 55% | 30% | 15% |
| **Fernbank** | 7% | 26% | 66% |
| | **4th Grade Math** | | |
| | **Beginning Learner** | **Developing Learner** | **Proficient and Distinguished Learner** |
| **ICS** | 26% | 33% | 41% |
| **Midvale** | 32% | 29% | 40% |
| **Avondale** | 38% | 40% | 23% |
| **Fernbank** | 8% | 25% | 66% |
| | **5th Grade ELA** | | |
| | **Beginning Learner** | **Developing Learner** | **Proficient and Distinguished Learner** |

| | | | |
|---|---|---|---|
| **ICS** | 33% | 30% | 37% |
| **Midvale** | 34% | 26% | 40% |
| **Avondale** | 45% | 36% | 19% |
| **Fernbank** | 12% | 24% | 64% |
| | **5th Grade Math** | | |
| | **Beginning Learner** | **Developing Learning** | **Proficient and Distinguished Learners** |
| **ICS** | 31% | 36% | 32% |
| **Midvale** | 29% | 30% | 40% |
| **Avondale** | 62% | 24% | 13% |
| **Fernbank** | 16% | 23% | 61% |
| | **5th Grade Science** | | |
| | **Beginning Learner** | **Developing Learning** | **Proficient and Distinguished Learners** |
| **ICS** | 46% | 21% | 33% |
| **Midvale** | 47% | 25% | 28% |
| **Avondale** | 62% | 28% | 10% |
| **Fernbank** | 18% | 14% | 68% |

At ICS, our academic model focuses on the development of the whole child as an inquirer, both in school and in the world beyond. Our instructional framework supports a transformative experience for students, teachers and whole school communities while delivering excellent outcomes by providing an education that is engaging, relevant, challenging and significant. At ICS, students know how to take ownership of their learning, collaborating with teachers to deepen understanding and increase their confidence and self-motivation. Through actively engaging in integrated ongoing assessment, they become effective, self-regulated learners who can act on constructive feedback. Through this framework, students respond to the teaching and learning of standards through overarching, trans-disciplinary themes serving as vectors of questioning: 1) “Who We Are;” 2) “Where We Are in Place and Time;” “3) How We Express Ourselves 4);” “How the World Works;” 5) and “We Organize Ourselves.” These issues drive the inquiry and challenge the student to explore, research, analyze, and synthesize information. Each

theme is addressed each year by all students.

The ICS Instructional staff convenes six times annually to collaboratively plan these units of inquiry and create alignment while still being flexible enough to respond to topical issues and the unique composition of students. Other school-wide IB strategies include monthly recognition of one student from each class as a Global Citizen (because of their demonstration of the IB learner attribute for that month), monthly learner attribute focus for the whole school, service learning projects and community events that are connected to learner attributes, cumulative projects, and United Nations (UN) Day.

All 5th Graders culminate their PYP years research project with a mentor, rigorously studying an issue they see in our own community. Our entire school enjoys learning from their exhibition, held in May each year. Most notably, ICS was accredited by AdvancEd in 2018 and we were recently re-certified as an International Baccalaureate PYP in 2022. This recertification speaks to the quality of our teacher training and instructional implementation leading to a program reflective of global best practices for instruction.

**Multi-cultural family-focused programming; linguistically and culturally responsive pedagogy**

*After-school Programming*

After-school programming was a planned innovation that we used successfully during each year of the charter term. During this charter term, the variety of before- and after-school options has continued as a staple of ICS's wraparound support for families. The after-school program is an option that all our families can opt into from school dismissal until 6:00pm. The rich content of the current after-school options available to families further connect to ICS's vision of impactful, cultural exposure for all students. This is an innovation that is unique to the student experience at ICS and results in a positive school-wide culture for both students and families.

We are honored to have a partnership with New American Pathways, a member of the school's Coalition of Community Partners, who supports ICS's community engagement work and also facilitates the after-school tutoring programming for our refugee scholars, providing a culturally and linguistically responsive after school option. The study, *"Outcomes Linked to High-Quality After-School Programs: Longitudinal Findings from the*

*Study of Promising Afterschool Programs*[3],” found numerous positive outcomes among youth who regularly attend high quality afterschool programs in their neighborhoods, either alone or in combination with varied sets of additional enrichment experiences. These findings suggest that plans for high-quality after-school programming should span entire communities. When communities and program providers unite to recruit and engage young people in high-quality after-school experiences, programs can provide the types of benefits described here for the largest number of students. Approximately 40% of our student population participates in ICS’s afterschool programming led by various long-standing community partners who have invested in the mission of ICS and the educational experience cultivated for students and families.

| **ICS After-School Programming Options** |
|---|
| The Club Afterschool |
| New American Pathways |
| Kilometer Kids |
| Engineering |
| Kids TV |
| Creative Dance |
| UN Day Latin Dance |
| UN Day African Dance |
| Soccer |
| ICS Dragon Chorus |
| Chess |

**Community Partnerships**

*Community Resource Center*

The mission of our school is lived out in our classrooms as well as through our wraparound services provided for our families and local community. Through our Community Resource Center, we provide classes

[3] D. Vandell, E. Reisner, K. Pierce. (2007) *Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Afterschool Programs.* Retrieved from https://www.purdue.edu/hhs/hdfs/fii/wp-content/uploads/2015/07/s_iafis04c04.pdf

and workshops aligned to the relevant needs of our community such as health, social media, and finances. Additionally, we provide the following health services to our families and community: mental health, telehealth, as well as our mobile dentist program.

*Health Initiatives*

One of the Statements of Understandings at ICS is "As a beloved community, we approach complex issues with strong communication, collaboration, perspective, respect, and active listening." In January 2022, ICS collaborated with several community partners to provide DeKalb County's first COVID-19 vaccination clinic held at a school to help address healthcare barriers faced within our school's community. We partnered with Refugee Women's Network, CORE Response, GSU, and DeKalb County Board of Health to administer first, second, and booster doses. As a result of key partnerships built, ICS families receive a $100 gift card and free vaccinations for each family member. ICS looks forward to the impact of these partnerships into the next charter term.

*Refugee Women's Network*

Refugee Women's Network (RWN) is a nonprofit organization in the state of Georgia. The purpose of RWN is to inspire and equip refugee and immigrant women to become leaders in their homes, businesses, and communities. For more than 20 years, they have continued to be the only organization in Georgia that specifically serves refugee women. Through our partnership with RWN, we are able to empower refugee women to navigate the path to a full-time career in education. Many of these women have work experience and higher education in their home countries and are uniquely situated to address the teacher shortage in Georgia. Through this collaboration, we seek to assist refugee women to overcome barriers to employment and help each aspiring teacher meet their individualized career goals. RWN helps recruit, screen, and identify candidates for this program. The program is a 2- to 3-year commitment for each participant. It is our goal to ensure careers in education that are lasting and have meaningful impact. Currently we have 3 participants in the program and an interest list of other candidates who are waiting to participate when we introduce our next cohort. This pilot program has been featured by our local NPR station and can be viewed at: https://www.wabe.org/teaching-program-gives-refugee-women-opportunity-to-rebuild-careers-in-atlanta/. We are working to document this

program so that it can be replicated in other schools/districts/states. We are excited by the success we have experienced so far and look forward to continued collaboration with RWN.

**Maintain its mission to serve a diverse community of children from local, refugee, and immigrant backgrounds by using a weighted lottery for English Language Learners.**

**Weighted Lottery**

The addition of a weighted lottery starting in the 2018-2019 school year allows us to maintain the intentional diversity contained in our mission. The staffing, instructional program, and school structures have all been developed in response to the school's uniquely inclusive approach and vision for a Beloved Community. In addition to the support provided to immigrant and refugee students and their families, the ICS model prepares all students to engage respectfully in a diverse community and serve as collaborators within an increasingly globalized environment.

**Academic Performance**

*First Look: School-District Comparison*

First Look: School Performance Gap Closure. The primary academic outcome Georgia seeks from its local charter schools is that they *increase their College and Career Readiness Performance Index (CCRPI) score each year until they reach 90 in each grade band.* The School Performance Gap Closure standard measures growth in CCRPI and its major academic components, including Content Mastery, Progress, and Closing Gaps scores within each grade band served. Our "First Look" at annual charter school performance is to see if the school has met the following standard.

a. Within each grade band served, increase the CCRPI, Content Mastery, Progress, and/or Closing Gaps scores by at least 5%, 10%, or 20% of the gap between 100 and the respective 2019 score until it reaches 90 and maintain each respective score at 90 or above once it reaches 90.

ICS is a school focused on data-driven informed instruction and decision-making in order to ensure that students are achieving high academic mastery and growth. ICS maintains a commitment to academic excellence,

while also providing extracurricular and athletic offerings that enhance the social development of students. Key components of our data-driven instructional environment are as follows: reliable baseline data, SMART instructional goals, regular formative assessments, professional learning communities, and targeted intervention. Our instructional program is reflective of each of the most effective components in being data-driven to inform how to most effectively impact student growth and learning.

Students entering ICS in Kindergarten and First Grade enroll with varying levels of abilities and school experience. For the 2023-2024 school year, 13 of 85 ICS students enrolled in Kindergarten participated in a Pre-K program. Similarly, 14 of 93 ICS students enrolled in First Grade participated in a Pre-K program. Figures 4 and 5 below illustrate the growth of ICS Kindergarten and First Grade students compared to Indian Creek Elementary, Dunaire, Elementary, and Jolly Elementary.

**Figure 4: 2023 Spring Math MAP – Grades K &1**

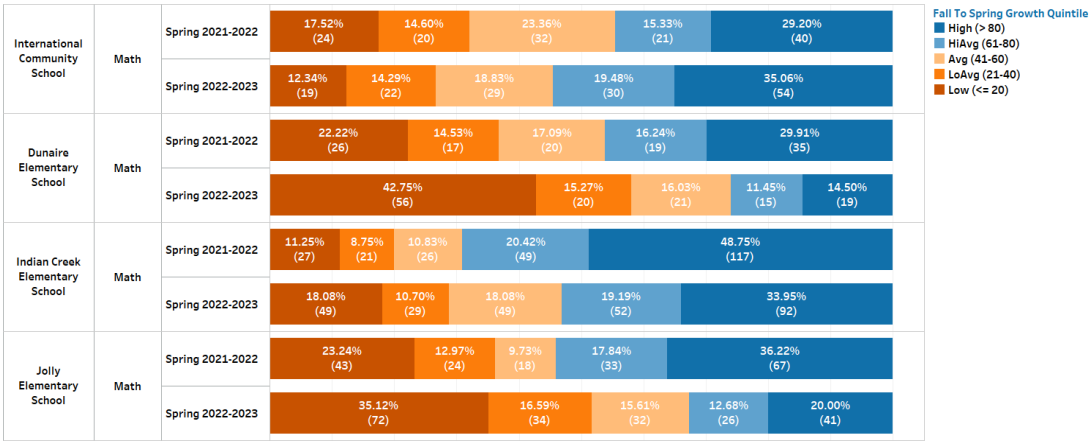
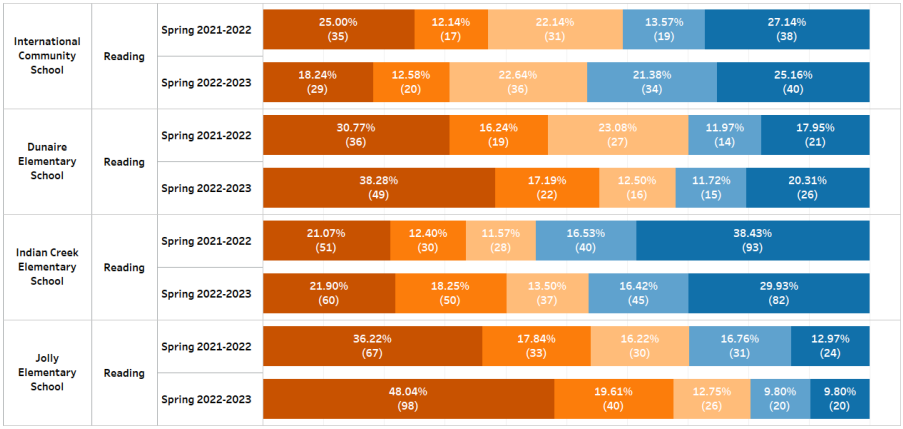



**Figure 5: 2023 Spring Math MAP – Grades K &1**



In 2017, only 27.7% of students were on grade level in reading. Our May 2021 data showed that 63% of students were on grade level in reading, and we expect over 70% to be on grade level in reading by the end of the 2022-23 year. This phenomenal growth in reading achievement has earned ICS the Governor's Office of Student Achievement Silver Award for Student Achievement. Over the past 3 years, English Language Learners have consistently met or exceeded their growth goals for English Language proficiency as compared to their peers across the state. As a result, ICS earned 92+% of our CCRPI progress points for these gains each of the past 3 years. This data is a clear indicator of ICS's transformational impact on the lives of its students. They result from our intentional student level data analysis, the quality of the curriculum that students are exposed to during daily instruction, and the targeted student body population at ICS.

Based on data from the Governor's Office of Student Achievement (GOSA), ICS has continued to achieve high academic results with students resulting in outperforming both the state of Georgia and the district. ICS's overall performance was reported as being higher than 56% of schools throughout the state and on par with the district. For student growth, student academic growth was reported as higher than 97% of schools throughout the state and district. This high growth outcome accurately shows how well we are meeting our students where they are academically. According to key takeaways from Great Schools, experts believe that progress is a more accurate measure of the ways a school contributes to student learning. Because students start each year with different levels of knowledge or skill, measuring growth can shine a light on how well the school is helping each of its students learn, whether they are ahead of or behind their peers. Given the targeted focus on addressing learning loss and student academic gaps coming out of the pandemic, ICS is best positioned to effectively impact student learning given our track record of results from pre-Pandemic data reporting, which captured ICS's student achievement at the beginning of the current charter term.

The Georgia Department of Education (GaDOE) received a waiver on the CCRPI calculation, although mandated assessments were not waived. Given the impact of pandemic-related data limitations on states' accountability systems, the U.S. Department of Education approved Georgia's modifications to CCRPI which include no Summative Ratings (no overall 0-100 CCRPI or Single Score reported); for Progress, no ELA and math progress (SGPs) reported; no Closing Gaps reported; and for Readiness, no Student Attendance at

elementary, middle, and high school reported and no College and Career Readiness at high school reported.

**Beating the Odds**

The "Beating the Odds" ("BTO") analysis is a cross sectional, fixed effects regression model that uses the following factors from the College and Career Readiness Performance Index (CCRPI) school-level dataset, GaDOE student record file, and GaDOE Certified Personnel Information (CPI) data. There are three BTO designations, 1) Beating the Odds, 2) Within Expected Range, and 3) Below Expected Range. During the years of the prior charter term (2019), ICS performed *Within Expected Range*. During years one and two (2020 and 2021) of the charter term, there will be no CCRPI calculation due to the COVID 19 health crisis and the waiver granted, by the United States Department of Education, to the State for both of those years. Without the CCRPI calculation, BTO similarly will not be calculated for 2020 or 2021.

**Figure 6: ICS's Beating the Odds Performance**

| School Year | ICS BTO Status |
|---|---|
| 2018-2019 | Within Expected Range |
| 2019-2020 | N/A |
| 2020-2021 | **N/A** |
| 2021-2022 | **N/A** |
| 2022-2023 | **TBD** |

**Source:** https://gosa.georgia.gov/accountability/beating-odds-analysis/beating-odds-archives

**ICS's CCRPI Score**

ICS's impact on academic progress and growth is a positive reflection of the rigorous learning environment and quality academic preparation embedded in the learning experience at ICS each day. The data-driven focus on individual-level student progress is an anchor of the school's instructional program.

**2019 CCRPI**

For the 2018-2019 school year, ICS met its target scores for CCRPI content mastery targets for ELA and

Math, but we did not meet the target scores for Science or Social Studies. ICS exceeded its target Content Mastery Score of 52.12 in ELA with an actual score of 65.47. ICS exceeded its Content Mastery Score of 58.52 in Math with an actual score of 58.82. ICS did not meet its target Content Mastery Score of 44.90 in Science with an actual score of 38.89. ICS did not meet its Content Mastery Score of 39.78 in Social Studies with an actual score of 33.34. It is important to note that ICS's 2019 CCRPI performance, according to reporting from the Georgia Department of Education, showed an overall increase as well as categorical increases across all four measures: Content Mastery, Progress, Closing Gaps, and Readiness when compared to 2018 CCRPI data. The following figure shows ICS's increase of each component of CCRPI from 2018.

**Figure 7: ICS 2019 CCRPI Increase**

| | Content Mastery | Progress | Closing Gaps | Readiness |
|---|---|---|---|---|
| 2019 Score | 55.5 | 99.1 | 56.8 | 84.0 |
| Point Increase from prior year (2018) | +6.2 | +7.0<br><br>*+7.03 in ELA*<br>*+8.58 in Math* | +27.2 | +5.5<br><br>*+16.0 in Literacy*<br>*+0.08 attendance* |

**Overall and Subgroup Performance SY 2020-2021, SY 2021-2022**

In Figures 8 and 9 below are ICS's English and Mathematics content mastery scores by subgroup for SY 2020-2021 and SY 2021-2022. We are unable to report on content mastery scores data for the 2020 and 2021 school years due to COVID's disruption of the Georgia Milestones and CCRPI data reporting. The U.S. Department of Education approved a waiver for the state in regard to accountability, school identification, and related reporting requirements for the 2020-2021 school year, pursuant to the authority in section 8401 of the Elementary and Secondary Education Act of 1965 (ESEA).

**Figure 8: English SY 2020-2021**

| Subgroup | Participation Rate | Beginning Learner | Developing Learner | Proficient Learner |
|---|---|---|---|---|
| **All Students** | 50.78 | 41.05 | 30.53 | 22.11 |
| **American Indian/Alaskan** | N/A | N/A | N/A | N/A |
| **Asian/Pacific Islander** | 60.29 | 52.50 | 25.00 | 22.50 |
| **Black** | 35.62 | 36.00 | 40.00 | 24.00 |
| **Economically Disadvantage** | 51.75 | 50.00 | 33.33 | 16.67 |
| **English Learners** | 59.79 | 55.36 | 32.14 | 12.50 |
| **Hispanic** | Too Few Students | Too Few Students | Too Few Students | Too Few Students |
| **Multi-Racial** | Too Few Students | Too Few Students | Too Few Students | Too Few Students |
| **Students with Disability** | Too Few Students | Too Few Students | Too Few Students | Too Few Students |
| **White** | 57.90 | 28.57 | 28.57 | 14.29 |

Throughout the past charter term, ICS has seen an overall improvement in reading level for the number of students who are reading on/above grade level, and it has increased each year of charter term. Currently, 64.4% of students are reading on grade level. This percentage is a direct reflection of the school's priority on implementing and embedding effective small group instruction throughout the school's daily instructional schedule for all grade levels through guided reading, intervention, and the addition of ESOL endorsed teachers which have led to an increase in small group instruction.

**Figure 9: Mathematics SY 2020-2021**

| Subgroup | Participation Rate | Beginning Learner | Developing Learner | Proficient Learner |
|---|---|---|---|---|
| **All Students** | 50.26 | 57.45 | 28.72 | 11.70 |
| **American Indian/Alaskan** | N/A | | | |

| | | | | |
|---|---|---|---|---|
| **Asian/Pacific Islander** | 60.29 | 60.00 | 27.50 | 12.50 |
| **Black** | 34.25 | 62.50 | 25.00 | 12.50 |
| **Economically Disadvantage** | 51.05 | 64.79 | 25.35 | 9.86 |
| **English Learners** | 58.76 | 69.09 | 27.27 | 3.64 |
| **Hispanic** | Too Few Students | Too Few Students | Too Few Students | Too Few Students |
| **Multi-Racial** | Too Few Students | Too Few Students | Too Few Students | Too Few Students |
| **Students with Disability** | Too Few Students | Too Few Students | Too Few Students | Too Few Students |
| **White** | 57.90 | 47.62 | 28.57 | 14.29 |

ICS students continue to demonstrate greater proficiency rates than DeKalb County in content mastery in mathematics. As further evidenced in the more detailed data discussed below, ICS' dedication to its IB PYP and other essential and innovative features contributes to our students' proficiency in mastering the Georgia Standards of Excellence.

**2021-2022 Content Mastery Scores**

Based on 2021-2022 Georgia Milestones Content Mastery data results, ICS increased in the level of Proficient Learners for English by +5.16 points. ICS's data results show that student achievement outperformed the district in Reading Level Status and 5th grade student achievement specifically outperformed the district in all three content areas of Reading, Math and Science as illustrated by Figures 10 and 11 below.

**Figure 10: English SY 2021-2022**

| Subgroup | Participation Rate | Beginning Learner | Developing Learner | Proficient Learner |
|---|---|---|---|---|
| **All Students** | 100.0 | 37.88 | 29.80 | 27.27 |
| **American Indian/Alaskan** | N/A | N/A | N/A | N/A |

| | | | | |
|---|---|---|---|---|
| **Asian/Pacific Islander** | 100.0 | 48.28 | 25.29 | 22.99 |
| **Black** | 100.0 | 35.94 | 31.25 | 32.81 |
| **Economically Disadvantage** | 100.0 | 42.31 | 31.54 | 23.08 |
| **English Learners** | 100.0 | 55.24 | 28.57 | 13.33 |
| **Hispanic** | Too Few Students | Too Few Students | Too Few Students | Too Few Students |
| **Multi-Racial** | Too Few Students | Too Few Students | Too Few Students | Too Few Students |
| **Students with Disability** | Too Few Students | Too Few Students | Too Few Students | Too Few Students |
| **White** | 100.0 | 26.67 | 33.33 | 23.33 |

**Figure 11: Mathematics SY 2021-2022**

| Subgroup | Participation Rate | Beginning Learner | Developing Learner | Proficient Learner |
|---|---|---|---|---|
| **All Students** | 100.0 | 32.32 | 38.38 | 22.22 |
| **American Indian/Alaskan** | N/A | N/A | N/A | N/A |
| **Asian/Pacific Islander** | 100.0 | 35.63 | 44.83 | 16.09 |
| **Black** | 100.0 | 37.50 | 34.38 | 21.88 |
| **Economically Disadvantage** | 100.0 | 38.46 | 38.46 | 19.23 |
| **English Learners** | 100.0 | 55.24 | 28.57 | 13.33 |
| **Hispanic** | Too Few Students | Too Few Students | Too Few Students | Too Few Students |
| **Multi-Racial** | Too Few Students | Too Few Students | Too Few Students | Too Few Students |
| **Students with Disability** | Too Few Students | Too Few Students | Too Few Students | Too Few Students |
| **White** | 100.0 | 20.00 | 30.00 | 30.00 |

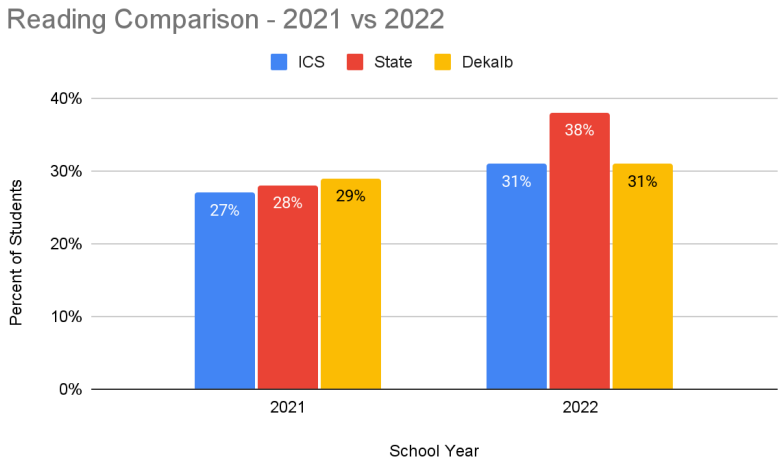
**Year 3 and Year 4 Georgia Milestones Proficiency Comparison Data**

Based on Year 3 and Year 4 Georgia Milestones Proficiency Data, Figure 12 below captures the increase

of proficiency in Reading, Mathematics and Science.

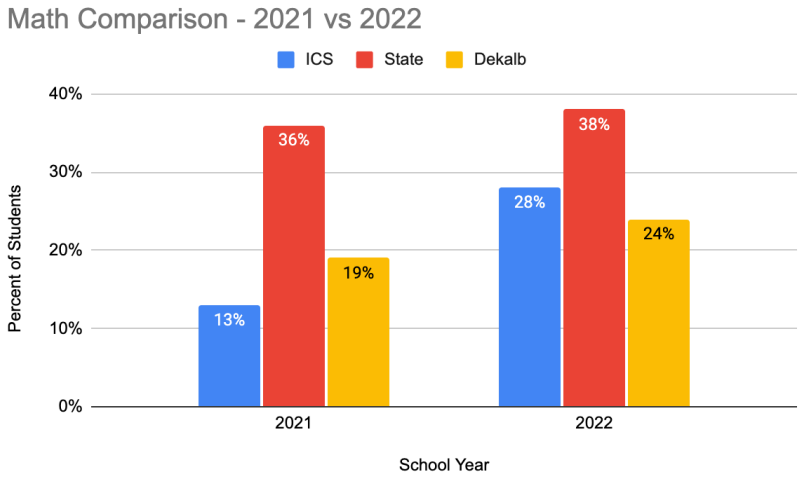
Based on data for Reading/English, ICS's overall reading proficiency increased by +4% and in 2022, ICS's proficiency was equivalent to that of the district and had an overall greater year-over-year increase in reading proficiency compared to the district.

**Figure 12: Reading Year-Over-Year Growth Between SY 2021 and SY2022**



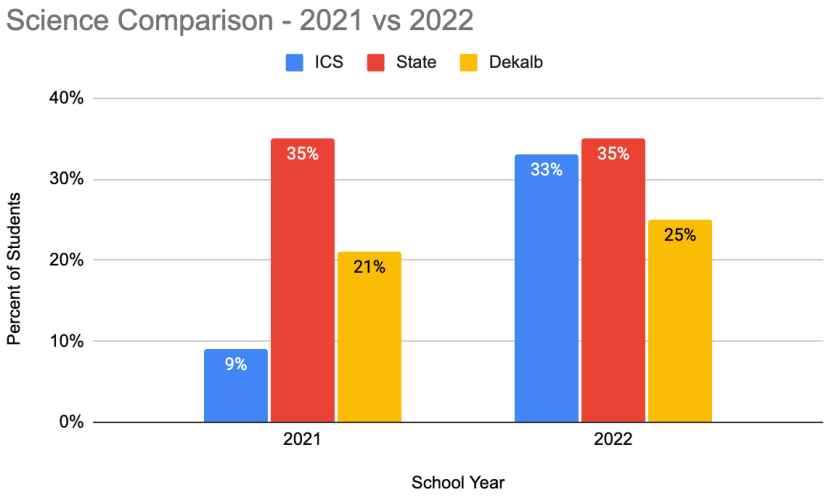

Based on data for Mathematics, ICS's overall proficiency in 2022 increased by +15% which is more than doubled the school's proficiency in 2021. ICS's math proficiency was higher than that of the district by +4% points and had an overall greater year-over-year increase in math proficiency compared to the district.

**Figure 13: Math Year-Over-Year Growth Between SY 2021 and SY2022**



Based on data for Science, ICS's overall proficiency in 2022 increased by +24% points which is more than triple the school's proficiency in 2021. In 2022, ICS's science proficiency was higher than that of the district by +8% points and showed the greatest increase in scores compared to both the district and state comparison between the years of 2021 and 2022.

**Figure 14: Science Year-Over-Year Growth Between SY 2021 and SY2022**




*Second Look: School-District Comparison*

Second Look: School-District Comparisons. The secondary academic outcome Georgia seeks from its local charter schools is that they *do better than the district schools their students would otherwise attend.* If a charter school does not achieve standard "a" in a particular grade band, it may satisfy Goal 1 for that grade band in a given year by meeting the following School-District Comparison standard.

b. Within each grade band that "a" was not met, exceed the CCRPI, Content Mastery, Progress, and/or Closing Gaps scores in that grade band at those district schools that at least two-thirds of its students would otherwise attend.

**Comparison to District and Comparison School - Jolly Elementary**

Figures 15-21 show the comparison data for Beginning Learner, Developing Learner, Proficient Learner, and Distinguished Learner between ICS, the district, and the most local DCSD traditional public school, Jolly Elementary. The data reflected shows student achievement results from Spring 2022 for 3rd, 4th, and 5th grade for Reading, Math, and Science.

***Figure 15: 3rd Grade Reading***

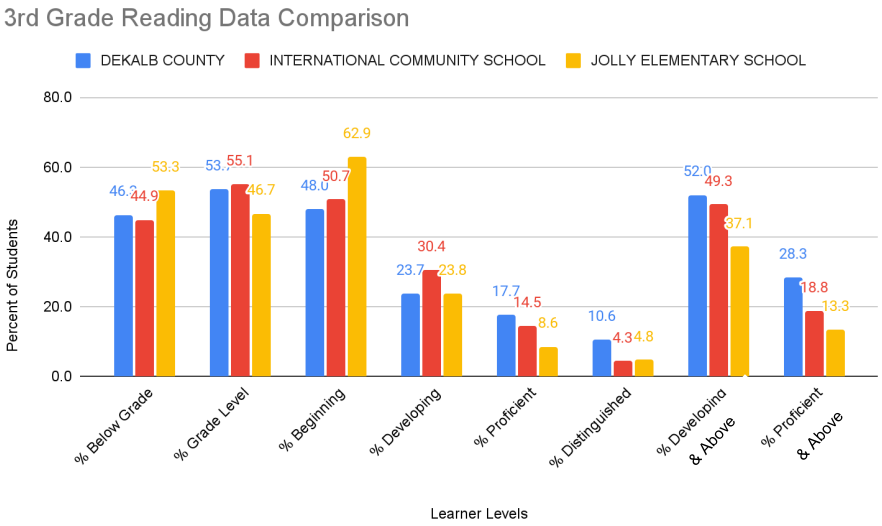



***Figure 16: 4th Grade Reading***

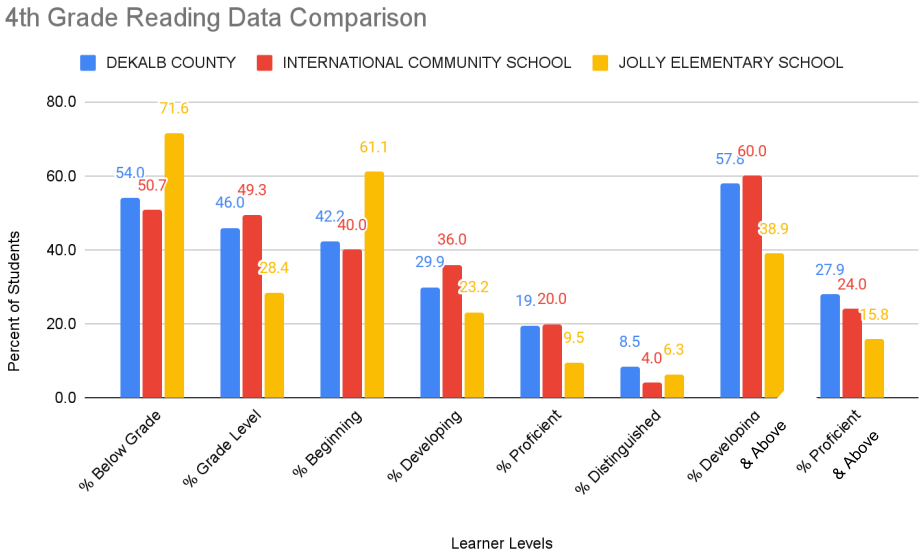


***Figure 17: 5th Grade Reading***

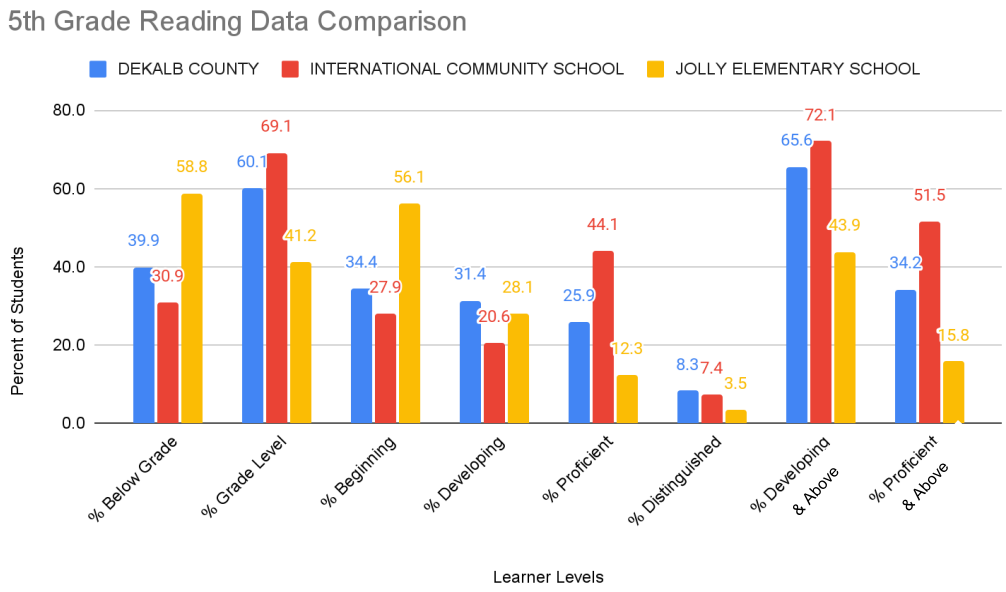



***Figure 18: 3rd Grade Mathematics***

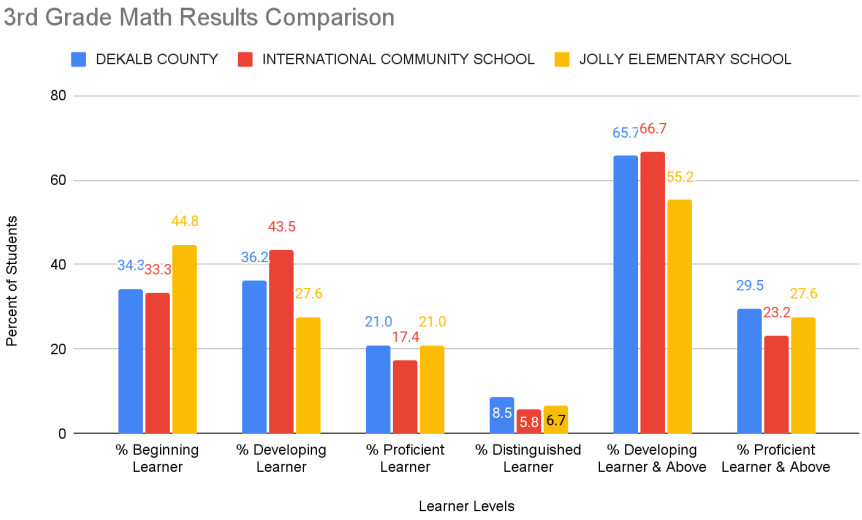


***Figure 19: 4th Grade Mathematics***

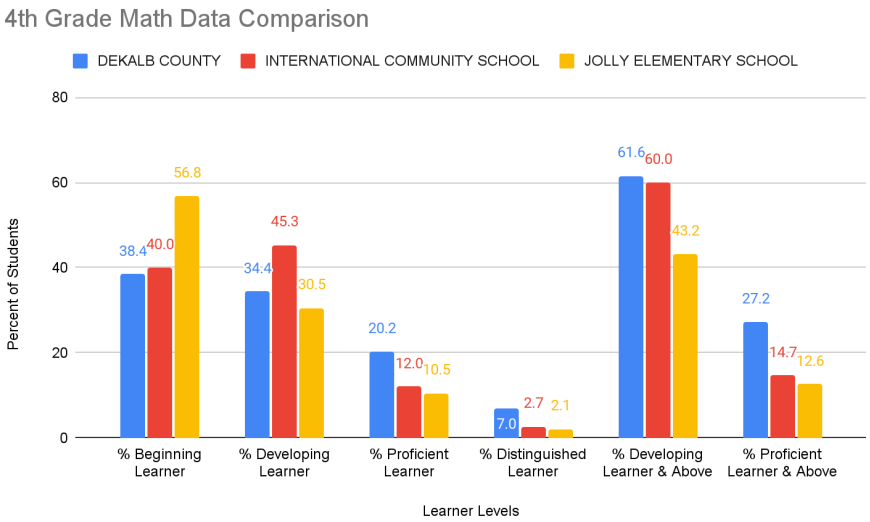



***Figure 20: 5th Grade Mathematics***

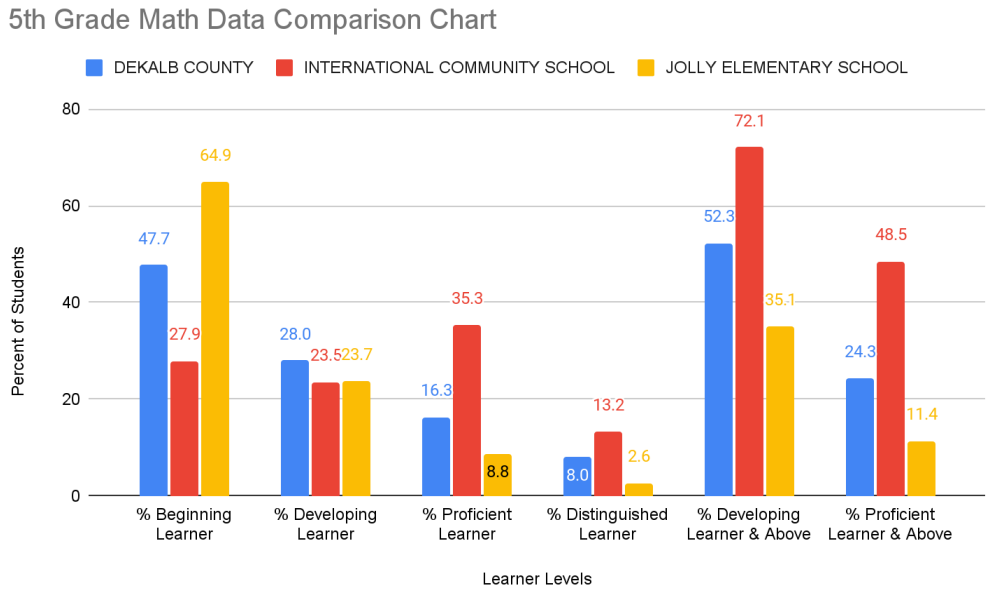


***Figure 21: 5th Grade Science***

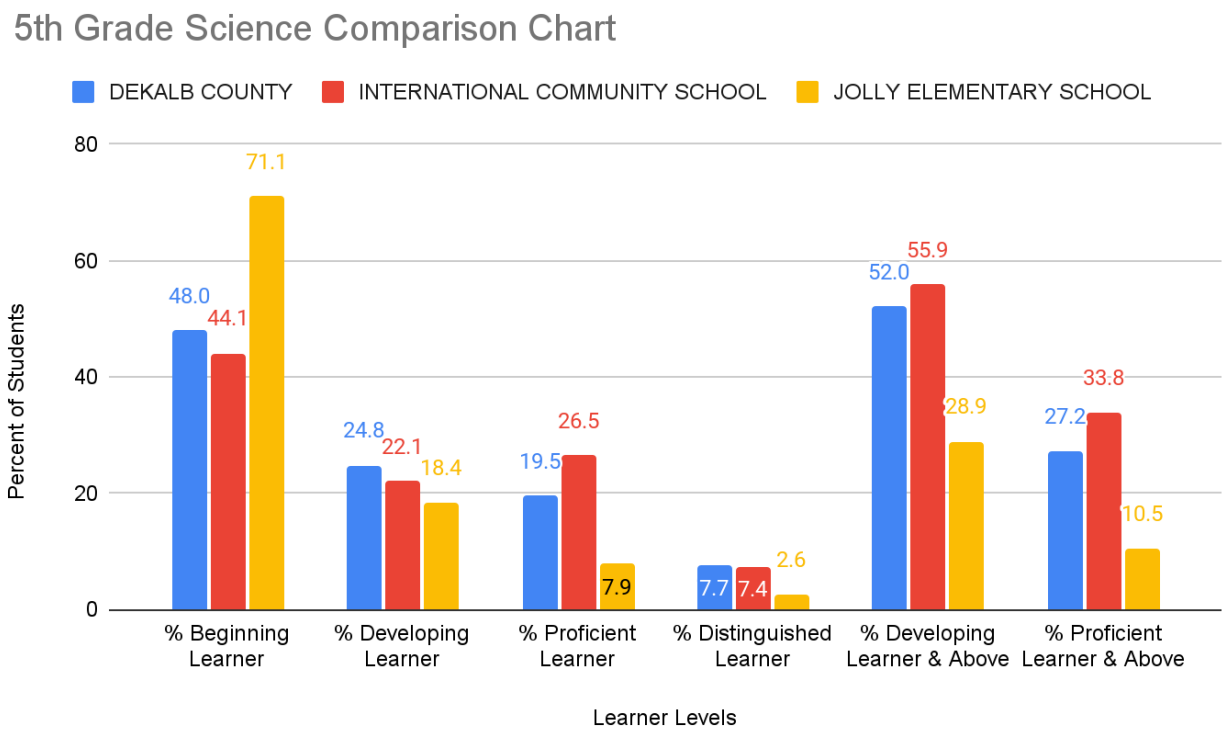



Figure 22 below illustrates the 2022 CCRPI Content Mastery and Readiness scores as compared to three additional charter schools nearby in DeKalb County.

**Figure 22: DeKalb County Charter School Comparison - 2022 CCRPI**

| School | 2022 CCRPI | |
|---|---|---|
| | Content Mastery | Readiness |
| International Community School | 50.5 | 71.0 |
| DeKalb Agriculture Technology & Environment, Inc. | 63.6 | 75.3 |
| DeKalb Preparatory Academy | 45.8 | 69.2 |
| Leadership Preparatory Academy | 49.0 | 69.6 |

**iReady Growth Data: 2022-2023**

The iReady assessment system provides an adaptive diagnostic tool that allows for maximum differentiation, by breaking down student performance into great detail. This makes the tool particularly valuable

in a charter environment where students represent a range of learning styles, capacities, prior educational experiences, and talents. The iReady growth trends, even in the face of an unprecedented health crisis and prolonged school shutdown, demonstrate that ICS's program can and will achieve consistent, measurable results as shown in the assessment scores below.

At the beginning of the year baseline assessment administration, iReady generates student-level achievement goals to be met by the end of the academic year. Each student receives a typical growth goal and a stretch growth goal. *Typical Growth* is the average annual growth of students at each grade and placement level. Typical Growth allows you to see how a student is growing compared to average student growth at the same grade and placement level. *Stretch Growth* is the growth recommended to put below-grade level students on a path to proficiency and on-grade level students on a path to advanced proficiency. Students who are further behind have larger growth benchmarks to catch up, and it will likely take many students more than one year to achieve proficiency.

With rigorous instructional priorities identified focusing on a universal bar of excellence for instruction, data-informed instruction and operating mechanisms as well as effective teacher coaching, there has been continued improvement in student achievement for Year 5 of the charter term based both on the iReady baseline and mid-year data.

The effectiveness of the school's instructional program and implementation led to student outcomes for students to move from being below grade level to on and above grade level in one semester of instructional time compared to the typical timeline of growth observed of students who are below grade level. Based on the latest data confirmed from Curriculum Associates[4], the following groups of students need additional support to not only get back to pre-pandemic performance but also to exceed pre-pandemic performance in order to get to grade level: students in schools serving a higher proportion of Black and Latino students, students in schools in lower-income neighborhoods, and students who were already two or more grade levels behind. Furthermore, based on data from

[4] Curriculum Associates (2022). *Annual Report: The State of Student Learning in 2022.* Retrieved from https://www.curriculumassociates.com/research-and-efficacy/annual-report-the-state-of-student-learning-in-2022

Curriculum Associates, upper elementary and early middle school students appear to have suffered the greatest setbacks relative to pre-pandemic levels. Given that the aforementioned unfinished learning trends reflect the student demographic of ICS, the growth progress demonstrated in the following tables are even more indicative of the upward trajectory of ICS's student achievement.

To address learning loss, ICS implemented a Summer Bridge Program, which prioritized students across the grades K-5 that did not make adequate reading growth and/or achievement. The program was refined over the years to include more flexible groupings and incorporate more science content.

Additionally, when we returned from virtual learning, we implemented a daily intervention block for all students K-5. We then developed an Intervention Task Force. This task force developed instructional priorities and frameworks for the intervention block. From this task force, a new position, MTSS Coordinator, emerged. We also decided to use the i-Ready platform as an intervention and provide additional data.

We have also received data from Rebecca Braaten that shows our students with the most learning loss according to MAP. We are sharing this information with homeroom teachers and the MTSS coordinator to develop plans as needed.

Additionally, *Promising Leadership Practices of Schools that Exceeded Expectations during the Pandemic*[5] lists six key indicators of effective leadership practices and actions taken in response to the pandemic to most effectively address unfinished learning in students. The table below outlines the six core practices of effective leaders addressing learning loss observed in students as a result of the pandemic.

**Figure 23: Promising Leadership Practices of Schools That Exceeded Expectations During the Pandemic**

| **Promising Leadership Practices of Schools That Exceeded Expectations During the Pandemic** | |
|---|---|
| Key 1 | Cultivate educator mindsets that support student success. |
| Key 2 | Create a culture of data. |

[5] A. Pope, O.Leach. (2022). *Keys to Unlocking Success: How Schools Exceeded Expectations in 2020-2021.* Retrieved from https://www.curriculumassociates.com/-/media/mainsite/files/corporate/keys-to-unlocking-success-2022.pdf

| | |
|---|---|
| Key 3 | Prioritize meeting the needs of the whole child. |
| Key 4 | Create a school environment that engages and inspires students. |
| Key 5 | Enhance teacher practice with more resources and support. |
| Key 6 | Strengthen connections with families. |

Based on the leadership practices listed above in the table, ICS has instructional practices and strategies in place reflective of the core characteristics of schools adequately responding to the academic impact of the global pandemic. The ICS instructional practices aligned to the Promising Leadership Practices include, but are not limited to the following:

Key 1- Cultivate educator mindsets that support student success –

- Encouraging teachers to take ownership of student learning, both within and beyond their own classrooms (e.g. home visits, Title I events, CRC).
- Establishing a schoolwide commitment to do whatever it takes—with available resources—to support the success of every student (reiterating mission, vision, and theme at all meetings, innovative budgets to allow for resources like grade-level budgets, staffing for MTSS)

Key 2- Create a culture of data -

- Professional development opportunities (we offer a ton of professional development opportunities, including all staff having access to an individual PD budget, embedded staff led PD,
- Clear norms and expectations around using data to drive improvements (using I-Ready and MAP data as universal screeners for MTSS and midyear data is used to tweak Roadmap as needed)

Key 3- Prioritize meeting the needs of the whole child -

- Community Resource Center
- Workshops
- Food Co-op
- SEL Coach and Second Step Curriculum

Key 4- Create a school environment that engages and inspires students -

- IB Curriculum and Project Based Learning
- IB Character Traits

Key 5- Enhance teacher practice with more resources and support -

- Dedicated Professional Development budget

- PLC
- Committees

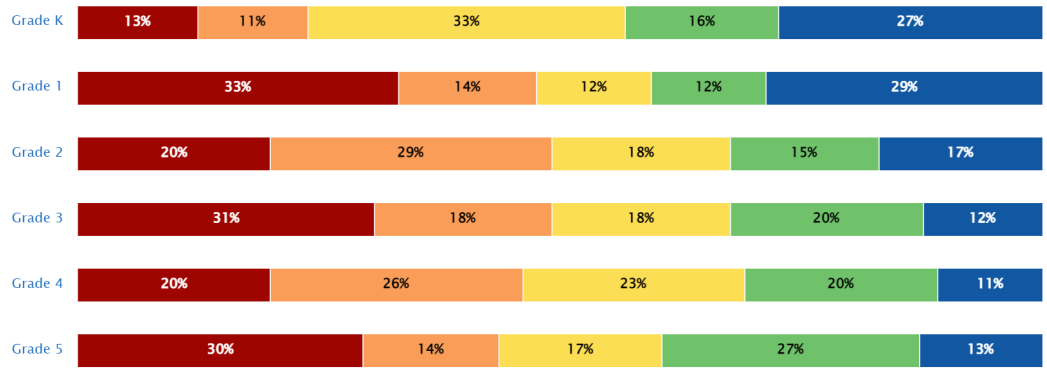
Key 6- Strengthen connections with families -

- UN Day
- Title 1 Programs
- Language Line (interpreters and translators)

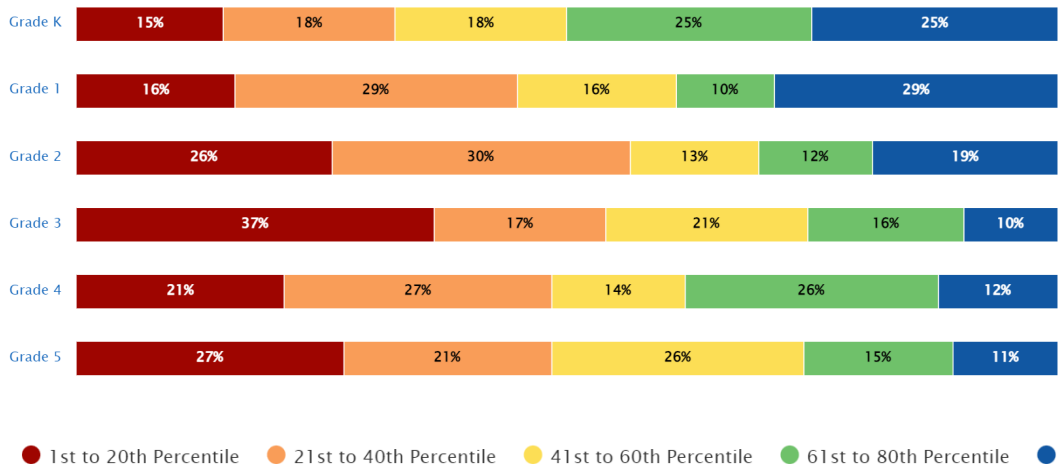
The school's administration is also continuing to strengthen its core academic and instructional development in response to the unique challenges faced in the post-pandemic era of education. Figure 24 shows the comparison data between BOY and MOY Reading and Math student achievement data and progress.

**Figure 24: Reading: Fall 2022 to Winter 2022 Growth on iReady**

**Fall 2022**




**Winter 2022**



### i-Ready Winter 2021 to Winter 2022 Comparison Data

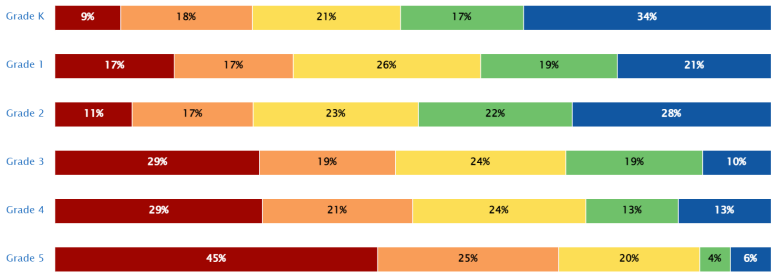
Below in Figure 25, the three following grade levels Kindergarten, First Grade, and Third Grade all showed a positive increase in Reading data based on year-over-year growth in i-Ready proficiency progress data.

**Figure 25 Reading Year-over-Year Growth (SY 2022-SY 2023)**

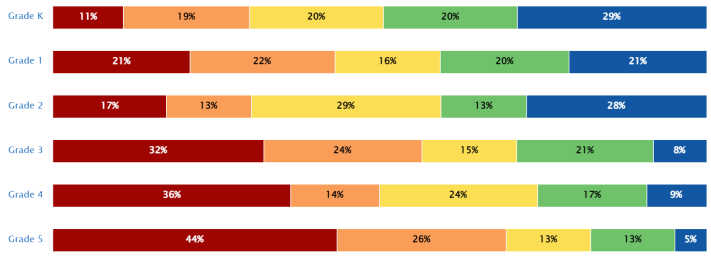
| | 21-22 Green/Blue | 22-23 Green/Blue | Difference |
|---|---|---|---|
| K | 39 | 50 | 11 |
| 1 | 31 | 42 | 11 |
| 2 | 35 | 31 | 4 |
| 3 | 24 | 31 | 7 |
| 4 | 21 | 17 | 4 |
| 5 | 34 | 26 | 8 |

**Figure 26: Math Fall 2022 to Winter 2022 Growth on iReady**

**Fall 2022**




**Winter 2022**



**iReady Winter 2021 to Winter 2022 Comparison Data**

Below in Figure 27, Kindergarten through 4th Grade iReady data showed a positive increase in Math data based on year-over-year growth in iReady proficiency progress data.

**Figure 27: Math Year-over-Year Growth (SY 2022-SY 2023)**

| | 21-22 Green/Blue | 22-23 Green/Blue | Difference |
|---|---|---|---|
| K | 50 | 59 | 9 |
| 1 | 34 | 40 | 6 |
| 2 | 31 | 42 | 11 |
| 3 | 22 | 30 | 8 |
| 4 | 6 | 29 | 23 |
| 5 | 22 | 19 | 3 |

**Goal Attainment in the Next Charter Term**

The State Charter Schools Commission (SCSC) undertook a research study through Vanderbilt University, Peabody College, entitled, "*Starting Strong-Best Practices in Starting A Charter School.*" The study documents several case studies from charter schools that had a strong implementation phase and identifies key elements to a strong start or implementation.

**Figure 28: *Starting Strong* - Key Elements of a Strong Start**

| | |
|---|---|
| Focusing on the Mission | Managing Business Operations |
| Establishing Effective Governance | Acquiring and Allocating Resources |
| Establishing Effective Leadership and Culture | Acquiring Facilities |
| Developing the Academic Program | Managing Talent |
| Managing External Relations | Performance Monitoring and Accountability |
| Recruiting Students | |

Based on this study, ICS serves as a model for a strong start after 20 years of effectively implementing the essential elements of starting strong as a charter school. Through their long-standing tenure of educating students throughout their community, we have codified the core elements of providing and sustaining a high-quality school option for students throughout our district. Most importantly, through our model of rigorous, data-driven instruction, we have established a high-quality educational option for our students, families, and our surrounding community.

3. **Describe the school's current financial situation. In your description:**
    a. **Include an explanation of financial results.**
    b. **Detail any financial successes or struggles the school experienced during the current charter term. Include any instances of fraudulent behavior or accusations of fraudulent behavior by school staff, governing board members, or anyone else associated with the school.**
    c. **Explain how the school will address any struggles discussed above as well as any outstanding debts. Explain how the school will allocate any surplus funds.**

We have experienced several financial successes during this current charter term. We are pleased to have increased our teacher salaries to be on par with the DCSD teacher salary scale in a fair manner. We have also added long-term disability insurance as a benefit for our ICS staff. Additionally, our school has received financial support through the investment of our vested corporate sponsors, CSP grant funding, ESSER funding, as well as our Giving Tuesday proceeds.

Figure 29 highlights the amount of funds that we have raised per year in our current charter term:

**Figure 29: Amount of Funds Raised During Charter Term**

| Year 1<br>2019-2020 | Year 2<br>2020-2021 | Year 3<br>2021-2022 | Year 4<br>2022-2023 | Year 5<br>2023-2024 |
|---|---|---|---|---|
| Fundraising Paused During Pandemic | $133, 319.00 | $153, 812.00 | $96, 328.00 | TBD |

**Financial Performance Standards**

**Goal 2:** During each year of its charter contract term, the Charter School shall demonstrate its financial viability and stability by achieving all five of the following financial performance standards.

For the full charter term, ICS has demonstrated financial viability and stability based on the 5 financial performance standards:

1. Maintain a Current Ratio (Working Capital Ratio) that is 1.0 or greater and a one-year trend that is positive;

   **AND**

2. Maintain a Debt to Asset Ratio that is less than 95 percent;

   **AND**

3. Maintain Unrestricted Days of Cash (Total Expenses/365) greater than 45 days with a one-year positive trend;

   **AND**

4. Be neither in default of loan nor bond covenant(s) nor delinquent with debt service payments; **AND**

5. Submit to GaDOE by November 1 an annual independent audit with an opinion of the auditor as regards the accuracy of the Charter School's accounting records, financial position, change in financial position, compliance with rules of various governing entities, including GAGAS (Generally Accepted Government Auditing Standards (the "Yellow Book") or, for those schools not yet converted to GAAS, compliance with GAAP (Generally Accepted Accounting Principles) that includes:

   - An unmodified audit opinion;
   - An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses;
   - An audit that does not include a going concern disclosure in the notes or an explanatory paragraph; and
   - No other adverse statement indicating noncompliance with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management

and oversight.

ICS performed well on the sustainability metrics included in the charter contract. In all years of the charter term, the school met all of the financial metrics as illustrated by Figure 30 below.

**Figure 30: ICS's Sustainability Metrics**

| **Metric per Charter Contract Section III. Financial Performance Standards. Goal 5: *During each year of its charter contract term, the Charter School shall achieve all six of the following financial performance standards.*** | **2018-2019** | **2019-2020** | **2021-2022** | **2022-2023** | **2023-2024** |
|---|---|---|---|---|---|
| a. Not be in default of loan or bond covenant(s) and/or not delinquent with debt services payments. AND | MET | MET | MET | MET | Expected to Meet TBD |
| b. Achieve a Current Ratio (Working Capital Ratio) that is greater than 1.0 or greater and a one-year positive trend. AND | MET | MET | MET | MET | Expected to Meet TBD |
| c. Possess a Debt to Asset Ratio that is less than 95 percent. | MET | MET | MET | MET | Expected to Meet TBD |
| d. Unrestricted Days Cash (Total Expenses / 365) is greater than 45 days and the one-year trend is positive. | MET | MET | MET | MET | Expected to Meet TBD |
| e. Financial Efficiency Rating is 4 stars or above. | MET | MET | MET | MET | Expected to Meet TBD |
| f. Annual Independent Audit | All FY19 Audit Metrics were Met | All FY20 Audit Metrics were Met | All FY21 Audit Metrics were Met | All FY22 Audit Metrics were Met | Expected to Meet TBD |

The school has complied with budgetary finance goals and successfully submitted an on time audit each year of the charter term. ICS's conservative budgeting and strict adherence to its budget, financial policies, and operating procedures established ICS's healthy and robust financial outlook. ICS consistently meets its annual performance and contractual measures for short-term and long-term financial viability. ICS

maintains a healthy fund balance and cash reserves with consistent positive annual net positions. ICS does not carry any long-term debt, which helps the school maintain fluidity and adapt to the changing needs of the school.

ICS has experienced strong financial results during the current charter term, and preliminary, unaudited financial statements indicate that ICS continued to strengthen its financial position during FY23. ICS's current ratio has been greater than 1.0 throughout the current charter term and ICS ended FY23 with a current ratio of 9.48. The current ratio measures whether or not ICS has enough resources to meet short-term financial obligations. This metric is determined by dividing the school's current assets by its liabilities.

The debt to asset ratio has been less than 95% throughout the charter term and is currently at 0% given its lack of debt. The low debt to total assets ratio is an indicator of ICS's strong financial leverage, and ICS far exceeded the metric of unrestricted days cash with a total of 217 days of operating expenses in reserves at the close of June 2023. ICS' charter contract requires 45 days of cash on hand. ICS has a healthy reserve fund due to careful financial oversight and strategic allocation of resources.

ICS received an unmodified audit opinion in FY22, and expects an on-time, unmodified FY23 audit opinion to be submitted on or before the deadline of November 1, 2023. The FY22 audit contained no findings, material weaknesses, internal control issues, or areas of non-compliance. The independent audit metric was fully met in FY22.

**Financial Monitoring**

ICS's Governing Board requires the school to adhere to Generally Accepted Accounting Principles, and standards of accounting established by the Governmental Accounting Standards Board (GASB). ICS established its financial policies and procedures to implement the obligations of its charter contract, mitigate risk, and align the management of its finances to the requirements of the DeKalb County School District, Georgia Department of Education, and State of Georgia. The ICS Finance Committee oversees the financial direction in accordance with the school's overall mission and vision. The Finance Committee meets regularly to monitor the school's adherence to its financial obligations, including the school's internal policies and procedures, review the financial transactions of the school, and assess the school's ability to meet its future obligations. The Finance Committee

reviews financial reports and holds the finance team accountable for the school's adherence to the board's short and long-term financial strategies and legal compliance. The Finance Committee reviews the balance sheet, budget to actual reports, cash flow, and reconciliation reports and information each month to monitor the school's financial performance and health.

The Finance Committee collaborates closely with the Executive Director and the whole governing board to ensure ICS adopts an annual budget in accordance with O.C.G.A. § 20-2-167.1. The Finance Committee reviews and analyzes the proposed budget and its alignment with the board's expectations as well as the school's charter contract and legal obligations prior to recommending a proposed budget for approval by the ICS Governing Board. Prior to adopting its annual operating budget, the ICS Governing Board provides at least two opportunities for the public to provide input on its budget at separate governing board meetings held at least a week apart. Should the need arise for ICS to amend its budget during the fiscal year, the Governing Board ensures that the budget is amended and adopted in accordance with adopted school policies.

ICS operates as a tax-exempt non-profit corporation under IRS Code Section 501(c)(3) and follows all requirements to maintain such status. The ICS Governing Board reviews and approves all annual tax returns and reports and ensures that the school completes a timely and accurate independent financial audit prior to November 1 following the close of its fiscal year. ICS ensures that this audit complies with GAAS standards and is conducted by an independent auditor with knowledge of charter school finances and operations.

**Financial Efficiency Star Rating**

The Financial Efficiency Star Rating provides a comparison of per-student spending and overall student performance. A five-star rating represents strong student outcomes with lower levels of expenditures (proportionate to district size) in comparison with other districts. On the most updated Financial Efficiency Star Rating reported by the Georgia Department of Education for FY2019, ICS received a four-star rating which is a reflection of sound fiscal performance of the school. Due to the State's waiver of CCRPI in the past two years of the charter term, the Financial Efficiency Rating was not calculated for years two through four of ICS's charter term as a result of changes in the availability of data due to COVID-19.

**Figure 31: ICS's Economic Sustainability Metrics**

| Fiscal Year | EOY Operating Income | Ending Fund Balance | Ending Fund Balance as % of Expenses | Notes |
|---|---|---|---|---|
| **2018-2019** | $708,320 | $2,974,287 | 59% | Includes $376K of QBE funding as a correction for prior years |
| **2019-2020** | $1,994,169 | $4,968,456 | 101% | Includes $819K adjustment by auditors for QBE accrual |
| **2020-2021** | $1,300,709 | $6,269,165 | 136% | Includes $723K in PPP funding |
| **2021-2022** | -$267,804 | $6,001,361 | 111% | Includes offsetting $-902K adjustment by new auditors to reverse QBE accrual |
| **2022-2023** | -$7,460 | $5,993,900 | 83% | Does not include $1.3M in CARES funding included in the budget - funding will be recognized in the 2024 school year |

**Financial Successes and Struggles**

The school has not had any financial struggles during this charter term. There has not been any fraudulent behavior (or accusations of fraudulent behavior) by school staff, governing board members, or anyone else associated with the school.

4. **Provide a brief overview of the school's current governance structure. In your description, you must include:**
    a. **Specific examples of decisions the governing board has made on behalf of the school;**
    b. **Specific examples of decisions the school leader has made on behalf of the school;**
    c. **How the governing board holds the school leader, any charter partners (ESP/CMO/EMO), and any independent contractors accountable; and**
    d. **The governing board's training program for the current and proposed charter term. Attach as Exhibit 6 a copy of the board's Governance Training Plan.**

**Overview of the Governance Structure**

Charter schools were founded on the premise that increased flexibility in exchange for more accountability leads to better student outcomes. Accountability begins with the governing board and permeates

the organization. In order to set the tone for accountability, the board must have an effective structure upon which they build strategy, set policy and oversee the organization to ensure continuous academic improvement and organizational effectiveness.

The ICS board is responsible for setting the school's strategic direction, overseeing school performance, managing the Chief Executive, and allocating and monitoring resources. As a party to its contract, ICS is subject to the management and control of the DeKalb County School District as provided in the Charter and in a manner consistent with the Constitution. The duties of the governing board are to: (a) serve as the policy-making body of the corporation within the limitations of the Charter and consistent with federal and state law, (b) set goals for the current fiscal year and long-range plans and goals for future development, and (c) establish, and nominate clerks (chairs) of, various committees the governing board may find useful.

Each board member is responsible for attending a minimum of 80% of board meetings annually, an annual retreat when offered, and all board training sessions. All board members are also required to serve on or lead a committee or task force each year. ICS's board and its meetings, including emergency meetings, have complied with the Open and Public Meetings Act, O.C.G.A. § 50-14-1 *et seq.,* and any subsequent amendment thereof. The board has conducted regular meetings consistent with principles of transparency and avoidance of actual or apparent conflicts of interest in the governance of ICS. Moreover, the board has complied with the Georgia Open Records Act, O.C.G.A. § 50-18-70 *et seq.*, and any subsequent amendment thereof. The board has maintained its adopted policies, budgets, meeting agendas, and minutes, and shall make such documents available for public inspection. The Charter School shall make the minutes of all Governing Board meetings available on its website within ten (10) business days after governing board approval and for the duration of the charter. The ICS board has fulfilled both the Open and Public Meetings Act, O.C.G.A. § 50-14-1 *et seq.,* and any subsequent amendment thereof and he Georgia Open Records Act, O.C.G.A. § 50-18-70 *et seq.*, and any subsequent amendment thereof throughout its full charter term.

All board committees represent and implement activities related to the continuing mission of ICS as well as the goals and objectives of the strategic plan. Each standing committee shall have a board liaison, and such

committee shall report directly to the board through this liaison. Standing committees include Finance, Governance, and Teaching and Learning. Special task groups may be established by the board as needed. All committees comply with the Georgia Open Meetings (O.C.G.A. 50-14-1) and Open Records Act (O.C.G.A. 50-18-70).

The governing board follows a strict conflict of interest policy and requires board members to disclose all affiliations and sign a conflict of interest agreement annually. The Governing Board has established a formal policy to prevent and disclose conflicts of interest. Members of the board and all individuals employed at ICS are held accountable for adhering to the policy. If requested, ICS is able to provide conflict of interest forms to DCSD or state of Georgia demonstrating that governing board members are in compliance with the conflicts of interest policy.

It is also critical that our board reflects the diversity of the local community and draws members from a wide range of neighborhoods, ethnic and racial backgrounds, and age groups. ICS is committed to making sure the board's diversity is reflective of the school's community. The more diverse the composition, the more rigorous and robust the decision-making process will be. Figure 32 shows the current board members and their term limits. Board member resumes are located in Exhibit 6.

**Figure 32: ICS Governing Board Composition**

| Board Member | Role | Term Limit |
|---|---|---|
| Chanika Perry | Chair | Oct 2020-June 2024 |
| Bailey Maxwell | Vice Chair | March 2022-March 2025 |
| Natalie Olubuyide | Secretary | May 2021-June 2024 |
| Chervickia Roberts | Treasurer | Sep 2022-Sep 2025 |
| Ashley Perry | Board Member | Feb 2020-October 2023 |
| Kyra M. Caldwell Templeton | Board Member | June 2022-June 2025 |
| Brittany Cunningham | Board Member | July 2021-July 2024 |
| Xavier Flores | Board Member | Jan 2023-Jan 2026 |

| | | |
|---|---|---|
| Troy Covington | Board Member | May 2019-December 2024 |
| Julie McFaddin | Board Member | June 2022-June 2025 |
| Melissa Cantrell | Board Member | Aug 2022-Aug 2025 |
| Lexie Linger | Board Member | Sep 2022-Sep 2025 |
| Joshua Mayes | Board Member | June 2023-June 2026 |
| Jonah Bushell | Board Member | June 2023-June 2026 |

**Board Decisions**

The board is responsible for compliance with the charter contract, which entails oversight of the school's performance metrics, stewardship, and advocacy of the school to the community and authorizers. As fiscal and organizational stewards, board members are expected to leverage their professional and personal networks in order to further the ICS mission and vision. General patterns of decision-making are outlined in Exhibit 8, in the Roles and Responsibilities Chart.

**Executive Director Decisions**

The relationship between ICS's Governing Board and Executive Director is vital to the success of the organization. The school's leadership team handles daily operations and policy implementation while ensuring school operations and the instructional delivery models are consistent with the charter goals. The Executive Director is empowered to recommend personnel actions, curricular materials, and adjustments to policies, school improvement plans, and financial plans. Specifically at ICS, the Executive Director oversees all external community partnerships to enhance and strengthen the school's mission of deep community engagement. The Executive Director oversees ICS's Coalition of Community Partners which is a newly formed coalition of internal school partnerships formed by the current Executive Director. The Coalition of Community Partners is one aspect of how ICS creates wraparound services and deepens community engagement through partnerships that reflect investment from key community stakeholders who are invested in providing a holistic approach to educating students.

Figure 33 below, includes a chart highlighting examples of specific decisions of the governing board on

behalf of the school as well as examples showing decisions of the school leader on behalf of the school:

**Figure 33: ICS Example Decisions**

| Decisions of the Governing Board | Decisions of the School Leader |
|---|---|
| ● Approved contract for naming the Interim Executive Director as Executive Director for the 2023-2024 school year.<br>● Approved board member expectations as amended to state that volunteer hours will count toward the minimum raise of $500 annually after fulfilling the personal contribution and volunteering commitments.<br>● Revised board recruiting policy<br>● Approved onboarding checklist and onboarding email template for new board members<br>● Approved the proposal from Georgia Charter School Association for the facilities master plan<br>● Approved up to $100,000 of previously awarded facilities grant be used for the facilities master plan<br>● Approved a $15,000 line of credit application for Divvy to fund credit card purchases via automatic bank draft with assumption of liability/credit card authorization form to be signed by card users.<br>● Approved the updated contract for renewal of transportation services with DeKalb County<br>● Approved updating the financial policies and procedures manual to include the following language: “signatory authority will be granted to the Executive Director, Treasurer, and one additional leadership team member.” | ● Redesigned EIP to effectively support students<br>● Added in an intervention period in the school’s daily instructional schedule<br>● Redesigned gifted services to effectively meet the needs of students<br>● Added ESOL Teacher Assistants (TAs) to increase the amount of small group learning opportunities<br>● Planned for all teachers to receive IB training resulting in 100% of teachers receiving relevant and current IB training practices<br>● Streamlined vendor process so that we are able to get competitive bids on a lot of the operational financial functions of the organization<br>● Outsourced Work which has helped more funds to be allocated to instruction/the classroom. ICS also leverages bartering with key community organizations such as the YMCA, Emory, Friends of Refugees as they will often use the school in kind in exchange for leveraging resources that they have.<br>● Developed an Employee Life Cycle Model that informs each stage of the employee's tenure at ICS.<br>● Created an intentional focus on staff wellness through the following supports:<br>provide childcare support on PD days; 6 weeks of self-care led by our staff between Thanksgiving and Christmas that includes healthy snacks, Zumba classes, and massages; a substantial professional development budget which encourages teachers to get training externally; up to $3,000 tuition reimbursement; volunteer day at an organization of their choice (e.g. their child’s school or a partner organization); potluck; service recognition of milestone years which includes being gifted a pin or plaque.<br>● Revamped school leadership structure to be streamlined in order to support collaboration and allow each leadership team member to have their focus area within the school/organization, streamline processes and allow for equitable decision-making within each stream of work.<br>● Continued expansion of partnerships with community members/orgs |

**Accountability**

The ICS Board understands that it has a legal and moral responsibility to fulfill the goals and objectives outlined in the charter contract. To maintain a culture of continuous improvement, the ICS Board holds the Executive Director accountable annually for goals in the areas of operations, finance, and organizational effectiveness. The Executive Director uses the LKES evaluation to measure performance and provide feedback to the principal. The Executive Director sets goals through a collaborative process with the Board.

**Governing Board Training Program**

Charter school boards in Georgia are legally required to participate in annual governance training. The ICS governing board annually adopts a training program for its board members that complies with SBOE-approved requirements and is provided by an SBOE-approved vendor through the Georgia Charter Schools Association. The governance committee oversees this requirement. The ICS governing board has had a strong track record of participation in annual training with all members meeting requirements on an annual basis. The board has consistently engaged the Georgia Charter Schools Association to meet its governance training requirements and continuously improve its practices. The Governance Committee schedules, monitors, and supports board members in mapping out annual training hours for all board members, including the additional hours for new board members. Each training program must include curricula that are aligned with the following standards.

- Domain I - Governance
- Domain II - Strategic Planning
- Domain III - Board and Community Relations
- Domain IV - Policy Development
- Domain V - Board Meetings
- Domain VI - Personnel
- Domain VII - Financial Governance
- Domain VIII - Ethics

The board has also implemented annual summer retreats to review the prior year's outcomes, complete a self-evaluation, determine goals for the following year, and participate in applicable training. During the current charter term, the board received training related to transparency, governance best practices, board recruitment,

onboarding, and evaluation, the effective use of committees, academic monitoring, charter renewal, financial oversight, and strategic planning.

**Board Composition**

The ICS Board of Directors is currently composed of fifteen Board members, not including the Executive Director who is an ex-officio member. The role of the Board is to govern the school and hold the Executive Director accountable for the effective management of the school. The Board does this through regular, formal collaboration with the Executive Director to examine data and strategies, problem-solve, and identify resources for the school leader.

The board's ability to maximize the broad flexibility granted in the charter contract is directly linked to the quality of the board's oversight and decision-making processes. Board work is led by officers who are elected annually. The ICS board maintains the following officer positions; chair, vice chair, secretary and treasurer, as outlined in the ICS bylaws, which are attached as Exhibit 2. In addition to the officer structure, the board has standing committees that are designed to provide more in-depth analysis of results and assist the board with the due diligence required to vet issues for future action. The ICS board further ensures that its primary responsibilities of sound fiscal oversight, academic oversight, and overall compliance are executed through its established committee structure. ICS's board is inclusive of the following active committees: Finance Committee, Teaching & Learning Committee, and the Governance Committee.

**Finance Committee**

The Finance Committee is responsible for providing financial analysis, advice, and oversight. Committee members do this through reviewing financial reports and working closely with the Executive Director and school's finance team. The Committee also provides regular reports to the full board and brings key items for discussion and, when needed, vote.

**Teaching & Learning Committee**

The principal regularly reports school specific data and updates to the board through both the Teaching and Learning Committee meetings as well as general governing board meetings. The monthly principal reports

include the following information provided to the board as oversight of the school's performance: relevant, recent student assessment data outcomes based on progress-to-end of year goals; charter compliance reporting on progress-to-goal; current status based on the measures outlined in the ICS charter contract; and overall school community updates. The Teaching and Learning Committee leverages the committee structure to analyze the data and updates shared by the principal as an example of the board's responsibility in the oversight of academic performance of the school. Additionally, the board conducts an annual formal evaluation of the Executive Director.

**Governance Committee**

The Governance Committee oversees the board and ensures the board and its members are compliant with federal, state, local, and school laws and policies. This includes tasks such as managing new member recruitment and onboarding, supporting board members to meet performance expectations (including required trainings), collecting and tracking conflict of interest forms, etc.

**II. Governance Performance Standards**

> **Goal 3:** During each year of its charter contract term, all Charter School governing board members act in accordance with the Standards for Effective Governance of a Georgia Non-Profit School Governing Board as sworn to in the Effective Governance Affidavit included in the Annual Report and as evidenced by the lack of any verifiable contrary information received by GaDOE and the authorizing district(s).

During each year of the current charter term, ICS's governing board and its members have acted in accordance with the Standards for Effective Governance of a Georgia Non-Profit School Governing Board. Figure 34 shows an overview of the ICS's performance against each governance performance standard.

[Figure 34 is on the Following Page]

**Figure 34: ICS Governance Performance Standards Outcomes**

| **Metric per Charter Contract Section IV. Governance Performance Standards.** ***Goal 6: During each year of its charter contract term, the Charter School shall achieve all six of the following governance performance standards.*** | **2019-2020** | **2020-2021** | **2021-2022** | **2022-2023** | **2023-2024** |
|---|---|---|---|---|---|
| Georgia Open Meetings Act Compliance AND | MET | MET | MET | MET | Expected to Meet |
| Open Records Compliance AND | MET | MET | MET | MET | Expected to Meet |
| All governing board members attended all required training, including all training required for any new governing board members, AND | MET | MET | MET | MET | Expected to Meet |
| The Board met a minimum of seven (7) times, AND | MET | MET | MET | MET | Expected to Meet |
| Successful implementation of the Teacher and Leader Keys Effectiveness System as verified by GADOE, AND | MET | MET | MET | MET | Expected to Meet |
| All governing board members acted in accordance with the Standards for Effective Governance of a Georgia Non-Profit School Governing Board as sworn to in the Legal Compliance Affidavit included in the Annual Report, and as evidenced by a lack of any evidence to the contrary received by GADOE and the authorizing district(s), AND | MET | MET | MET | MET | Expected to Meet |
| The Board reflects the sociodemographic diversity of the community it serves. | MET | MET | MET | MET | Expected to Meet |

**Legal Compliance Performance Standards**

**Goal 4:** During each year of its charter contract term, the Charter School shall implement all legal requirements included in federal and state law, rules, and regulations, and in this charter contract in all material respects, including but not limited to such things as the Georgia Open Meetings Act and open records requirements, charter school governing board members training requirements, implementation of the Teacher and Leader Keys

Effectiveness System as verified by GaDOE, and implementing all Essential or Innovative Features included in Section 5 of this charter in all material respects.

ICS met all legal requirements during the current charter term. The school was not placed on probation during the current term and all legal requirements for locally authorized charter schools were met. During each year of the current charter contract term thus far, ICS has implemented all legal requirements included in federal and state law, rules, and regulations. The following chart in Figure 35 outlines the requirements that have been met for each year of the charter term.

**Figure 35: ICS Legal Compliance Results**

| Legal Compliance Goals | Year 1 2019-2020 | Year 2 2020-2021 | Year 3 2021-2022 | Year 4 2022-2023 | Year 5 2023-2024 |
|---|---|---|---|---|---|
| **Goal 8:** During each year of its charter contract term, the Charter School shall implement all legal requirements included in its federal and state law, rules and regulations and in its charter in all material respects. | MET | MET | MET | MET | Expected to meet. TBD |
| **Goal 9:** The Charter School shall not do anything which results in GADOE and the authorizing district(s) placing it on probation more than two times in a single school year (July 1 to June 30). | MET | MET | MET | MET | Expected to meet. TBD |
| **Goal 10:** The Charter School shall not do anything which results in GADOE and the authorizing district(s) placing it on probation more than three times during its charter contract term. | MET | MET | MET | MET | Expected to meet. TBD |

**Goal 5:** The Charter School shall not do anything which results in GaDOE and the authorizing

district(s) placing it on probation more than one time in any 12-month period or more than two times during the charter contract term.

In no year of the current charter contract term has ICS done anything which has resulted in GaDOE or the DCSD placing it on probation.

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

## Students with Disabilities

Currently, roughly 5% of ICS' population receives special education (SPED) services. We are aware that this is below the national average of 10% of the school population and are currently working to better identify students who may have disabilities. ICS works to make data-based decisions regarding student progress to filter between disabilities, general lack of growth and ESOL acquisition to create a complete picture of whether evaluation of Special Education is appropriate for a student. Students' intervention lessons are reviewed weekly for progress and are adjusted if a student continues to struggle with a concept. ICS focuses on strategy based interventions that provide supports to students who are able to complete the work but need additional help with problem solving. Since a large portion of our students are also English Language Learners, the process of identifying students has looked slightly different than it has for their native English-speaking peers. However, due to the school's increased effectiveness of its Multi-Tiered System of Supports (MTSS) and an expansion of our Special Education department, we have better

supported and identified students to meet their needs as evidenced by the increase of seven students receiving special education services to 22 students in the 2022-2023 school year. As our population of students with disabilities grew, we added a coordinator position. This position is a hybrid position that fills in service gaps when needed, supports Special Education Staff, serves as a liaison with the district, and ensure compliance.

The Special Education Coordinator looks at the big picture of students returning to address the amount of students that will be moving to the next grade level as well coordinating with the MTSS chair to get a projected number of students that are in Tier 3 that may be given consent for eligibility.

ICS is committed to meeting the needs of a diverse student body, which includes students with disabilities. The school maintains a Special Education Unit, inclusive of a member of the administrative team, a Lead Teacher Special Education (LTSE), the certified Special Education staff who provide instruction, and paraprofessionals. This team meets regularly to review the progress and needs of students both in the referral process and with IEPs to ensure adequate support and staffing are in place and to review each student's progress throughout the program. Oversight of this unit by the principal creates clear accountability for implementation of services and student growth.

**Evaluation and Identification of Students**

The ICS Student Support Team meets monthly to identify students who require additional support. Depending on the student's tier status, the Student Success Team (SST) team will evaluate the student's progress. A student who is currently identified as Tier 1 is slated to be performing on grade-level. A Tier 2 student receives a minimum of 15-minute interventions four times per week by the classroom teacher. A Tier 3 student receives 45-minute interventions four times per week with the campus interventionist.

If a student is Tier 1 and the teacher identifies the student as requiring additional support, the teacher will document any in-class interventions provided and their impact on the student. After the student has received four weeks of in-class support and little to no progress has been noted, the teacher will make the referral for the student to receive multi-tiered systems of support (MTSS) interventions for Tier 2 support. Once a student begins

receiving Tier 2 interventions and no progress is made during the 8-12 intervention period, a referral to Tier 3 will be made during the SST meeting. If the team determines the student would benefit from Tier 3, a parent meeting is scheduled and upon the parent's agreement the student is moved to Tier 3 and begins receiving Tier 3 interventions. If a student is receiving Tier 3 interventions and is making little or no progress, the student would be referred for a Special Education evaluation by the homeroom teacher, the interventionist, and/or the parent. The MTSS Coordinator would then facilitate a Consent to Evaluate meeting. Likewise, if the student is showing progress and has met the goals and outcomes outlined in their Tier 2 and/or 3 plans, the student can be transitioned back to the prior Tier.

Students are initially identified through screeners which include MAP and GMAS. Additional screeners are provided through 1:1 assessments such as the GLoSS or iReady and a review of any student work samples to determine student gap areas. Combining scores with teacher input, the MTSS teams determine if students should have T3 intensive interventions or Tier 2 interventions. Tier 3 students receive prescribed lesson plans based on gap areas. The MTSS Coordinator meets with the Interventionist weekly to review student scores, discuss observations and address any challenges with implementing interventions. Data is gathered and entered into Infinite Campus to chart student's progress with the goal of 80% proficiency on each skill introduced. Grade level team and ESOL team meet monthly to discuss student progress as well as gather additional information concerning student academic abilities. Students who show progress towards their goal are reviewed after additional screening such as MAP or 1:1 assessment to determine if they should move to Tier 2 or continue. Students that are not progressing will be provided a different intervention to address the academic concerns or the MTSS Coordinator will confer with the School Psychologist, Speech Language Pathologist, Homeroom Teacher, ESOL Teacher (if student is receiving ESOL services) to review student's progress for next steps.

ICS works to make data-based decisions regarding student progress to filter between disabilities, general lack of growth and ESOL acquisition to create a complete picture of whether evaluation of Special Education is appropriate for a student. Students' intervention lessons are reviewed weekly for progress and are adjusted if a student continues to struggle with a concept. ICS focuses on strategy based interventions that provide supports to

students who are able to complete the work but need additional help with problem solving.

**Development, Review and Revisions to IEPs**

*Initial IEP Process*

Student referrals to special education must be accompanied by documentation of scientific, research or evidence based academic, behavioral, and/or communicative interventions that demonstrate insufficient rate of progress (documentation of the implementation of the MTSS process with fidelity). There are exceptions, for example when a child displays a disability that is so significant that the student requires immediate consideration for evaluation/placement.

There are two ways that a student can be evaluated for special education:

1) Parent Request - A parent may provide a written request to the LEA to have their child evaluated for special education services. Once a parent request has been received, the MTSS Coordinator will schedule a meeting with the parent, the homeroom teacher, and the school psychologist. If the team agrees, a Parent Consent to Evaluate (PCTE) will be opened. Once the CTE is returned signed, the LEA has 60 calendar days to proceed with the evaluation.
2) Referral through the MTSS process - All students who are not performing at expected levels are referred to the SST, which is made up of the MTSS Coordinator, the Dean of Social Emotional Learning, and the grade level teachers. Teachers are required to document varied in-class interventions before referring a student to SST. After 8-12 weeks of data has been collected, the SST decides whether a student should enter the MTSS process. Once the team decides that placement on a tier would be beneficial to the development of the student, goals and outcomes are created and the student is monitored on the lowest appropriate tier depending on the severity of the student's need.

   Once a student enters Tier 3, they are elevated from the SST to the MTSS team, which is composed of the MTSS Coordinator, the dean of social emotional learning, the classroom teacher(s), and the student's parent or guardian. The team collects eight to twelve weeks of data to determine if progress is being made toward the goals through strategic interventions or if the student would be better served

through special education services. Tier 3 meetings are held with families every four weeks. After twelve weeks, a referral to be evaluated for special education services will be made.

**Evaluation**

An initial evaluation will be conducted by the school psychologist, assigned to ICS by DCSD, within 60 calendar days of receiving a signed PCTE. Once the evaluation has been conducted, the team will hold an eligibility meeting with the family, general education teacher, district representative, special education teacher, therapist, psychologist and/or any other appropriate team members. An eligibility report is created and, if the student is found eligible, an Individualized Education Program (IEP) is created. An IEP meeting must be held within 30 days of the eligibility meeting and Parental Rights and SB-10 forms must be distributed to the parent or guardian. Students with existing IEPs must be evaluated every three years to substantiate continued program eligibility.

**Annual IEP Process**

Per the district's request, annual IEP meeting documents are reviewed at least one month in advance of the IEP expiration date, and all IEP meetings must be held 10 days before the IEP expiration date. Parents are to be sent notification of the IEP meeting (along with their Parental Rights and SB-10 forms) 30 days before and 2 weeks prior to the meeting date. Parents must also be notified using three different methods (email, phone call, text or US Postal Service). If the family is unable to attend the IEP meeting in person or via phone conference, the meeting may take place; however, the implementation date on the IEP cover sheet must be at least 10 days before the meeting date.

All employees who work with the student must be given a new copy of the students' updated Accommodations/Modifications page and/or BIP (Behavior Intervention Plan when applicable). All staff must sign the Record of Access when they are given these documents. All regular education teachers receive training on the process for serving students with disabilities, and special education teachers, who must be fully certified, obtain training through the district to ensure compliance with district policy.

**IEP Amendment (Revision)**

If there is a change to the IEP, an IEP amendment meeting is scheduled. If a new area of concern is highlighted, a Referral to a New Program is generated. Parents must receive notification of the IEP Amendment/Revision meeting at least 10 days before the meeting. Additionally, Parental Rights and SB-10 forms must be sent and reviewed with the family before the meeting. Placement decisions must only be discussed in official IEP meetings that are properly noticed and conducted.

**New Student Transfer Process**

As of November 2020, students transferring into the district/state must receive a new IEP within 10 days of enrollment. On the date of enrollment (provided the school has been given information that the student has an active IEP), the school shall inform the parent or guardian of the necessity of an IEP meeting. If we do not have current data to create new goals, we must obtain a baseline to create the new IEP.

Students who transfer within the school district do not require a Parent Consent for Placement form.

When a student transfers to ICS with an existing IEP from a public school in Georgia, an IEP meeting is held within 10 days of the student's transfer date. This IEP meeting is used to review the goals, modifications and accommodations to ensure the plan generated services the student's needs.

**Integration of Special Education into the General Education Program**

At this time, all ICS students qualify for push-in services from their special education teacher and/or paraprofessional. Push in support is the Least Restrictive Environment (LRE) for our students; this allows the students to spend 100% of their day in the classroom environment. However, if a student were to enroll at ICS with an IEP that required a different mode of instruction, the IEP would be reviewed to determine the Least Restrictive Environment.

**Facility Requirements**

The facility for ICS complies with all federal regulations pertaining to section 504 of the rehabilitation Act of 1973, as well as the American with Disabilities Act (ADA). According to section 504, the facility cannot be a barrier to students with disabilities accessing programming available at the school. All necessary

adjustments and/or modifications have been made to meet all the needs as specified and required by section 504 and the ADA requirements.

Each year the facility is inspected to verify that the elevator and chair lift are in functioning condition so that all students and visitors can access the school building safely and in accordance with their needs and requirements.

**Student Discipline for Students with IEPs**

Given the restorative justice practices at ICS, the school leans on *natural* and *logical* consequences to restore the school environment to homeostasis after conflicts arise or a classroom/school disruption occurs. At the beginning of each school year, all stakeholders are provided with copies of the Conflict Resolution and Restorative Justice Handbook (Exhibit 13), which also contains the code of conduct.

ICS is also required to follow the district's Student Code of Conduct. This ensures all students are afforded due process in discipline matters. The code of conduct requires a manifestation determination meeting be held within 10 school days of any decision to change the placement of a student with a disability because of a violation of a student code of conduct. A suspension of more than 10 days qualifies as a change in placement. In cases where relevant student misconduct is determined **not** to be a manifestation of a student's disability, the student can be subjected to the same disciplinary actions as a non-disabled student. However, any such student receiving educational services under an IEP must continue to receive educational services during any period of expulsion or suspension in excess of 10 days. If the relevant student misconduct is a manifestation of the student's disability, the student may **not** be suspended for more than 10 days for that misconduct.

During this process the IEP team (including the parents), must decide whether the behavior was caused by or directly and substantially related to the student's disability or whether the behavior in question was a result of the school's failure to implement the IEP. If the answer to either of these two questions is yes, then the IEP team must implement a Functional Behavioral Assessment or a Behavior Intervention Plan. However, if the answer is no, then the student may be disciplined in the same manner as students without disabilities.

**Disputes Involving Parents**

Parents are entitled to receive a copy of the Parents Rights Under the Individuals with Disabilities Education Act before each meeting regarding their child's IEP. Parents have the right to be informed in their native language and also have the right to an interpreter.

The Individuals with Disabilities Education Act (IDEA) provides three different ways to help parents and school systems resolve disagreements. They are mediation, formal complaints, and due process hearings[6].

**Mediation**

Parents have the right to ask for mediation if they disagree with the IEP and/or any related services. GaDOE will select a neutral third-party mediator at random. Mediation is free to both the parent and the school system. Either party can bring a lawyer or advisor to the table. All discussions during mediation are private. If the parties reach an agreement during mediation, the parties must sign a binding agreement in writing that can be enforced by a court of law.

**Complaints**

A parent or any citizen may file a formal complaint with the GaDOE if he or she believes the school system violated the IDEA. The formal complaint must state how ICS violated the requirements of the IDEA, with accompanying supporting documents and must be signed by the complainant. The violation in question must have happened less than one year before the date the complaint is filed. The school must provide a signed and written response to GADOE and the complainant. The parties may also mutually agree to resolve formal complaints through mediation instead. GADOE will provide a decision within 60 days and their decision is final and cannot be appealed.

**Due Process Hearing**

Either a parent, school, or school system may ask for a due process hearing related to the student's identification, evaluation, educational placement, or receiving a free appropriate public education (FAPE). The school system must give parents a list of any free or low-cost legal services at the start of a due-process hearing.

[6] https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Parents%20Rights/Parents%20Rights%20Sample%202.pdf

There is a statute of limitations dating back to two years when the parent knew (or should have known) about the complaint. However, the two-year time limit does not apply if the school incorrectly informed the parent that the problem was resolved and/or the school failed to properly inform the parent.

Because of the Memorandum of Agreement (MOA) ICS entered into with DCSD regarding special education services, the school district is responsible for any parent disputes in reference to special education services.

**Buy-Back Services from the District**

ICS entered into a MOA (see Exhibit 18) with DCSD regarding IDEA funding and special education oversight. The district manages and applies IDEA funding to support special education services of the district and charter. Additionally, ICS uses the district's special education support team to intervene, provide support with parent concerns, and review IEPs to ensure compliance.

**Confidentiality of Special Education Records**

Special Education records are digitally maintained in the Power School Special Programs (PSSP) application. Communication regarding IEPs and other important documents are encrypted before they are shared with parents via email. A physical copy of the student's IEP is stored in their personal record in a locked file cabinet, behind a locked door, in the basement of the school. All progress monitoring is dually stored in PSSP as well as in the special education teachers' records in a locked file cabinet in the special education office. The school must keep a current record of all individuals who have access to a student's records. Only current teachers of students receiving special education services have access to such records.

**Special Education Vendors**

The DeKalb County School District provides support as a full in-kind department in regard to compliance, oversight, and review to the school's Special Education program implementation. Vendors for services that are not provided on-site are accessed through DCSD. Per district policy, DCSD maintains an LTSE who serves ICS and its student population.

**Technical Assistance and Training**

ICS benefits from a close and collaborative working relationship with DCSD, and as such, participates in

all technical assistance and training applicable from the district. All special education staff at ICS are required to participate in mandatory DCSD training and the lead Response to Intervention (RTI) Coordinator and 504 Counselor attend DCSD's RTI/MTSS and 504 training days.

**Staffing**

The ICS Special Education Unit evaluates the number of students eligible for services annually to project the number of students who may be referred in the subsequent year to maintain appropriate staffing. ICS creates a pipeline document in September to identify the most at-risk students who are potential for evaluation. In concert with Dr. Bedford (School Psychologist) and Dr. Walker (LEA), student data and interventions are reviewed annually to determine if research-based strategies are being utilized with fidelity. Students that receive special education services have a redetermination every two years to redetermine eligibility based on their current psychological report. January 2024, the pipeline document will be reviewed for students who are likely to have a Parent Consent to Evaluate to project which students may be identified for special education services. We follow the protocols provided by DeKalb County Schools for evaluation. Based on the most recent 2022-2023 academic year data, the ICS Special Education program has increased to serving 7 students, with 20 students identified and 10 additional students in the MTSS process. 2021-202 was the first time that ICS has had a CCRPI reporting group for special education.

**Gifted and Talented**

ICS's commitment to all students succeeding and receiving a world-class educational experience is a commitment lived out daily. Throughout the charter term, ISC prioritized delivering gifted and talented services to students in a collaborative setting. To further support students who have been identified as potentially eligible to receive gifted and talented instruction, the school has created The Wonder Lab. This provides time embedded in the daily instructional schedule for students to receive exposure and instruction in topics of inquiry to best support their overall eligibility for talented and gifted services. Additionally, the Wonder Lab serves as an opportunity for ICS students to receive targeted support in areas where they are not fully meeting the eligibility requirements for gifted and talented; our

goal is that this additional support will set them on a pathway to doing so. In this way, the Wonder Lab provides the support and access to programs necessary to elevate more students with a wider variety of backgrounds for gifted and talented services. Recent results from the impact of the Wonder Lab show that ICS's student population identified for gifted and talented services has tripled in one year - increasing from 7 students to 21 students.

6. **Describe how the charter school provides state- and federally-mandated services for English Learners (ELs). Reciting the requirements of law and rule is insufficient. Your description must include the diagnostic methods or instruments that are used to identify and assess those students, as well as the instructional program that is provided to ELs.**

**Identification of English Learners**

All students' families complete a home language survey upon enrollment at ICS. Many families utilize staff member support to complete application and enrollment paperwork on- site, which enables school staff to help families accurately complete this paperwork. Translation services are provided for families through 7 staff interpreters (Burmese, Nepali, Arabic, Somalian, Pashto, Farsi, and Hindi which are our main languages). We also use Language Line for languages not on staff and MARS Translation services for document translation. All students whose parents have indicated that a language other than English is spoken at home or by the student take an English language proficiency test to determine eligibility for the English to Speakers of Other Languages (ESOL) program. These students are given the WIDA ACCESS Placement Test (W-APT), which assesses language proficiency in four domains: listening, speaking, reading, and writing. Students scoring below a 5.0 are entitled to receive English language assistance without further assessment. Notification of ESOL services is sent home for parental approval (which is translated into the language spoken by parents or explained through a staff translator on-site), the student is identified as an English Learner (EL) and is placed in the ESOL program. The ESOL program at ICS is comprised of two components: a general education classroom that integrates strategies for ELs using the Sheltered Instruction and Observation Protocol (SIOP) Model and a designated daily English class with a certified ESOL teacher to learn English (during this time English speakers not eligible for ESOL participate in a second language course). All teachers collaborate in

planning during six early release days each year to align units of inquiry and share strategies for instruction of linguistically diverse students. We use the WIDA 2020 standards and framework and focus on the language functions and four domains (speaking, reading, writing, listening) as the foundation for our ESOL program. Because every teacher at ICS is leading a classroom with a significant percentage of ELs, SIOP training and strategy implementation is expected of all instructional staff. A major component of the SIOP model is the crafting of a language objective to complement each content objective in a lesson plan. Common strategies incorporated across classrooms include lower teacher talk ratios, use of visual anchors demonstrations, props to illustrate concepts, the use of modeling and role playing, and frequent opportunities for student-led engagement in concepts. With the emphasis on guided reading and the use of the ACCESS domain scores/WIDA Screener to find each student's reading level, EL students continue to receive differentiated instruction at the level most appropriate for them during their homeroom instruction. Language learners benefit when new vocabulary is repeated in multiple, meaningful contexts and content is explored in different ways over time. The IB Units of Inquiry that last approximately six weeks and are organized around a particular essential question provide opportunities to make connections and solidify concepts for all learners and are particularly helpful for EL students.

Most ICS students score higher on the Assessing Comprehension and Communication in English State-to-State (ACCESS) test in the domains of speaking and listening than in reading and writing, so ESOL teachers focus their time with their small classes of EL students on reading and writing as well as providing support in academic content and vocabulary that aligns with the focus in homeroom classrooms. ICS's emphasis on the Beloved Community is active in the ESOL classrooms where small groups of learners build a connection by practicing elements of the IB learner profile like being caring, open-minded, and reflective which creates an environment where students can take more language risks and grow in their English language acquisition. Furthermore, the linguistic and cultural diversity of the staff and volunteers provides most students with access to an adult on campus who can provide informal support and clarification for students and families in their home language. This approach to supporting ELs provides them with integrated supports in an English-led classroom wherein they practice English development with peers, a dedicated English acquisition class with other ELs, connections with staff and

volunteers that speak students' home languages, and for many ELs, a one-on-one relationship with a dedicated mentor and tutor.

To measure progress, English learners are assessed annually in January/February using the ACCESS test. When students have achieved the necessary score on the ACCESS (5.0 or above) as well as the state assessment of reading comprehension, they are ready to exit language support services. These criteria are slightly different for Kindergarten: students may exit if they have a 5.0 in listening, reading, and speaking domains and at least a 4.5 in the writing domain. Students who meet the exit criteria become English Learner Monitored (EL-M). They are monitored in their regular classroom for two years to ensure that students are receiving ongoing support as they continue to work toward grade level academic language performance and that they are adapting academically, socially, and psychologically in the regular classroom. The data-driven flexible groupings, such as guided reading groups and SIOP strategies, integrated into every core content and elective classroom further support this population who no longer participate in the ESOL class every day. ESOL teachers collaborate with general classroom teachers to build capacity across the school through training as well as how to use them to inform instruction and what accommodations can be put in place.

**Services for English Learners**

In the general education classroom and specials, students who qualify for ESOL participate in English immersive classrooms where the certified ESOL teacher co-plans to integrate strategies critical for English acquisition. Strategies like Sheltered Instruction, use of models and illustrations to communicate concepts, picture dictionaries, graphic organizers, role plays, and small group instruction all provide ELs with access to grade level content at any level of English proficiency. These strategies are also critical for former ELs, who can continue to benefit from such strategies even after they have exited eligibility for ESOL. All new teachers participate in the SIOP training before the start of the school year to inform their planning and instruction. EL students are also assigned to an English class with a certified ESOL teacher for 45 minutes each day. During this charter term, we have also expanded the number of staff who are ESOL certified to increase the frequency of direct student academic support through small group learning. For every ESOL teacher on staff, we have added a Teacher Assistant to create an effective teacher-student ratio for small

group learning. We currently have 4 ESOL endorsed teachers on staff with a goal of adding one per school year. The second language period provides every student in the school with instruction in a second language: English, French, or Spanish. In this way, all students at ICS are learning a new language and can partner with native speaking peers to practice their skills.

EL students are at the heart of the school's mission and, as such, are not excluded from any curricular and extracurricular activities because of an inability to speak and understand the language of instruction. Participation of EL students in all specials and after-school activities is especially crucial to their increased command of the English language, as well as their social and emotional growth and connection with the school community, and many of these activities are sponsored by multilingual teachers and volunteers to promote language development.

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

ICS ensures that due process rights of students are always upheld in disciplinary actions. Charter schools are bound by both state and federal due process requirements. As a DCSD charter school, ICS follows DeKalb County School District's Student Code of Conduct, which provides a framework for managing student discipline from a due process perspective. ICS implements its schoolwide discipline plan that is consistent with the DCSD code of conduct. The ICS schoolwide discipline plan provides the school with the overall framework for addressing school behavior as ICS implements the details of the DCSD Code of Conduct. ICS believes both guides are aligned in policy and procedure; however, to the extent there is any conflict, ICS will follow the DCSD code of conduct. ICS works collaboratively with DCSD to ensure that its legally-mandated procedures to afford students due process comply with applicable law. Because we follow the DCSD Student Code of Conduct, we collaborate with the department when there is a need. We have not had any discipline situations that have required tribunals, etc. We work closely with the Safe Schools Department to ensure protocols are met, such as drills and audit requirements.

Additionally, ICS maintains a school police contact and have attended safety training. We also report all monthly drills to portal. DCSD will be providing CRASE training in December. Moreover, in partnership with the Student Relations Department, we have designated Bullying Liaisons to support safe schools efforts. The principal and assistant principal both attended the Title IX training day in which safe schools held presentations on fire safety. We also received a perfect score on our Safety Audit.

Here at ICS, our approach to discipline reflects the principles of restorative discipline through the framework of Responsive Classroom. The International Institute of Restorative Practices defines restorative practices as "social science that studies how to build social capital and achieve social decision-making." Rather than applying punitive, harsh disciplines, we use these indiscretions as a teaching moment. Students are given the opportunity to reflect on the poor decision that was made, the antecedent behavior and triggers, and the breach that was made on our established essential agreements. We discuss logical consequences with students that align with the behavior that needs to be changed. We are also more proactive than reactive. This means that we prioritize relationships and student culture. We pay close attention to safety and instruction, which deeply alleviates challenging behaviors.

Restorative practices in schools are based on restorative justice principles instead of punishment. They aim first to build classroom communities that are supported by clear agreements, authentic communication, and specific tools to bring issues and conflicts forward in a helpful way. They provide specific pathways to repair harm by bringing together those who are affected by misbehavior in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right. In addition to serving the cause of fairness and justice, restorative approaches make safer schools and contribute to social and emotional learning. Through this shift, our suspensions have lowered drastically. Students cannot learn when they are not at school, so our aim is to keep our students in school. Additionally, the impact of our students being immersed in IB PYP has proven to translate into the overall culture and climate of our school as shown in the sharp decrease of suspension rates throughout our current charter term. As noted in the study, "*School Change: How does IB Primary Years Programme implementation*

*impact school climate*[7]," the quantitative data showed statistically significant improvements on the following six school climate outcomes: perceived safety, caring relationships, fairness, parent involvement, bullying, and victimization. We are committed to our students experiencing a world-class curriculum that prepares them in all facets of their lives.

As a result of our intentionality in creating an overall culture of authentic community, we have had a marked decrease in the number of suspensions for behavior infractions over the course of our charter term as shown in the table below. We credit the decrease in suspensions to our overall school culture, which has been reflected in the culture of our classrooms, as well as our approach to implementing Responsive Classroom. We emphasize our students and their actions by making the connection to the impact of their actions on the overall school community and we also have a deliberate emphasis on our staff modeling strong, positive relationships with all students. For example, whether you are walking down our hallways or in a classroom, you will hear 100% of our students greeted by their name. And all classrooms engage in morning meetings to reinforce the importance of the individual to the collective and the negative impact on the community at large when we make poor choices. Figure 36 below evidences the decline in suspensions for students attending ICS.

**Figure 36: ICS Student Suspensions**

| Number of Suspensions | | | | |
|---|---|---|---|---|
| **2018-19** | **2019-20** | **2020-21** | **2021-22** | **2022-2023** |
| 47 | 4 | 0 | 1 | 2 |

**8. Describe in detail how the charter school's students, governing board, faculty, and staff reflect the sociodemographic diversity of the community served by the charter school. If the charter school does**

[7] A.Boal, J. Nakamoto. (2022) *School change: PYP impact on school climate.* Retrieved from https://www.ibo.org/research/outcomes-research/pyp-studies/school-change-how-does-ib-primary-years-programme-implementation-impact-school-climate-2020/

**not reflect the community's diversity in one or more areas of the areas listed above, provide a comprehensive plan to address this need for diversity. Included in such a plan could be, for example, the use of targeted recruitment or the use of a weighted lottery to provide an increased chance of admission for educationally disadvantaged students pursuant to O.C.G.A. § 20-2-2066(a)(1) and State Board Rule 160-4-9-.05(2)(g).**

The power of representation in education speaks to how our students can feel welcomed, seen, heard, and valued through the diversity of our staff. We are honored to live in a community that welcomes individuals and families from around the world. In fact, ICS is less than 5 miles from Clarkston, GA, often described as the most diverse square mile in the US thanks to decades of welcoming refugees. Our student body reflects this diversity; we are proud to have students representing 30 nationalities. Our staff similarly represents 19 different countries and together speaks over 15 languages.

Throughout this charter term, we have prioritized enrollment of EL students using the weighted lottery priority.

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

Over the course of the charter term, the school has dealt with the following issues that have had an unfortunate impact on student performance: staffing turnover, student retention in grades 4 and 5, and the overall impact of Covid on student performance and wellness.

**Staffing Turnover**

Over the last five years, ICS has struggled with staffing turnover throughout the organization. In the last five years, ICS has had 3 leaders. In the last three years, 80% of ICS staff is also new. Fortunately, in 2022, 98% of ICS staff decided to return for the following year despite the fact that teachers across the country are quitting in record droves according to various media outlets. Such strong teacher retention, even in such disruptive times, speaks to the new course ICS is charting ahead.

A survey from the Professional Association of Georgia Educators found about 31% of educators said they are unlikely or highly unlikely to remain in the profession for another five years. Georgia is not the only state with a teacher retention problem — a Merrimack College survey found that only 12% of teachers said they were "very

satisfied" with their jobs in 2022, down from 39% in 2012. ICS made a concerted effort to prioritize overall teacher wellness worsened by the challenges created by the global pandemic as an approach to teacher retention and recruitment. Additional training in education wellness provided strategies to better support teacher retention and recruitment. as evidenced by its Six Weeks of Self-Care from October-December of each school year. The six-week period includes intentional activities such as chair massages, healthy snacks, and FitBits provided thanks to our partnership with our benefits provider. Additionally, the leadership team has strategically added a dedicated, qualified Human Resource staff member to focus on talent management and performance, an annual survey given to staff followed up with concrete next steps from the leadership team, tuition reimbursement up to $3,000 for continuing education, and an employer-paid short-term disability.

Overall, the leadership team has placed an intentional focus on human-centered leadership which has encouraged work-life balance, thus leading to improved staff retention. ICS retained all teachers from the 22-23 school year to 23-24 school year who were invited back, and the only team additions were the result of added positions to the staffing model. The 100% retention rate for teachers at ICS during a nationwide teacher shortage is evidence of the culture and performance instilled through ICS.

**Student Retention in Grades 4 and 5**

ICS student retention remains strong in grades K-3 but has had difficulty retaining students in upper grades. Survey data reveals that students who leave ICS after third grade often do so to secure a spot at another public charter school with a middle school. Furthermore, survey data also indicates that families' choice to leave ICS has little to do with the family's experience at ICS. Given this significant decline in retention rates, ICS continues to explore the prospect of adding a middle school and will continue to do so in the next phase of its charter. ICS conducted stakeholder surveys and input sessions to gather feedback regarding middle school expansion. During this process, we learned that our families would love to have Middle School and/or pre-K. However, our current facilities would not permit the expansion of these grade levels. Our families stated in the Listening Sessions in 2022-23 that their preference would be for everyone to be on one campus if we were to expand.

**Impact of Covid on Student Performance**

Like many schools who went virtual over the past few years, ICS is recovering from lost instructional time. More than ever, students' academic performance is widespread with students entering each grade at a variety of grade levels. ICS has prioritized high quality lesson planning and execution along with intentional targeted teaching opportunities for students to engage in order to most effectively address learning gaps from unfinished learning.

# PROPOSED CHANGES

**10. If the answers given above to questions 1 - 9 reflect a change to any of the following, please provide the rationale for the change:**

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

**ICS does not intend to make changes in its academic program.**

B. **GOVERNANCE CHANGES**:
- The school's governance structure.
- The school's governing board composition, including its diversity.
- The school's relationship with an Educational Service Provider or other Charter Partner.
- The relationship with the local district.

**ICS does not intend to make changes in its governance structure or board composition.**

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

**ICS does not intend to make changes in its financial structure.**

D. **OPERATIONAL CHANGES**:
- The school's facilities – this should include any proposed expansion or renovations.
- The school's attendance zone and any enrollment priorities being used (see O.C.G.A. § 20-2-2066(a)(1)).

- Whether the school's students, faculty, and staff reflect the diversity of its attendance zone.
- Whether the school will utilize a weighted lottery to provide an increased chance of admission for educationally disadvantaged students pursuant to O.C.G.A. § 20-2-2066(a)(1) and State Board Rule 160-4-9-.05(2)(g).
- Any services provided to students such as transportation, food service, etc.
- The grades the charter school will serve. Please note this includes adding additional grades or reducing current grades.

**ICS does not intend to make changes in its operational structure.**

# LOOKING TO THE FUTURE

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

**Academics: On the Path for Success**

As a result of implementing clear instructional priorities supported by consistent implementation and our partnership with DCSD and our many committed community partners, we are proud to be entering into our charter renewal and next charter term with growth in our schoolwide student reading proficiency. We know that from our 2022-2023 iReady data and our Spring 2022 GMAS data, we are seeing a promising upward trend reflective of the academic culture within our school. As reflected in the academic culture of school through higher engagement from both students and teachers, operating mechanisms, and expectations of posted lesson plans, the overall culture of joy are all aspects of an intentionally designed academic environment leading to student achievement and excellence. Looking to the future, ICS believes that these interventions will support students in continuing to make remarkable gains, which will ultimately continue ICS's 20-year legacy as an anchor in the community.

# EXHIBITS

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

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

18. Attach a copy of any agreements with your local school district or Board of Education (Exhibit 18 - DCSD Assurances and Required Statements). Exhibit 18 – DCSD Assurances and Required Statements may not be altered in any way.
19. Attach a copy of any Letters of Intent and/or agreements detailing any proposed partnerships, including agreements with other local schools/systems for the charter school students' participation in extracurricular activities such as interscholastic sports and clubs.
20. Attach a copy of any MOU/lease/proof of ownership for the school's facility.
21. Attach a copy of the school's Certificate of Occupancy.
22. Attach a copy of the facility's Emergency Safety Plan.
23. Complete and attach the budget template located on the Charter Schools Division's website: Please note that the budget template includes:
    - A monthly cash flow projection detailing revenues and expenditures for the charter school's first two (2) years of operation;
    - A spreadsheet projecting cash flow, revenue estimates, budgets, and expenditures on an annual basis for the first five (5) years of the charter term.
    - Back-up documentation proving the legal reality of additional sources of revenue included in the budget template – i.e., funds other than state and local funding, including bank statements and/or signed grant award letters
24. Attach the résumé for the charter school's Chief Financial Officer.
25. Attach the charter school's signed Assurances Form (see below).
26. Attach the charter school's signed and notarized Affidavit (see below).
27. Attach the charter school's signed Local Board of Education Resolution approving the charter school's application.
28. Attach the charter school's signed Governing Board Resolution approving the charter school's application. This will serve as the formal petition to the SBOE.
29. For conversion schools only, attach the charter school's Confirmation of Teacher and Parent Vote.

# International Community School

# Charter Renewal Exhibit
# 1

# Articles of Incorporation

# This Exhibit is Not Available in Word Format

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

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

LORI H. WHITFIELD
ONE GEORGIA CENTER, STE. 1200
600 WEST PEACHTREE ST.
ATLANTA, GA 30308

**CERTIFICATE OF INCORPORATION**

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

**INTERNATIONAL COMMUNITY SCHOOL, INC.**
**A DOMESTIC NONPROFIT CORPORATION**

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

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

Cathy Cox
Secretary of State

CATHY COX
Secretary of State

**OFFICE OF SECRETARY OF STATE**
**CORPORATIONS DIVISION**
315 West Tower, #2 Martin Luther King, Jr. Drive
Atlanta, Georgia 30334-1530
(404) 656-2817
Registered agent, officer, entity status information via the Internet
http://www.sos.state.ga.us/corporations

WARREN RARY
Director

QUINTILIS B. ROBINSON
Deputy Director

**TRANSMITTAL INFORMATION**
**GEORGIA PROFIT OR NONPROFIT CORPORATIONS**

DO NOT WRITE IN SHADED AREA - SOS USE ONLY

DOCKET #: 31 90989 PENDING #: 041254 CONTROL #: 50004
DOCKET CODE: 311 DATE FILED: 11-13-22 AMOUNT RECEIVED: 60.00 CHECK/MO RECEIPT #: Count
TYPE CODE: DOM EXAMINER: LS JURISDICTION (COUNTY) CODE: 063

NOTICE TO APPLICANT: PRINT PLAINLY OR TYPE REMAINDER OF THIS FORM

1. 3180319
Corporate Name Reservation Number

International Community School, Inc.
Corporate Name

2. Lori H. Whitfield 404/815-3000
Applicant/Attorney Telephone Number

One Georgia Center - Suite 1200, 600 West Peachtree Street
Address

Atlanta Georgia 30308
City State Zip Code

3. Mail or deliver to the Secretary of State, at the above address, the following:

1) This transmittal form
2) Original and one copy of the Articles of Incorporation
3) Filing fee of $60.00 payable to Secretary of State. Filing fees are NON-refundable.

I certify that a Notice of Incorporation or Notice of Intent to Incorporate with a publication fee of $40.00 has been or will be mailed or delivered to the official organ of the county where the initial registered office of the corporation is to be located. (The Clerk of Superior Court can advise you of the official organ in a particular county.)

Lori Whitfield
Authorized Signature

11-13-2022
Date

**Business entity information via the Internet: http://www.sos.state.ga.us/corporations/**

FORM 227

# ARTICLES OF INCORPORATION
# OF
# INTERNATIONAL COMMUNITY SCHOOL, INC.

## ARTICLE
## I.

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

## ARTICLE
## II.

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

## ARTICLE
## III.

This Corporation shall have no members.

## ARTICLE
## IV.

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

## ARTICLE
## V.

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

6059E.1

## ARTICLE VI.

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

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

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

## ARTICLE VII.

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

## ARTICLE VIII.

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

Patty Caraher
719 Penn Avenue, NE
Atlanta, Georgia 30308

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

Ron Martin
1511 McLendon Avenue
Atlanta, Georgia 30307

## ARTICLE IX.

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

## ARTICLE X.

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

(b) This Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue).

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

(d) This Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue Law).

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

**ARTICLE XI.**

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

(b) In any instance where the laws of the State of Georgia permit indemnification, reimbursement or advances to be provided to persons who are or have been an officer or director of the Corporation or who are or have been an officer, director, partner, joint venturer or trustee of any such other enterprise only on a determination that certain specified standards of conduct have been met, that all statutory requirements and

procedures have been satisfied, and that upon application for indemnification, reimbursement or advances by any such person the Corporation shall promptly cause such determination to be made in accordance with the statutory procedures of Georgia law.

(c) Nothing in this Article shall be construed as limiting the applicability and scope of Georgia law with respect to indemnification, reimbursement and advances for expenses; further, as a condition to any such right of indemnification, the Corporation may require that it be permitted to participate in the defense of any such action or proceeding through legal counsel designated by the Corporation and at the expense of the Corporation.

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

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

R. Hunt Dunlap, Jr., Incorporator

** TOTAL PAGE.02 **

https://www.ganet.org/cgi-bin/corpfile/index.cgi

Business Filings

GEORGIA SECRETARY OF STATE
CATHY COX

# Corporate Filing Fee Payment Receipt

Corporate Filer: Burr & Forman LLP

Contact Name: Nancy Wilkes

Corporate Name: International Community School, Inc.

ORDER NUMBER: 20001114192029768

Corporate Filing Fees:

Articles of Incorporation $60.00

**Total Amount: $60.00**

Client Name/Reference Number: 12184.16

**Please print this payment confirmation receipt and attach to the corporation documents that you are filing with the Secretary of State's office.**

Return To Corporate Filing Form

11/14/00 1:20 PM

NOV 14 2000 14:50 FR BURR FORMAN LLP 404 249 9770 TO #238 P.02/02

BURR & FORMAN LLP
ATTORNEYS AND COUNSELORS
Suite 1200, One Georgia Center
600 West Peachtree Street
Atlanta, Georgia 30308
(404) 815-3000
(404) 817-3244 (Fax)

November 13, 2000

**VIA HAND DELIVERY**

Secretary of State of Georgia
Corporations Division
No. 2 MLK Drive, SE
Suite 306
Atlanta, Georgia 30334

**RE: International Community School, Inc.**

Dear Sir or Madam:

Enclosed please find the following documents for the incorporation of the above-referenced corporation:

1. Original and one conformed copy of the Articles of Incorporation;

2. A completed Form 227 Transmittal Information for Georgia Profit and Non-Profit Corporations; and

3. A Corporate Filing Fee Payment Receipt evidencing that the filing fees have been charged to our GaNet account.

We request that you file the Articles of Incorporation, issue a Certificate of Incorporation for International Community School, Inc., and take such other actions as are required by the law to effectuate the incorporation. Please return to the undersigned the conformed copy of the Articles of Incorporation with the Certificate of Incorporation attached.

Please notify the undersigned at the above phone number if there are any questions about these documents.

Sincerely,

BURR & FORMAN LLP

Nancy L. Wilkes
Paralegal

Enclosures

Birmingham
SouthTrust Tower
420 North Twentieth Street, Suite 3100
Birmingham, Alabama 35203
(205) 251-3000

Huntsville
Regency Center
400 Meridian Street, Suite 204
Huntsville, Alabama 35801
(256) 551-0010

Atlanta
One Georgia Center
600 West Peachtree Street, Suite 1200
Atlanta, Georgia 30308
(404) 815-3000

# International Community School

# Charter Renewal Exhibit

# 2

# Bylaws

# AMENDED AND RESTATED

# BYLAWS

# OF

# INTERNATIONAL COMMUNITY SCHOOL, INC.

## ARTICLE I.

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

## ARTICLE II.

2.01 Offices. The headquarters and chief executive office of the Corporation shall be located at ICS, 2418 Wood Trail Lane, Decatur, Georgia 30033. The Board of Directors of the Corporation shall have the authority to establish such additional offices for the Corporation in such places as they shall consider appropriate.

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

## ARTICLE III.

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

## ARTICLE IV.

4.01 Member. This Corporation shall have no members.

## ARTICLE V.

## BOARD OF DIRECTORS

5.01 The affairs of the Corporation shall be managed by a Board of Directors consisting of at least seven (7) but not more than twenty-one (21) members. The Board of Directors shall oversee the general policies of the Corporation as well as provide guidance and

support to ensure proper care is taken to carry out the terms of the Charter. The Board of Directors shall be elected by a majority vote of the then serving Board of Directors of the Corporation at the annual meeting, which election shall be conducted in accordance with these Bylaws.

5.02 Each elected member of the Board of Directors shall be elected to a term of three (3) years.

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

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

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

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

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

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

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

A. Approve the adoption or amendment of Mission, Philosophy, and Purpose statements of this Corporation;

B. Approve the amendment, revision or restatement of the Articles of Incorporation or Bylaws of this Corporation;

C. Approve the merger or consolidation of this Corporation, into or with any other corporation or association, and the dissolution or otherwise wrapping up of the affairs of this Corporation;

D. Approve the purchase, sale, lease, exchange, mortgage, pledge, or encumbrance of all, or substantially all, of the assets of this Corporation;

E. Approve the establishment or incorporation of any new affiliated entities, organizations, or associates of this Corporation;

F. Approve any indebtedness to be incurred by this Corporation in amounts in excess of limits to be fixed, from time to time, by the Board;

G. Appoint the President of this Corporation;

H. Approve the Strategic Plan of this Corporation;

I. Approve the annual Capital and Operating Budgets for this Corporation;

J. Approve the unbudgeted expenditures to be incurred by this Corporation in amounts in excess of limits to be fixed, from time to time, by the Board;

K. Approve the selection of the principal who shall be the Chief Executive Officer (CEO) of the Corporation and who is delegated the authority to engage staff of the International Community School;

L. Approve the compensation paid to the principal on an annual basis, and, at appropriate time intervals, approve the contract between the Board and the principal.

M. Approve the external audit firm and approve the annual audit/review report for this Corporation.

5.10 The Board of Directors shall have the authority to create one or more technical or special Advisory Councils for the purpose of providing formal mechanisms to solicit the advice and assistance of persons with special knowledge and resources for the benefit of the Corporation. Members of such Advisory Councils shall be appointed from candidates proposed by two (2) or more members of the Board of Directors.

5.11 The Board of Directors shall have the authority to appoint members as Advisory Council Emeritus. This shall include the Founders of the Corporation or former member of the Board of Directors whose service extended for more than one complete term, consistent philanthropic support, and demonstrated interest in the corporation.

5.12 Members of all Advisory Councils shall not have the right to vote, and none shall have any legal responsibility for the operations of the corporation. Such persons shall not be required to attend meetings of the Board of Directors but have a standing invitation to do so.

Neither the Board of Directors, nor any officer or employee of the Corporation, shall take any action either in contradiction of any of the foregoing rights or without first having secured the

necessary approvals as may be required by these Bylaws. In the exercise of its approval rights, the Board may simply grant or withhold its approval in whole or in part, or, in its complete discretion, prescribe such other or different action as it may deem appropriate.

## ARTICLE VI.

## COMMITTEES

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

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

6.03 Each committee shall keep records of all of its transactions, which records shall be presented at each meeting of the Board of Directors, and the Board of Directors at each meeting shall have the power to disapprove, rescind and nullify any act or transaction of such committees; and all the acts and transactions of the committees not disapproved, rescinded or nullified shall be held and taken to be approved and confirmed by the Board of Directors.

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

## ARTICLE VII.

## OFFICERS

7.01 The Corporation shall have officers who shall be elected each year at the annual meeting of the Corporation's Board of Directors and shall serve at the pleasure of the Board of Directors and until their successors have been elected and have qualified or until their earlier death, resignation, removal, retirement or disqualification. At the direction of the Chair of the Board, the members of the Board shall develop a slate of proposed candidates for each office and present the same at the annual meeting of the Board of Directors, along with such recommendations as the Board shall consider appropriate. The Board of Directors may elect or provide for the appointment of such officers or assistant officers, in addition to those set forth in these Bylaws, as the Board deems necessary for the efficient management of the Corporation. Notwithstanding the foregoing, the Corporation shall not be required to have at any time any officers other than a Chair, Vice Chair, Secretary and Treasurer. The first order of business at

the annual meeting of the Board of Directors of the Corporation shall be to elect, by majority vote, new officers for the ensuing year.

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

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

## ARTICLE VIII.

## CHAIR OF THE BOARD

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

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

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

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

## ARTICLE IX.

## VICE CHAIR

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

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

## ARTICLE X.

## TREASURER

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

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

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

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

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

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

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

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

## ARTICLE XI.

## SECRETARY

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

11.02 The Secretary shall attend or delegate to attend all meetings of the Board of Directors of the Corporation and shall keep and maintain accurate minutes of all such meetings.

The minutes of these meetings, when approved by the Chair of the Board, shall be made a part of the Corporation's permanent records.

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

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

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

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

## ARTICLE XII.

## MEETINGS

12.01 The annual meeting of the Board of Directors of the Corporation shall be held at a time and place selected by the Board of Directors. The Secretary of the Corporation shall mail written notice via U.S. Postal Service or electronic mail of the time and place of each annual meeting of the Corporation to each member of the Board of Directors of the Corporation at least fifteen (15) days prior to the date set for the meeting. At the annual meeting, the Board of

Directors shall (i) hear reports from the Chair of the Board; (ii) elect, when appropriate, new members to the Board of Directors and new Officers; and (iii) transact such other business as may lawfully come before the meeting. In addition, special meetings of the Board of Directors for any purpose may be called at any time upon written notice mailed at least fifteen (15) days in advance of such meeting. Such special meetings may be called at the instance of the Chair of the Board. If at any meeting of the Board of Directors there shall be less than a quorum present, a majority of those present may adjourn the meeting, without further notice except announcement at the meeting, until a quorum shall have been obtained.

12.02 No notice of any meeting need be given any director who attends such meeting, unless any such director at the beginning of such meeting states any objection or objections to the place or time of the meeting, to the manner in which it has been called or convened or to the transaction of business thereby. Further, notice shall not be required to be given any director who at any time before or after the meeting waives notice of the same in writing.

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

12.04 Members of the Board of Directors designated by such Board may participate in a meeting of such Board by means of conference telephone or similar communications equipment,

by means of which all persons participating in the meeting can hear each other. Participation in a meeting pursuant to this Section 11.04 shall constitute presence in person at such meeting.

## ARTICLE XIII.

## QUORUMS AND VOTING; RULES AND PROCEDURES

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

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

## ARTICLE XIV.

## DEPOSITS, CHECKS, LOANS AND CONTRACTS

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

14.02 No contract, agreement, indenture, check, draft, endorsement, note, evidence of indebtedness, or other writing shall be valid and binding as against the Corporation unless the same is executed by any one of the following persons: the CEO, the Chair of the Board, the Treasurer, or any other individual specifically authorized by the CEO or the Board of Directors.

Endorsements for deposits to the Corporation's bank account shall be made in any manner which the Board of Directors may from time to time authorize.

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

## ARTICLE XV.

## FISCAL PROVISIONS

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

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

## ARTICLE XVI.

## AMENDMENTS

16.01 The Board of Directors of the Corporation shall have power to alter, amend repeal these bylaws or adopt new bylaws of the Corporation by an affirmative vote of two-thirds of

those present at any regular meeting of the Board of Directors at which a quorum is present or at any special meeting thereof regularly called at which a quorum is present; provided, however, that notice of the contemplated action concerning the bylaws is mailed via U.S. Postal Service or electronic mail to each member of said Board at least twenty (20) days in advance of said meeting; and provided further, however, that a majority of the Board of Directors shall have approved such contemplated action concerning the bylaws.

## ARTICLE XVII.

## CORPORATE SEAL

17.01 The seal of the Corporation shall consist of an impression bearing the name of the Corporation around the perimeter and the word "Seal" or "Corporate Seal" and such other information in the center thereof as is desired. In lieu thereof, the Corporation may use an impression or writing bearing the words "Corporate Seal" enclosed in parenthesis or scroll which shall also be deemed the seal of the Corporation.

## ARTICLE XVIII.

## CONSTRUCTION

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

I hereby certify that the foregoing Amended and Restated Bylaws were duly adopted by the Board of Directors of the Corporation on May 23, 2016.

Karen Jackson
Karen Jackson, Secretary

[CORPORATE SEAL]

# International Community School

# Charter Renewal Exhibit
# 3

# Board Conflict of Interest Policy

INTERNATIONAL COMMUNITY SCHOOL

# BOARD OF DIRECTORS CONFLICT OF INTEREST PROVISIONS

The International Community School Governing Board (the board) shall adhere to these Conflict of Interest provisions.

**Financial Governance**

1. No board member shall use or attempt to use his or her official position to secure unwarranted privileges, advantages, employment for himself or herself, any of his or her immediate family members, or others.

2. No board member shall act in his or her official capacity in any matter in which he or she, any of his or her immediate family members, or any business organization in which he or she has a material financial interest, that would reasonably be expected to impair his or her objectivity or independence of judgment.

3. No board member shall solicit or accept or knowingly allow any of his or her immediate family members or any business organization in which he or she has an interest to solicit or accept any gift, favor, loan, political contribution, service, promise of future employment, or other thing of value based upon an understanding that the gift, favor, loan, contribution, service, promise, or other thing of value was given or offered for the purpose of influencing that board member in the discharge of his or her official duties. For purposes of this paragraph, a gift, favor, loan, contribution, service, promise, or other thing of value shall not include the items contained in subparagraphs (a)(2)(A) through (a)(2)(J) of Code Section 16-10-2.

4. No board member shall use, or knowingly allow to be used, his or her official position or any information not generally available to the members of the public which he or she receives or acquires in the course of and by reason of his or her official position for the purpose of securing financial gain for himself or herself, any of his or her immediate family members, or any business organization with which he or she is associated.

5. No board member or any of his or her immediate family members or any business organization in which he or she has an interest shall represent any person or party other than the charter school governing board in connection with any cause, proceeding, application, or other matter pending before the charter school governing board on which he or she serves.

6. No board member shall be prohibited from making an inquiry for information on behalf of a community member if no fee, reward, or other thing of value is promised to, given to, or accepted by the board member or any of his or her immediate family members in return therefor.

7. No board member shall be deemed in conflict with these provisions if, by reason of his or her participation in any matter required to be voted upon by the charter school governing board, no material or monetary gain accrues to him or her as a member of any profession, occupation, or group to any greater extent than any gain could reasonably be expected to accrue to any other member of that profession, occupation, or group.

8. No board member may also be an officer of any organization that sells goods or services to that charter school unless the organization providing goods or services is a Nonprofit membership organization or there are fewer than three sources for such supplies or equipment within the county; provided, however, that any purchase of goods or services that is equal to or greater than $10,000 shall be approved by a majority of the members of the board in an open public meeting.

9. No board member shall be deemed in conflict with these provisions if, by reason of his or her participation in any matter required to be voted upon by the charter school governing board, no material or monetary gain accrues to him or her as a member of any profession, occupation, or group to any greater extent than any gain could reasonably be expected to accrue to any other member of that profession, occupation, or group.

10. No charter school governing board may do business with a bank or financial institution where a board member is an employee, stockholder, director or officer when such member owns 30% or more stock in that institution.

11. No board member may have a financial interest in school buses, bus equipment or supplies, provide services for buses owned by the board, or sell gasoline to the board from a corporation in which the board member is a shareholder.

12. No board member shall accept a monetary fee or honorarium in excess of $101.00 for a speaking engagement, participation in a seminar, discussion panel, or other activity which directly relates to the official duties of that public officer or the office of that public officer. Actual and reasonable expenses for food, beverages, travel, lodging, and registration for a meeting which are provided to permit participation in a panel or speaking engagement at the meeting shall not be monetary fees or honoraria.

**Conduct As Board Member**

1.No board member shall disclose or discuss any information which is subject to attorney- client privilege belonging to the charter school governing board to or with any person other than other board members, the board attorney, the school leader, or persons designated by the school leader for such purposes unless such privilege has been waived by a majority vote of the whole board.

2. No board member shall vote on the employment or promotion of any of his or her immediate family members. No immediate family member of a board member may be employed or promoted unless a public, recorded vote is taken separately from all other personnel matters.

3. No board member may be employed in any position in the charter school in which they serve.

4. No board member shall be employed by the State Department of Education or serve concurrently as a member of the State Board of Education.

5. No member a charter school governing board shall serve simultaneously on the governing body of a public local school district or of a private elementary or secondary educational institution that actively seeks funding from any government entity or private entity from which the charter school seeks funding.

Each member of this board understands and acknowledges that no person shall be eligible to serve on a charter school governing board unless he or she:

(1) Has read and understands the code of ethics and the conflict of interest provisions applicable to members of charter school governing boards and has agreed to abide by them; and

(2) Has agreed to annually disclose compliance with the State Board of Education's policy on training for members of charter school governing boards, the code of ethics of charter school governing boards, and the conflict of interest provisions applicable to members of charter school governing boards

Signed: _____

Date: _____

# International Community School

# Charter Renewal Exhibit

# 4

# Board Conflict of Interest Forms

**CONFLICT OF INTEREST ANNUAL AFFIRMATION**
**AND**
**DISCLOSURE STATEMENT**

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

Please explain potential conflict(s) below:

Name (Please print):

_____

Signature: _____ Date: _____

Please list below all personal and professional affiliations:

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

Reviewed by (Executive Committee, Governance Committee Representative)

Signature: _____ Date: _____

**CONFLICT OF INTEREST ANNUAL AFFIRMATION**
**AND**
**DISCLOSURE STATEMENT**

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

Please explain potential conflict(s) below:

Name (Please print):

Alexandra Linger

Signature: Alexandra Linger Alexandra Linger (Aug 10, 2023 16:47 EDT)

Date: Aug 10, 2023

Please list below all personal and professional affiliations:

ICS Parent. I am also a consultant and may have COIs regarding clients and funders. As of signing, I am not aware of any current COIs.

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

Reviewed by (Executive Committee, Governance Committee Representative)

Signature: _____ Date: _____

**CONFLICT OF INTEREST ANNUAL AFFIRMATION**
**AND**
**DISCLOSURE STATEMENT**

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

Please explain potential conflict(s) below:

Name (Please print):

Andrew Navratil

Signature: Andrew James Navratil Date: Aug 2, 2023

Andrew James Navratil (Aug 2, 2023 20:58 EDT)

Please list below all personal and professional affiliations:

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

Reviewed by (Executive Committee, Governance Committee Representative)

Signature: _____ Date: _____

**CONFLICT OF INTEREST ANNUAL AFFIRMATION**
**AND**
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Please explain potential conflict(s) below:

Name (Please print): Ashley Perry

Signature: AP Date: 20 August 2023

Please list below all personal and professional affiliations:

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

Reviewed by (Executive Committee, Governance Committee Representative)

Signature: _____ Date: _____

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Please explain potential conflict(s) below:

Name (Please print):

Bailey Maxwell

Signature: Bailey Maxwell Bailey Maxwell (Aug 11, 2023 13:49 EDT)

Date: Aug 11, 2023

Please list below all personal and professional affiliations:

# Bennett Thrasher LLP

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

Reviewed by (Executive Committee, Governance Committee Representative)

Signature: _____ Date: _____

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Please explain potential conflict(s) below:

Name (Please print):

Brittany Cunningham

Signature: _____ Date: Aug 10, 2023

Please list below all personal and professional affiliations:

Employee of DeKalb County School District

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

Reviewed by (Executive Committee, Governance Committee Representative)

Signature: _____ Date: _____

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Please explain potential conflict(s) below:

Name (Please print):

Chanika R. Perry

Signature: Chanika R. Perry Date: Aug 4, 2023

Chanika R. Perry
Chanika R. Perry (Aug 4, 2023 18:30 EDT)

Please list below all personal and professional affiliations:

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

Reviewed by (Executive Committee, Governance Committee Representative)

Signature: _____ Date: _____

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Please explain potential conflict(s) below:

Name (Please print):

Chervickia Roberts

Signature: Chervickia Roberts (Aug 1, 2023 19:09 EDT) Date: Aug 1, 2023

Please list below all personal and professional affiliations:

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

Reviewed by (Executive Committee, Governance Committee Representative)

Signature: _____ Date: _____

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Please explain potential conflict(s) below:

Name (Please print):

Jonah Bushell

Signature: Jonah Bushell (Aug 10, 2023 09:54 EDT) Date: Aug 10, 2023

Please list below all personal and professional affiliations:

Dr. Adrienne Lacey- Griffin

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

Reviewed by (Executive Committee, Governance Committee Representative)

Signature: _____ Date: _____

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Please explain potential conflict(s) below:

Name (Please print):

Joshua Mayes

Signature: Joshua A Mayes Joshua A Mayes (Aug 1, 2023 17:28 EDT)

Date: Aug 1, 2023

Please list below all personal and professional affiliations:

Robbins Alloy Belinfante Littlefield, LLC

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

Reviewed by (Executive Committee, Governance Committee Representative)

Signature: _____ Date: _____

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Please explain potential conflict(s) below:

Name (Please print):

Julie McFaddin

Signature: Julie McFaddin Date: Aug 6, 2023

Julie McFaddin McFaddin (Aug 6, 2023 18:09 EDT)

Please list below all personal and professional affiliations:

City schools of Decatur

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

Reviewed by (Executive Committee, Governance Committee Representative)

Signature: _____ Date: _____

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Please explain potential conflict(s) below:

Name (Please print):

Kyra M. Caldwell Templeton

Signature: Kyra M.C. Templeton Date: Aug 10, 2023

Please list below all personal and professional affiliations:

National Alumnae Association of Spelman College, Delta Sigma Theta Sorority, Inc., Order of the Eastern Star, Atlanta Public Schools employee

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

Reviewed by (Executive Committee, Governance Committee Representative)

Signature: _____ Date: _____

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Please explain potential conflict(s) below:

Name (Please print):

Melissa Cantrell

Signature: Melissa Cantrell (Aug 10, 2023 10:03 EDT) Date: Aug 10, 2023

Please list below all personal and professional affiliations:

# CDH Partners, Inc.

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

Reviewed by (Executive Committee, Governance Committee Representative)

Signature: _____ Date: _____

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Please explain potential conflict(s) below:

Name (Please print):

Natalie Olubuyide

Signature: Natalie Olubuyide Natalie Olubuyide (Aug 11, 2023 15:53 EDT)

Date: Aug 11, 2023

Please list below all personal and professional affiliations:

Google employee

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

Reviewed by (Executive Committee, Governance Committee Representative)

Signature: _____ Date: _____

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Please explain potential conflict(s) below:

Name (Please print): Troy Covington

Signature: [signature] Date: 8/19/23

Please list below all personal and professional affiliations:

Bloom Parton, LLP
State Bar of Georgia

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

Reviewed by (Executive Committee, Governance Committee Representative)

Signature: _____ Date: _____

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Please explain potential conflict(s) below:

Name (Please print): XAVIER FLORES

Signature: _____ Date: 8/19/23

Please list below all personal and professional affiliations:

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

Reviewed by (Executive Committee, Governance Committee Representative)

Signature: _____ Date: _____

# International Community School

# Charter Renewal Exhibit
# 5

# Completed Accountability Report

# This Exhibit is Not Available in Word Format

International Community School

Charter Renewal Petition - November 2023

**Please complete the Accountability Report below. Tab 2 contains an example of what your Accountability Report may look like.**

Legend: Met | Progress Made | Not Met

**Charter School/Charter System Name: International Community School**

**Current Charter Term: 2019 - 2024**

**In exchange for the maximum flexibility allowed by law, the Charter School agrees to meet or exceed the performance-based goals and measurable objectives that are designed to result in the improvement of student achievement as set forth in Appendix A. (Appendix A is incorporated into the charter contract.)**

**Achievement of Academic and Organizational Goals for (Indicate the assessment used for each measure. Where needed, provide the target and actual performance for each measure. Use the legend above to color code each "Actual" performance cell. (You may add additional lines or rows for each measure as needed)**

**Performance Goals and Measurable Objectives:**

**I. Academic Performance Standards (Please refer to your charter contract for the list of specific measures and goals. Additional rows and columns should be added as needed)**

**Academic Achievement Goal 1:** During the last year of its prior charter term and in each year of its current charter contract term, the Charter School shall:

**Measure "a"**

**Goal: Increase its overall CCRPI score by at least 4% of the gap between 100 and its previous year overall CCRPI score in each grade band served.**

| Grade Bands: Elementary | Subject | Year 12018-2019(Final Year of Previous Term) Authorizing School District's CCRPI Scores | Target | Actual | Year 22019-2020 Authorizing School District's CCRPI Scores | Target | Actual | Year 32020-2021 Authorizing School District's CCRPI Scores | Target | Actual | Year 42021-2022 Authorizing School District's CCRPI Scores | Target | Actual | Year 52022-2023 Authorizing School District's CCRPI Scores | Target | Actual |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Elementary - Overall CCRPI scores were not calculated in SY20-SY22. | Overall CCRPI | 79 | | 76.7 | | | | | | | | | | | | |

**Measure "b" option 1**

**Goal: Increase its CCRPI Content Mastery score by at least 10% of the gap between 100 and its previous year CCRPI Content Mastery score in each grade band served.**

| Grade Bands: Elementary | Subject | Year 1 Authorizing School District's CCRPI Scores | Target | Actual | Year 2 Authorizing School District's CCRPI Scores | Target | Actual | Year 3 Authorizing School District's CCRPI Scores | Target | Actual | Year 4 Authorizing School District's CCRPI Scores | Target | Actual | Year 5 Authorizing School District's CCRPI Scores | Target | Actual |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 58.5 | | 55.5 | | | | | | | 49.9 | | 50.5 | | | |
| | English Language Arts | 60.38 | 52.12 | 65.47 | | | | | | | 51.36 | | 49.75 | | | |
| CCRPI Content Mastery was not measured in SY20-SY21. | Mathematics | 60.79 | 54.69 | 58.52 | | | | | | | 49.67 | | 52.02 | | | |
| | Science | 54.49 | 44.9 | 38.89 | | | | | | | 45.8 | | 47.74 | | | |
| | Social Studies | 50.3 | 39.78 | 33.34 | | | | | | | | | | | | |

**Measure "b" option 2**

**Goal: Increase its CCRPI Progress Score by at least 10% of the gap between 100 and its previous year CCRPI Progress Score in each grade band served.**

| Grade Bands: Elementary | Subject | Year 1 Authorizing School District's CCRPI Scores | Target | Actual | Year 2 Authorizing School District's CCRPI Scores | Target | Actual | Year 3 Authorizing School District's CCRPI Scores | Target | Actual | Year 4 Authorizing School District's CCRPI Scores | Target | Actual | Year 5 Authorizing School District's CCRPI Scores | Target | Actual |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 88.4 | | 99.1 | | | | | | | | | | | | |
| CCRPI Progress was not measured in SY20-SY22. | English Language Arts | 87.67 | | 100 | | | | | | | | | | | | |
| | Mathematics | 86.65 | | 97.98 | | | | | | | | | | | | |

**Measure "c"**

**Goal: Achieve at least one of the following two performance standards: Achieve a statistically significant positive Value Added Impact Score in each grade band served or Beat the Odds.**

| | | Year 1 Target | Year 1 Actual | Year 2 Target | Year 2 Actual | Year 3 Target | Year 3 Actual | Year 4 Target | Year 4 Actual | Year 5 Target | Year 5 Actual |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Value-Added Impact Score | Value Added Impact Score | | | | | | | | | | |
| Beat the Odds (school-wide) measure | Beating the Odds | | | | | | | | | | |
| The Value-Added Impact Score and Beating the Odds were not calculated in SY20-SY22. | | | | | | | | | | | |

**Measure"d": Not be on the Turnaround Eligible Schools (TES) List published annually by the Governor's Office of Student Achievement or on the list of Tier II or Tier III schools published annually by GaDOE.**

**(The TES List is published annually by the Governor's Office of Student Achievement and on the list of Tier II and Tier III schools published annually by GaDOE.) https://gosa.georgia.gov/accountability/turnaround-eligible-schools-list**

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|
| Not on List | Not on List | Not on List | Not on List | |

**II. School Climate Performance Standard**

**Goal 2: During the last year of its prior charter term and in each year of its current charter contract term, the Charter School shall achieve a School Climate Star Rating of 4 or more stars.**

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|
| Achieve a rating of 4 or more Stars. | Achieve a rating of 4 or more Stars. | Achieve a rating of 4 or more Stars. | Achieve a rating of 4 or more Stars. | Achieve a rating of 4 or more Stars. |
| Two Stars | N/A | N/A | N/A | |

**III. Financial Performance Standards**

**(Financial Data can be found on the Georgia Department of Education's Financial Transparency Dashboard, which provides a high-level overview of district, and school-level finances. https://georgiainsights.gadoe.org/Dashboards/Pages/District-Financial-Information.aspx).**

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|

International Community School

Charter Renewal Petition - November 2023

| Goal 5: During each year of its charter contract term, the charter school shall achieve all six of the following financial performance standards (select responses from the drop-down list): | | | | | |
|---|---|---|---|---|---|
| a. Not be in default of loan or bond covenant(s) and/or is not delinquent with debt service payments. | Met | Met | Met | Met | |
| b. Achieve a Current Ratio (Working Capital Ratio) that is 1.0 or greater. | Met | Met | Met | Met | |
| c. Possess a Debt-to-Asset Ratio that is less than 95 percent. | Met | Met | Met | Met | |
| d. Unrestricted Days Cash (Total Expenses/365) that is greater than 45 days | Met | Met | Met | Met | |
| e. Financial Efficiency Rating is 4 Stars or above (select responses from the drop-down list) (The goal of the Financial Efficiency FESR star rating is to provide a comparison of district spending per student with overall academic performance. https://gosa.georgia.gov/accountability/financial-efficiency-star-rating). | Four Stars | N/A | N/A | N/A | |
| f. The charter school received and submitted to GaDOE by November 1 an annual independent audit with an opinion of the auditor as regards the accuracy of the charter school accounting records, financial position, change in financial position, compliance with rules of various governing entities, including GAGAS (Generally Accepted Government Auditing Standards (the "Yellow Book") or, for those schools not yet converted to GAGAS, compliance with GAAP (Generally Accepted Accounting Principles) and that includes: | Met | Met | Met | Met | |
| • An unmodified audit opinion; | Met | Met | Met | Met | |
| • An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; | Met | Met | Met | Met | |
| • An audit that does not include a going concern disclosure in the notes or an explanatory paragraph; and | Met | Met | Met | Met | |
| • No other adverse statement indicating noncompliance with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight. | Met | Met | Met | Met | |

| IV. Governance Performance Standards<br>Goal 4: During the last year of its prior charter term and in each year of its current charter contract term, the Charter School shall achieve all six of the following governance performance standards. | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| a. All governing board members complied with all applicable governance requirements, including policies relating to the Georgia Open Meetings Act and open records requirements. | Met | Met | Met | Met | |
| b. All governing board members attended all required training, including all training required for any new governing board members. | Met | Met | Met | Met | |
| c. The governing board met a minimum of seven (7) times. | Met | Met | Met | Met | |
| d. The governing board successfully implementation of the Teacher and Leader Keys Effectiveness System as verified by GaDOE. | Met | Met | Met | Met | |
| e. All governing board members acted in accordance with the Standards for Effective Governance of a Georgia Non-Profit School Governing Board as sworn to in the Legal Compliance Affidavit included in the Annual Report, and as evidenced by a lack of any evidence to the contrary received by GaDOE and the authorizing district(s). | Met | Met | Met | Met | |
| f. The governing board reflects the sociodemographic diversity of the community it serves. | Met | Met | Met | Met | |

| Goal 5: By the last year of the charter contract term, the Charter School shall implement all Essential or Innovative Features as defined in the charter contract in all material respects | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| a. The charter school shall implement an International Baccalaureate Primary Years Programme with a super diverse learning context. | Met | Met | Met | Met | |
| b. Multi-cultural family focused programming. | Met | Met | Met | Met | |
| c. Linguistically and culturally responsive pedagogy. | Met | Met | Met | Met | |
| d. Maintain its mission to serve a diverse community of children from local, refugee, and immigrant backgrounds by using a weighted lottery for English Language Learners. | Met | Met | Met | Met | |

| V. Legal Compliance Performance Standards (Please refer to your charter contract for the list of specific goals if different | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|

| from the goals listed below.) | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| Goal 6: During the last year of its prior charter term, the Charter School shall implement all legal requirements included in federal and state law, rules and regulations and in its charter in all material respects. | Met | Met | Met | Met | |
| Goal 7: During each year of its current charter contract term, the Charter School shall implement all legal requirements included in federal and state law, rules and regulations and in its charter in all material respects. | Met | Met | Met | Met | |
| Goal 8: During the last year of its prior charter term and its current charter term, the Charter School shall not do anything which results in GaDOE and the authorizing district(s) placing it on probation more than two times in a single school year (July 1 to June 30). | Met | Met | Met | Met | |
| Goal 9: During the last year of its prior charter term and its current charter term, the Charter School shall not do anything which results in GaDOE and the authorizing district(s) placing it on probation more than three times during its charter contract term. | Met | Met | Met | Met | |

# International Community School

# Charter Renewal Exhibit
# 6

# Board Training and Development

# Portions of This Exhibit are Not Available in Word Format

June 29, 2023

**To:** Georgia Department of Education, Charter Schools Division
International Community School Board

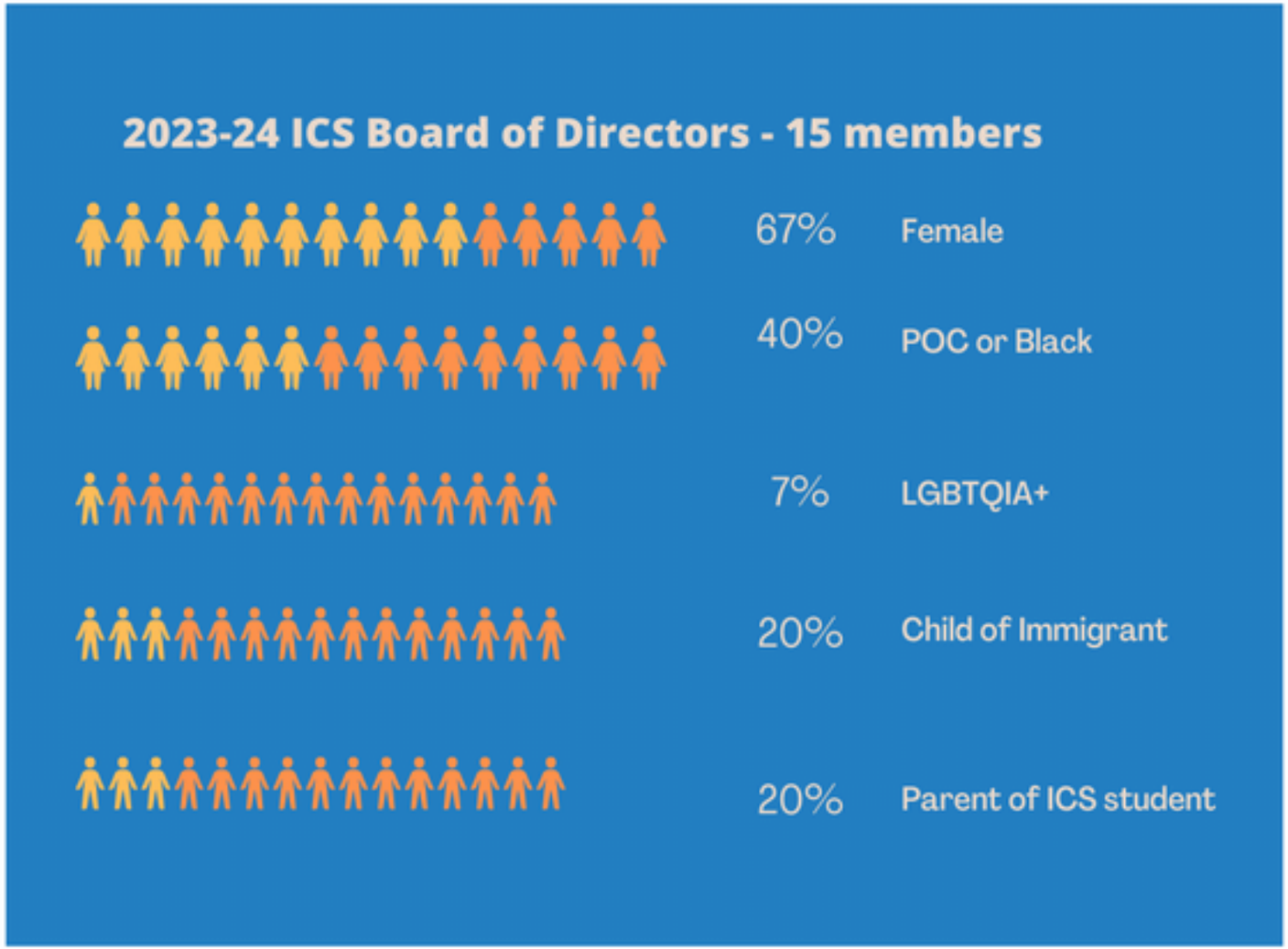
**Re:** FY23 Governance Training Completion Status for International Community School

This memo serves as formal verification that the individuals named in the following chart participated in the *FY23 Digital Governance Training Series* offered by Georgia Charter Schools Association. Each board member's hours of completed training are indicated under the corresponding topics of requirements. If you have any questions or need any additional information, please feel free to contact me at aclarke@gacharters.org.

Kind regards,

Georgia Charter Schools Association
Director of Training

| INTERNATIONAL COMMUNITY SCHOOL | | | | | *ALL MEMBERS* Whole Board Team Training | *EXISTING MEMBERS* Financial Governance | *NEW MEMBERS* Best Practices in Charter School Governance | *NEW MEMBERS * Financial Governance | *NEW MEMBERS * Funding & Budgeting | CHAIR | *ALL MEMBERS* Other Topics Aligned with SBOE Standards | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | REQUIRED HOURS | | 3 | 3 | 3 | 3 | 3 | | 3 | |
| | | | TRAINING DATE | | 11/19/2022 | | | | | | ELECTIVES | GCSA CONF |
| BOARD MEMBERS: | STATUS | ROLE | # OF HOURS REQUIRED | # OF HOURS COMPLETED | | | | | | | | |
| **Melissa Cantrell** (joined board August 2022) | New | Voting Member | 15 | 3 | 3 | | | | | | | |
| **Fran Carroll** | New | Ex-Officio | 15 | 18 | 3 | | 3 | 3 | 3 | | 1 | 5 |
| **Troy Covington** | Existing | Voting Member | 9 | 9 | 3 | 3 | | | | | 3 | |
| **Brittany Cunningham** | Existing | Voting Member | 9 | 12 | 3 | 3 | 3 | | | 2 | 1 | |
| **Xavier Flores** (joined board Jan 2023) | New | Voting Member | 15 | 5 | | | 3 | | | 2 | | |
| **Lexie Linger** (joined board Sept 2022) | New | Voting Member | 15 | 6 | 3 | | 3 | | | | | |
| **Bailey Maxwell** (joined board March 2022) | New | Voting Member | 15 | 15 | 3 | | 3 | 3 | 3 | 2 | 1 | |
| **Julie McFaddin** (joined board June 2022) | New | Voting Member | 15 | 16 | 3 | | 3 | 3 | 3 | 2 | 2 | |
| **Andy Navratil** | Existing | Voting Member | 9 | 9 | 3 | 3 | | | | | 3 | |
| **Natalie Olubuyide** | Existing | Voting Member | 9 | 9 | 3 | 3 | | | | | 3 | |
| **Ashley Perry** | Existing | Voting Member | 9 | 9 | 3 | 3 | | | | | 3 | |
| **Chanika Perry** | Existing | Chair | 9 | 14 | 3 | 3 | | | | 2 | 3 | 3 |
| **Chervickia Roberts** (joined board Sept 2022) | New | Voting Member | 15 | 5 | 3 | | | | | | 2 | |
| **Kyra Caldwell Templeton** (joined board June 2022) | New | Voting Member | 15 | 21 | 3 | 3 | 3 | 3 | 3 | | 6 | |


2023-24 ICS Board of Directors - 15 members
67%
Female
40%
POC or Black
7%
LGBTQIA+
20%
Child of Immigrant
20%
Parent of ICS student

# ICS Governing Board Demographic Survey

| Your gender | Your age | Your Race & Ethnicity | Do you identify as LGBTQIA+? | Do you identify as living with a disability? | Did you or your parents immigrate to the US? | Are you a parent or caregiver of a current ICS student? |
|---|---|---|---|---|---|---|
| Male | 20 to 30 | Black | No | No | No | No |
| Female | 30 to 40 | White | No | No | No | Yes |
| female | 40 to 50 | White | Yes | No | No | Yes |
| Female | 40 to 50 | Black; African-American | No | No | No | No |
| Male | 40 to 50 | white | No | No | No | No |
| Female | 40 to 50 | Black. Non-Hispanic. | No | No | No | No |
| Female | 40 to 50 | Black Not-Hispanic | No | No | No | No |
| Female | 40 to 50 | Caucasian | No | No | No | No |
| Female | 30 to 40 | White | No | No | No | No |
| Female | 40 to 50 | Black | No | No | No | No |
| Female | 40 to 50 | Black | No | No | Yes | No |
| Male | 30 to 40 | White non-Hispanic | No | No | No | No |
| Male | 40 to 50 | Caucasian | No | No | Yes | No |
| Male | 40 to 50 | White Hispanic | No | No | Yes | Yes |
| Female | 40 to 50 | white / American | No | No | No | No |

**Xavier P. Flores**
Atlanta, GA
Email: xavierf1@msn.com
Cell: (404) 913-9243

## LOAN ORIGINATOR

Highly qualified home finance expert offering more than 22 years of experience. Results-focused and effectual leader with a proven ability to maintain and grow portfolio. Successful in identifying opportunities for accelerated growth.

- Sales and Business Development
- Management
- Native Spanish, Fluent English
- Problem Solving
- B2B experience
- International Experience
- Contract and Price Negotiation
- Customer Relations
- Motivation and Leadership
- Excellent phone-sales skills
- Market development
- Networking

## PROFESSIONAL EXPERIENCE

**Mortgage Loan Originator** 2012-Current
*Homestar Financial Corporation*

- Prospecting the market for new clientele
- Serving the Hispanic market in GA
- Developing a new Hispanic portfolio of Realtors, and clients
- Negotiating and sell to clients directly, and through third parties
- Following up with current clients, and look for expansion opportunities

**Owner– Co Founder** 2010-2011
*X-acto Investments, LLC. – Tampa, FL*

- Match maker between International Investors, and target clientele
- Created a new portfolio of Spanish speaking clientele
- Worked closely with real estate wholesalers in the Tampa Bay area
- Created a non-traditional financing strategy for target clients
- Managed the properties, and services non-traditional loans for international clients

**Sales Associate** 2009-2010
*Realnet of Tampa Bay – Tampa, FL*

- Originated a new Spanish speaking clientele
- Prospected investors, national and international
- Marketed investment properties
- Spokesman for Realnet in SERIA meetings

**General Manager** 2009-2009
*NewSafe S.A. – Quito, Ecuador*

- Developed a whole new market in Ecuador South America
- Negotiated contracts with new prospecting clients B2B
- Worked closely and effectively with costumes, and freight companies (import and export)
- Established a niche in the Ecuadorian market
- Hired, and managed a sales team and work force of cold callers, installers, and mechanics
- Created an effective network with governmental entities, and corporate leaders

**Mortgage Broker** 2006-2009
*Net Rate Mortgage – Safety Harbor, FL*

- Built a new Spanish portfolio successfully
- Managed a team of account executives, and calling center
- Performed and reviewed loans approvals, credit checks, and closings
- Proficient in most of the LO programs (Genesis, Point, and Encompass)

**Branch Sales Manager** 2000-2006
*HSBC-Household Finance Corporation -- Tampa, FL*

- Managed branch growth from 35 million to 42 million worth, which lead to obtain the award of #1 BSM of the district. As well as several quarterly #1 Branch awards
- Managed branch growth from 40 million to 43 million worth
- Customer Service, Retaining and expanding relationships with existing clients
- Managed the whole branch operation
- Managed staff, hiring, selection, training and logistics
- Worked with administrative team and human resources to forecast staff needs
- Performed and reviewed loans approvals, credit checks
- Review customer complaints and initiate solutions in a timely and effective manner

**Sales and Leasing Closer** 1998-2000
*Troncalli Nissan – Atlanta, GA*

- Met with customers to determine their needs
- Provided advice on car selection and budget
- Closed my sales, and the struggling consultants'

## CERTIFICATIONS AND AWARDS

- Licensed Loan Originator (AL, TN, FL)
- Licensed Loan Originator License (GA) NMLS# 285704 GA Lic # 33022
- Licensed Real Estate Sales (FL) (Expired)
- Licensed Mortgage Broker (FL) Expired 2011.
- Credit Life and Credit Disability Insurance sales
- Branch Sales Manager of the district for year 2002 award by HFC
- Presidents Founders Counsel awarded to the top sales people of the Region
- #1 Branch Sales Manager Home and Auto, Insurance, and EZ-Pay Sales awarded several times
- H.R. Courses completed: Hiring; Motivation; Couching; Behavioral interviewing; DISC
- Sales Courses Completed: SPIN Sale; Needs-benefit sales; Presentation Sales; Phone Sales

*References upon request.*

# BAILEY INEZ MAXWELL, SHRM-SCP

BIM1013@gmail.com • 706.424.1302 • Atlanta, GA

| | | |
|---|---|---|
| DiSC Certified | Recruiting, Training, Development | Employee Relations |
| Diversity & Inclusion | Coaching Program Development | Events & Marketing |
| Communications | Leadership Development | Employee Engagement |

## PROFESSIONAL EXPERIENCE

BENNETT THRASHER, Atlanta, GA July 2012 – Present

**Diversity, Equity and Inclusion Leader**, *January 2023 – Present*

- Annual strategic planning and programming for Bennett Thrasher in pursuit of goals in 5-year DE&I strategic plan
- Lead role in executing on 5-year DE&I strategic plan including, but not limited to:
  - Internal and external communication on all DEI-related activity
  - Oversee company-wide DEI training programs and initiatives and work collaboratively with People Team/HRBP to implement activities
  - Initiate and nurture relationships with key stakeholders (e.g. Historically Black Colleges and Universities (HBCU's) and Minority Serving Institutions (MSI's)) and industry associations (e.g. NABA, AICPA) to enhance local and company-wide inclusion efforts
  - Work with groups across the firm to ensure business and supplier diversity
- Day to day oversight of Business Resource Groups (budget to actual, calendar plans for each month, assessment of events/activities, advisor to BRG Chairs on execution of plans, etc.)
- In collaboration with the CPO and the DE&I Partner Advisor, manage a DE&I budget with regular assessment of external sponsorships and related expenditures to ascertain return on investment
- Build relationships with and serve as a resource, mentor, advisor and diversity subject matter expert to the Firm's Partners and Associates

**Inclusion and Development Leader**, *December 2021 – Present*

- Set strategic plan for learning and development opportunities for all individuals at BT, while building out programming and executing based on diverse learning needs
- Collaboration with HR team to identify training and development needs by level, line of service, etc.
- Oversee company-wide DEI training programs and initiatives and work collaboratively with BT HR to implement activities
- Leading the HR team to think strategically about embedding DEI into all people-related activity (performance management, goals/metrics, advancement, retention, etc.)
- Work with TA team to review recruitment, retention and promotion data and set appropriate goals/targets
- In collaboration with recruiting team members, establish a strategic plan that outlines expectations/goals to broaden the firm's outreach to diverse, qualified candidates

**Manager, Organizational Development**, *July 2018 – December 2021*

- Establishing a learning model to support 300+ associate's needs while supporting the overall strategic plan of the firm
- Created and lead internal coaching program
- Responsible for all new hire orientations and onboarding
- Assisting in employee performance review process

**HR Generalist, Recruiter***, July 2015- July 2018*

- Led all experienced and campus recruiting and managed onboarding process for all new hires
- Led recruiting, increasing associates from 120 to 275 across five years while maintaining a <10% turnover rate
- Planned all firm events ranging in attendance from 100 to 500 people

**HR Coordinator, Campus Recruiter**, *July 2012 – July 2015*

- Managed the planning and execution as sole campus recruiter of activities including career fairs, presentations, socials
- Managed intern program, generally consisting of 20+ interns

**ADDITIONAL**

- **Bennett Thrasher Foundation |** President, *2016 – 2018* | Grants Chair, *2015 – 2016* | *Communications Chair* 2014 – 2015

UNIVERSITY OF GEORGIA, Athens, GA, **Bachelor of Arts in Journalism, Minor in Spanish** December 2009

SHRM-SCP June 2018

## COMMUNITY LEADERSHIP

International Community School Board of Directors | Vice- Chair, *2022 - Present* | Member, *2022- Present*

Women of UGA Leadership Council | President, *July 2019 – 2020* | VP, *2018 - 2019* | Member, *2017 – 2021*

## CLERKSHIP

**U.S. DISTRICT COURT FOR THE NORTHERN DISTRICT OF GEORGIA** Atlanta, GA
*Law Clerk, Honorable Mark H. Cohen* *October 2018 - present*

- Research and draft judicial opinions on dispositive motions in various areas of federal civil law.

## LEGAL EXPERIENCE

**U.S. ATTORNEY FOR THE NORTHERN DISTRICT OF GEORGIA** Atlanta, GA
*Legal Extern, National Security & Violent Crimes Section* *August 2017 – May 2018*

- Represented the government in arraignments, evidentiary and sentencing hearings, and pretrial conference.

**FULTON COUNTY MAGISTRATE COURT** Atlanta, GA
*Registered Neutral* *August 2017 – May 2018*

- Successfully facilitated over 80 landlord-tenant mediations in dispossessory court.

**U.S. DEPARTMENT OF JUSTICE, FEDERAL BUREAU OF PRISONS** Atlanta, GA
*Summer Law Intern (SLIP), Office of General Counsel* *June – August 2017*

- Analyzed 6 habeas petitions and wrote litigation reports for U.S. Attorneys across 3 federal judicial districts.

**U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS** Atlanta, GA
*Legal Intern* *May – August 2016*

- Gathered evidence and evaluating 13 school districts' compliance with consent agreements.

## OTHER WORK EXPERIENCE

**GEORGIA STATE UNIVERSITY COLLEGE OF LAW** Atlanta, GA
*Inaugural Student Director, Center for Access to Justice Pro Bono Program* *July 2017 – June 2018*

- Recruited and managed 66 students to contribute 816 pro bono hours with 5 legal services organizations.

**ACHIEVEMENT FIRST, AMISTAD ACADEMY MIDDLE SCHOOL** New Haven, CT
*Academic Dean – STEM (Science, Technology, Engineering, and Mathematics*) *2013 – 2015*

**TEACH FOR AMERICA** Miami, FL
*Director, Teaching & Learning / Program Director / Curriculum Coach / 4th–5th Grade Teacher* *2007 – 2013*

## EDUCATION

**GEORGIA STATE UNIVERSITY COLLEGE OF LAW** Atlanta, GA
**Juris Doctor, *Summa Cum Laude,* GPA: 4.03, Rank 2 of 163** *May 2018*

*Awards:* Order of the Coif, Pro Bono and Public Service Highest Distinction, Equal Justice Works 2018 Regional Public Interest Award; National Jurist 2018 Law Student of the Year; State Bar of Georgia Law School Excellence in Access to Justice Award; Georgia State University Public Service Award, Outer Barristers' Guild Award; 2017 Mockingbird Challenge National Trial Competition Champion; Outstanding Clinical Student Award

*Leadership:* Symposium Co-Editor, Law Review*;* Selected by university Provost as sole student representative on Law School Dean Search Committee; Vice-President, Public Interest Law Association

*Clinics:* Health Law Partnership Clinic; Represented domestic violence survivor at TPO hearing

**CARLETON COLLEGE** Northfield, MN
**Bachelor of Arts, *Magna Cum Laude*** *June 2007*

## ADDITIONAL INFORMATION

**Leadership**: Woodlands Garden Board of Directors, Decatur Historic Preservation Commission, State Bar YLD Public Interest Internship Committee Co-Chair, Atlanta Bar Association Public Interest Section Co-Chair
**Service**: Volunteer Decatur, Carleton Alumni Admissions Representative, Eagle Scout
**Interests**: Camping, hiking, gardening, hosting foreign exchange students, strategy board games, cooking, travel

**BRITTANY CUNNINGHAM**
770-714-5168 • brittanyncunningham1997@gmail.com

## EDUCATION

Georgia State University, Atlanta, Georgia (https://www.gsu.edu)
*Doctor of Philosophy in Educational Policy Studies with an emphasis on Research, Measurement, and Statistics, May 2019.*

Georgia State University, Atlanta, Georgia (https://www.gsu.edu)
*Master of Science in Management with an emphasis on Organizational Behavior and Development, May 2003.*

Emory University, Atlanta, Georgia (*http://www.emory.edu/home/index.html*)
*Bachelor of Business Administration with an emphasis on Accounting and Finance, May 1997.*

## CREDENTIALS

Educational Leadership - Tier II (Level 7), Georgia Professional Standards Commission.
*Endorsements:*

- Elementary Education (P-5)
- English for Speakers of Other Languages
- Middle Grades Education (4-8) Mathematics and Social Studies
- Gifted In-Field

## UNIVERSITY-LEVEL TEACHING

- Instructor, EDS 8834, *Representation and Analysis of Quantitative Data*, Piedmont College, Demorest, Georgia (2021)
- Guest Lecturer, *Promoting an Ethical Classroom and School Culture*, Clark Atlanta University College of Education, Atlanta, Georgia (2019)
- Guest Lecturer, *Meaningful Data Usage for School Leaders*. EDEL 685, Mercer University, Atlanta, Georgia (2019)
- Guest Lecturer, *School Culture and Data-Driven Instruction in Middle Schools*, EDUC 3350, Clayton State University, Morrow, GA (2011, 2012, 2013)

## PRESENTATIONS

- Video Panelist, *GaPSC Code of Ethics: Standard 10 and Implications for Educators*, Georgia Professional Standards Commission (October 2020)
- Session Presenter, *Coaching New Principals Towards "The Zone:" The Importance of Principal Induction and Individualized Supports*, to be presented at Institute for Education Innovation Spring Institute, New Orleans, Louisiana (May 2020, Conference Canceled)
- Paper Session Presenter, *Teacher Retention in PDS Schools of Graduates from Programs with Residency and Research Components*, to be presented at American Educational Research Association Annual Meeting, San Francisco, California (April 2020, Conference Canceled).
- Session Presenter, *Promoting an Ethical School Culture*, Georgia Professional Standards Commission Ethics Symposium, Macon, Georgia (2019).
- Session Presenter, *Making NAEP Meaningful in a TUDA District*. NSSC Assessment Literacy Workshop, Rockville, Maryland (2019).
- Webinar Presenter, *Central Office Systems Transition, Best Practices at the District Level*, Georgia Department of Education Assessment Division (2018).
- Session Presenter, *APS moving forward through prevention, practice, and policy*. National Association of State Directors of Teacher Education and Certification Professional Practices Institute, Portland, Maine (2018).

- Session Presenter, *APS moving forward through prevention, practice, and policy*. Georgia Professional Standards Commission Ethics Symposium, Macon, Georgia (2018).
- Session Panelist, *A passion for English language learners: An administrator's perspective*.
- Southeast Regional TESOL Conference, Atlanta, GA (2009).

## DISTRICT LEADERSHIP EXPERIENCES

***Atlanta Public Schools,*** Atlanta, Georgia (https://www.atlantapublicschools.us)
**Principal Coach**, July 2019-present
*Responsibilities*: Facilitates ongoing school and leader improvement via effective coaching practices, collaboration, and communication. Provides professional development and individual support to selected principals and school leadership teams. Collaborates with the Associate Superintendent for High Schools to ensure that support for school leaders is aligned, consistent and effective. Partners with principals to identify areas for growth. Supports leader capacity building by modeling effective leadership practices and providing leadership opportunities. Serves as a member of the district's aspiring leader interview panel. Manages district accreditation process. Provides oversight on the implementation of the high school AVID program as district AVID contact.

***Contributions:*** Supported five principals which resulted in increased levels of leadership team capacity, instructional and operational processes, data analysis, and implementation of the continual improvement cycle. Ensured the continued accreditation of all neighborhood and charter schools. Successfully managed five school accreditation visits. Participated as a team member in system-wide and school engagement visits.

**Director of Testing and Assessment**, November 2017-July 2019
*Responsibilities*: Manages and directs all functions related to the daily operation of the district-wide testing program for all students, providing a comprehensive vision of assessment for the district. Serves as a subject matter expert in assessment on district projects.Leads the Testing Center that houses, stores, compiles, and distributes all state-mandated and locally developed test materials. Facilitates the compilation and reporting of district-wide student achievement data. Conducts training on instruments and the interpretation of the results. Analyzes system and school level achievement data. Provides directions to school, division, and central office personnel in identifying data trends and formulating plans of action to yield improved student performance. Ensures compliance with all district, state, and federal testing and assessment guidelines and policies.

***Contributions:*** Supported principals, testing coordinators, and assistant testing coordinators at sixty-five neighborhood and fifteen charter schools. Led the district's transition to 100% online state assessment program administrations. Successfully managed two implementation cycles of NAEP, Georgia Milestones, Georgia Alternate Assessment, Georgia Kindergarten Inventory of Developing Skills, ACCESS for ELLs, district-level benchmarks, and district-wide universal screeners. Implemented focus groups to inform testing calendar and provide recommendations for improved processes and training. Ensured refinement of district and school-level processes and protocols.

## SCHOOL LEADERSHIP EXPERIENCES

***DeKalb County Schools,*** Stone Mountain, Georgia (https://www.dekalbschoolsga.org)
**Principal,** Druid Hills High School, July 2013-October 2017
*Responsibilities*: Served as the instructional and strategic leader of a diverse, urban high school. Created and maintained a positive, safe, and orderly learning environment. Recruited, developed, and evaluated faculty and staff. Managed school resources in accordance with the District's mission, goals and policies.

***Contributions:*** Provided direct leadership which resulted in an over twelve-point CCRPI increase for 2015 and an over three-point CCRPI increase for 2016. Graduation rate increase of at least two percent in 2014, 2015, and 2016. Four-star school climate rating in 2016. Reduced suspension rate by over five percent in 2016 and two percent in 2017. Increased stakeholder perception of school by two percent in 2016 and five percent in 2017.

**Principal,** Sequoyah Middle School, July 2009-June 2013
*Responsibilities*: Served as the instructional and strategic leader of a diverse, urban middle school. Created and maintained a positive, safe, and orderly learning environment. Recruited, developed, and evaluated faculty and staff. Managed school resources in accordance with the District's mission, goals and policies.

***Contributions:*** Recognized as a 2013 Title I School of Distinction; Recognized as a 2013 Georgia Reward School for Greatest Gains. Over five percent increase in CRCT Mathematics scores in 2010 and 2011. Steady increase in CRCT Reading/Language Arts scores in 2010 and 2011. Percentage of students earning at least one high school credit by the end of eighth grade increased by twelve percent in 2013.

**Assistant Principal,** Sequoyah Middle School, August 2006-June 2009
*Responsibilities*: Supported the principal as the instructional and strategic leader of a diverse, urban middle school. Maintained a positive, safe, and orderly learning environment. Developed and evaluated faculty and staff. Monitored and managed school resources in accordance with the District's mission, goals and policies.

***Contributions:*** Served as summer school site facilitator with responsibility for over 200 students from six middle schools. Increase in CRCT Mathematics scores in 2009 and 2008, with an increase of four percent in 2008. Increase in CRCT Reading/Language Arts in 2008 and 2009 with a ten percent increase in 2008. Reduction of students absent more than fifteen days of over seventeen percent in 2008 and four percent in 2009. Examined overall instructional and professional development programs. Guided staff in collecting, analyzing, and evaluating assessment information. Assisted principal developing the master schedule. Supervised school-wide standardized testing. Demonstrated the ability to communicate effectively with various stakeholders.

## CLASSROOM LEADERSHIP EXPERIENCES

***DeKalb County Schools,*** Stone Mountain, Georgia (https://www.dekalbschoolsga.org)
**Seventh Grade Mathematics and Social Studies Teacher,** Sequoyah Middle School, August 2004-May 2006
*Responsibilities*: Provided quality instruction and implemented the curriculum for assigned students. Established, fostered, facilitated and maintained a safe and secure classroom environment conducive to learning. Prepared lesson plans, instructional aids, and supplemental teaching materials. Participated in student development and achievement related conferences with students, families, staff, and administrators. Assessed, documented, and prepared reports such as achievement progress, grade and classroom performance, and attendance.

***Contributions:*** Represented school as Gifted Program Liaison. Facilitated professional development in differentiated instruction and strategies for teaching English for Speakers of Other Languages (ESOL). Monitored after-school tutorial program and morning/afternoon dismissal. Participated on Promotion and Retention and Discipline committees.

***Fulton County Schools,*** Atlanta, Georgia (https://www.fultonschools.org)

**Sixth and Seventh Grade Mathematics and Library Research Skills Teacher,** River Trail Middle School, August 2001-May 2004

*Responsibilities*: Provided instruction for students that enables them to learn and demonstrate mastery of the Georgia Performance Standards. Facilitated home school communication by holding conferences, telephoning, and sending written communications. Provided content related and appropriate instruction based on Fulton County's curriculum. Maintained a classroom environment that promoted active learning.

***Contributions:*** Conducted action research on student motivation. Led sessions on differentiated instruction and parent outreach. Worked on the Community Partners committee.

***Oakland Unified School District,*** Oakland, California (https://www.ousd.org)

**Sixth, Seventh, and Eighth Grade Mathematics and Science Teacher,** Cole Visual and Performing Arts Magnet, September 1999-June 2001

*Responsibilities*: Taught middle school students in accordance with the requirements of approved courses of study and at a rate and level commensurate with established expected student progress expectations, using adopted textbooks and other instructional materials authorized for such courses. Designed lessons and activities to engage students in cognitively challenging work aligned to standards. Promoted high levels of learning and student engagement. Closely monitored student learning to determine progressing toward learning objectives. Reflected on practice and student work to inform student feedback and future instruction.

***Contributions:*** Served as member of data collection and analysis team for the Immediate Intervention Underperforming Schools Program (II/USP). Provided school-wide leadership as Mathematics Department Chairperson. Coordinated school-wide programs for Project Successful Options for Academic Readiness (Project SOAR).

## RELATED EXPERIENCES

***Hitachi Data Systems,*** Santa Clara, California (https://www.hitachivantara.com/en-us/home.html)

**Risk and Treasury Analyst**, January 1998–August 1999

*Responsibilities*: Served as primary liaison to employees and insurance carriers regarding company policies and liability issues. Planned and organized daily and monthly activities of the Treasury. Analyzed department procedures to improve business practices and procedures**.** Participated in the development of disaster recovery processes for corporate headquarters. Served as the contact person with banks for daily business issues and problem resolution.

***Contributions:*** Key contributor to two successful corporate insurance renewals. Organized data for insurance renewals and operational audits. Ensured continuous accuracy of daily and weekly cash operations reports and global cash flow forecasts.

**Internal Auditor**, July 1997-December 1997

*Responsibilities*: Identified risks and assessed internal controls by identifying areas of non-compliance. Developed a deep understanding of organization objectives, structure, policies, processes, internal controls, and external regulations. Reviewed operations and observed physical inventories of key suppliers. Presented findings and results of projects to senior level management.

***Contributions:*** Presented analyses and recommendations to senior management that resulted in changes to standard operating procedures for the company's Latin American subsidiaries.

## PROFESSIONAL DEVELOPMENT

- NAESP Principal Mentor Certification Program Participant (2021)
- KIPP Leadership Development Fellowship Participant (2020-2021)
- Georgia School Superintendents Association District Office Professional Development Program Participant (2015).
- 2006 Fulbright Teacher International Professional Development Derby, United Kingdom (Program Participant)

## PROFESSIONAL LEADERSHIP AND SERVICE PROJECTS

- Member, Atlanta Public Schools Instructional Leadership Development Program Selection Committee (2020)
- Member, Atlanta Public Schools Whole-Child Supports Framework Taskforce (2020)
- Member, Atlanta Public Schools Aspiring Principal Program Selection Committee (2020)
- Member, Atlanta Public Schools Academic System Strategy Taskforce (2018-2019)
- Member, DeKalb County Schools District SACS accreditation Committee ( 2016-2017)
- Member, DeKalb County Schools District Field and Clinical Experience Committee (2014-2017)
- Member, DeKalb County Schools District Calendar Committee (2014-2015)
- Member, DeKalb County Schools District Response to Intervention Committee (2013-2017)
- Member, DeKalb County Schools District Summer Leadership Committee (2012)
- Member, DeKalb County Schools District Technology Committee (2010-2016)

## MEMBERSHIPS

- Georgia Association of Educational Leaders (2018-current)
- Georgia Assessment and Accountability Professionals (2018-current)
- Pi Lambda Theta (2011-current)
- American Educational Research Association (2008-current)
- Beta Gamma Sigma (2003-current)

## HONORS AND AWARDS

- 2017 DeKalb County School District Opening of Schools Convocation (Guest Speaker)
- 2016 DeKalb County School District Principal of the Year (recipient)

# CHERVICKIA ROBERTS

(C) 404-734-8301 • chervickia@gmail.com

**Experienced professional with over 15 years of Finance, budgeting, project management, strategy, and leadership expertise**

## CORE SKILLS AND EXPERTISE

- Direct involvement with the cash flow planning/management, foreign currency policy, and financial positioning of global organizations
- Recognized as a self-starter with strong business and financial acumen, excellent team-building and leadership qualities, and the ability to establish best practices for the development and execution of an organization's strategy
- Possess an excellent understanding of organizational objectives and a well-rounded business background (including Treasury, Corporate Finance, Management Consulting, and Investment Banking experience)
- Extensive contract and business negotiations experience
- Highly proficient in all Microsoft Office products (Excel, Word, PowerPoint, etc.) as well as Tableau, Alteryx, Quantum, Kyriba, TRAX, SGN Portal, SAP, Oracle, and Hyperion

## PROFESSIONAL EXPERIENCE

**DELTA AIR LINES** Atlanta, GA

***Senior Manager- Strategic Sourcing/Supply Chain Management*** *2020 to present*

- Develop financial forecasts, model business cases, and deliver strategic sourcing options for contract negotiations and process improvement opportunities
- Manage and influence the performance of a large (20+), diverse team (including an offshore team) to support business stakeholders and guarantee performance targets are surpassed
- Direct large projects and cultivate productive partnerships with domestic and international vendors

***Manager- Treasury*** *2015 to 2020*

- Managed Delta's daily cash operations and investment strategies for all domestic and foreign bank accounts, including managing daily liquidity targets
- Led Delta's cash management and banking teams of analysts and specialists
- Responsible for conducting monthly bank fee analysis
- Conducted invoice processing for payments to external and internal stakeholders
- Helped write FX white paper to identify foreign exchange (FX) hedging risks/opportunities
- Led credit management team for Delta's refinery (Monroe) and worked cohesively in a cross divisional setting to address the needs of Treasury, Legal, Risk Management, and Fuel
- Negotiated credit terms granted to Delta subsidiaries from $300M to over $3B within 12 months

***Project Leader- ACS Finance*** *2014 to 2015*

- Proficiently helped create a labor model for all domestic stations, streamlining a previously laborious process
- Adeptly worked with Airport Customer Service (ACS) leadership, Corporate Real Estate, and IT Finance to define business cases and analyze benefits for multiple projects, including new airport openings and RFID program rollouts

***Sr. MBA Associate- Treasury/Capital Markets*** *2013 to 2014*

- Helped create and implement a cash forecast model for Delta's MRO JV facility in Querétaro, Mexico
- Provided ad-hoc analysis for various projects including lease vs. buy analysis for Delta's fleet of aircraft
- Conducted month end debt compliance reporting, including quarterly covenant compliance reporting

- Created an in-depth analysis of Delta's complex portfolio of debt and leases that was used in meetings with the CEO, CFO, President, and Board of Directors

***MBA Associate- In Flight Service Finance*** *2012 to 2013*

- Effectively managed an $800M budget for the company's passenger service expenses
- Conducted monthly presentations to finance management team and business unit leadership to review prior month's financial results and ensure accurate tracking to budget
- Efficiently performed monthly accounting close analysis, weekly/monthly forecast analysis, and quarterly review analysis

**UNIPRO FOODSERVICE** Atlanta, GA

***Procurement Manager/ Financial Analyst*** *2007 to 2011*

- Successfully managed an $89M budget across 17 suppliers and served as liaison for the UniPro membership
- Worked with CEO, CFO, and HR to negotiate the company's health insurance policy during renewal time
- Performed detailed excel analytics to ensure monthly budget goals for volumetric/ tier growth programs were met
- Developed financial models to automate the budgeting & forecasting process for the logistics/transportation group

**PRICEWATERHOUSECOOPERS (PwC)** Chicago, IL

***Management Consultant (Analyst)*** *2005 to 2006*

- Effectively managed a $10M IT network infrastructure rollout across North America for a manufacturing company
- Analyzed and reported budgetary impact for an insurance company that directly affected the strategy for spending $7.6M across multiple organizational groups

## EDUCATION

**EMORY UNIVERSITY, GOIZUETA BUSINESS SCHOOL** Atlanta, GA

M.B.A., Finance *May 2012*

- Forté Fellow (Scholarship program targeting women with exemplary leadership and extensive volunteer experience)
- El Paso Scholar (Highly selective scholarship program given to only one individual per year at Emory)
- GALA Fellow (Leadership course culminating in a week-long sailing competition around the British Virgin Islands)
- Board Fellow (Board Member for Women of Gilgal)
- Business Manager (The Emory Wheel Newspaper)
- VP of Marketing for Goizueta Black MBA Association

**HOWARD UNIVERSITY** Washington, DC

B.B.A., Finance *May 2005*

- National Merit Scholar; Beta Gamma Sigma
- Business Manager (The Hilltop Newspaper)
- First Vice President of Alpha Chapter, Delta Sigma Theta Sorority, Inc
- Study Abroad (Seville, Spain)

## ADDITIONAL INFORMATION

- Undergraduate Internships at Merrill Lynch & JP Morgan Investment Banks
- Member of the National Finance Committee of Delta Sigma Theta Sorority, Inc (2004-2006)
- Mentor with Big Brothers Big Sisters of Metro Atlanta (2014-2019)
- United Way VIP program graduate (2020)

# NATALIE OLUBUYIDE

+1 678-613-7967
Natalie.Olubuyide.wg13@wharton.upenn.edu
Marietta, GA
https://www.linkedin.com/in/natalie-smith-olubuyide-0a951a5/

## EDUCATION

**MASTER OF EDUCATION LEADERSHIP**
The Broad Center,
Los Angeles, CA
2018-2020

**MASTER OF BUSINESS ADMINISTRATION /STRATEGY & FINANCE**
The Wharton School at University of Pennsylvania,
2011 - 2013

**MASTER OF ENGINEERING/ BACHELOR OF SCIENCE/ ELECTRICAL ENGINEERING & COMPUTER SCIENCE**
The Massachusetts Institute of Technology,
1996 – 2001

## PROFESSIONAL SKILLS

Strategic Planning & Framing
Cross-Divisional Collaboration
Change Management
Talent Strategy
Program Management
Organizational Planning
Business Intelligence
Design Thinking
Systems & Analytical Thinking
Team Leadership
Executive Presentations
Translating Strategy into Metrics
Finance, Budgeting and Planning
Enterprise System Management
Communication

## PROFESSIONAL PROFILE

Senior level leader of 15+ years that has a demonstrated history of transforming large and small organizations in both the non-profit and for-profit sectors. As a leader I prioritize empowering team members, creating a collaborative environment, and providing a clear vison to focus action. As a business and organizational strategist, I use a holistic strategic and analytical approach to guide mission-driven organizations and their executives to transform and impact their most valued communities.

## EXPERIENCE

**SENIOR DIRECTOR OF STRATEGY, EQUITY, & ACCOUNTABILITY**
The Kindezi Schools / Atlanta, GA / Aug. 2018 – Present

- Leading Kindezi's strategic planning process driven by needs assessments and trend analysis to focus on implementing change in the critical areas of ineffectiveness at Kindezi - including employee pain points
- Spearheaded creation of a system and culture of data transformation into actionable intelligence at all levels of the Kindezi organization that was previously non-existent, via cross divisional-training and capacity building
  - 68% more senior leaders reported having access to data needed for decisions than prior year, and 36% more used data in decision making
- Managed and sourced vendor implementation of enterprise wide business technology transformation – led a team of 30+ people across organizations to implement a sustainable database solution, impacting over 1000+ individuals and removing leadership barriers to data access across the org.
  - 100% adoption of technology platform by school instructional staff
- Creating framework for an equitable performance management system based on key performance indicators grounded in Kindezi vision that enables autonomy and innovation and focuses on employee growth through coaching. Continue to partner with Chief Talent officer on organizations talent management strategy.
- Primary authority on Exec. Team promoting strategic decision making/planning

**PROJECT MANAGER – LATIN NETWORK PLANNING**
Delta Air Lines / Atlanta, GA / Jan 2017- Jul. 2018

- Created business case to launch new markets worth over $400M - drove cross-divisional analysis of market opportunity and presentation of business case to Delta's president, and operationalized market launch
- Managed Caribbean/South American markets worth over $1B, driving profitability through efficiently allocating fleet assets for operational planning – by identifying opportunities via analysis of fleet usage trends and mkt. gaps
- Led ongoing cross-divisional partnership to adjust product supply in dynamic market conditions and troubleshoot market operational and policy issues.

**PROJECT MANAGER – LONG TERM NETWORK STRATEGY**
Delta Air Lines / Atlanta, GA / Sep 2015 – Jan 2017

- Performed and presented analysis to Delta board and senior executives focused on economic trends and competitive positioning to highlight opportunities for new revenue in Focus city markets worth $1.3B. Initiatives are now part of Delta's long-term strategy
- Led new market launch planning of focus city initiative across all commercial divisions (Sales, Marketing, Revenue Management, and Network Strategy) on behalf of Delta's president.
- Led women's network in creating improved framework enabling greater career advancement and broadening cross divisional relationships

**SR ASSOCIATE - SALES FINANCE– LEADERSHIP DEVELOPMENT PROGRAM**
Delta Air Lines / Atlanta, GA / Jul. 2014 – Sep. 2015

- Managed $500M global commission budget and developed operating plan during dynamic exchange rate environment
- Developed framework to increase sales and finance collaboration, providing earlier insight into shifting commission trends

# NATALIE OLUBUYIDE

## TECHNICAL SKILLS

Data Analytics

Financial Modeling

Microsoft Excel - Advanced

Google Office Suite

Data Visualization & Extraction:
Tableau, Power BI, SQL

Data Analysis:
Hyperion, Essbase, RPAD, Diio, PRISM, Smart View, PRiSM statistics program

Programming:
C++, Java, Matlab

ED Tech Software:
Illuminate, Whetstone, NWEA, Kickboard, DESSA, Panorama. I-Ready, Moby-Max, Freckle, STEP

## AWARDS & MEMBERSHIPS

Exceptional Wharton Women in Business Award

Broad Education Leadership Fellow

Wharton Mellon Fellowship

Youth Build Philadelphia Board Member

Wharton's Director's List

Management Leadership for Tomorrow Fellow

Net Impact

Say Yes to Education Tutor

National Society of Black Engineers (NSBE)

Society of Women Engineers

## EXPERIENCE -CONTINUED-

### SR ASSOCIATE-SALES FINANCE–LEADERSHIP DEVELOPMENT PROGRAM

- Consolidated finance and sales knowledge to identify and implement a system that improved Delta -Joint Venture accountability

### ASSOCIATE – FUEL FINANCE– LEADERSHIP DEVELOPMENT PROGRAM

Delta Air Lines / Atlanta, GA / Sep. 2013- Jul. 2014

- Managed fuel forecasts (impacting $12B in annual expenses), and developed $70M fuel saving initiative
- Created quarterly benchmarking summary to advise senior management on Delta's fuel price relative to competitors – highlighting key drivers for differences that allowed leaders to identify cost saving opportunities for Delta's largest cost line item

### MBA INTERN - FINANCE LEADERSHIP DEVELOPMENT PROGRAM

Johnson & Johnson / Skillman, NJ / Jun. 2012 – Aug. 2012

- Developed and obtained alignment on Global Sales hurdles to drive product collaboration across all 4 Global regions and greater sales growth for new products in $6B Skin Care & Baby Franchises
- Institutionalized valuation model for Global Skin Care team, providing management tool for prioritizing product initiatives
- Developed business value indicators and created associated scorecard to communicate impact of J&J Sustainability goals
- Created methodology and obtained alignment to integrate accountability metrics into new product development process

### APPLIED RESEARCH ENGINEER

St. Jude Medical / Plano, TX / Jun. 2007- Sep. 2010

- Successfully managed interdisciplinary teams in assessment of new technologies, clinical indications, and product applications
- Achieved $500K/project savings by establishing new process for transitioning modified products to the clinical trial stage

## ADDITIONAL EXPERIENCE

### ENGINEERING CONSULTANT

St. Jude Medical / Plano, TX / 2011

### FOUNDING PARTNER

Olubuyide Property Management / Boston, MA / 2004-2014

### SENIOR IMAGING ENGINEER/CONSULTANT

VisEn Medical (now Perkin Elmer) / Woburn, MA / 2004-2007

### SYSTEMS ENGINEER

Raytheon / Bedford, MA / 2001-2004

## ORGANIZATIONAL LEADERSHIP

### CO-CHAIR – DELTA WOMEN'S NETWORK INITIATIVE

Atlanta, Ga / 2016-2018

### PRESIDENT & CONFERENCE CHAIR – CARIBBEAN BUSINESS INITIATIVE

Philadelphia, PA / 2012-2013

- Created vision for Caribbean business conference in Jamaica and operationalized conference program that attracted 100+ government officials and business leaders across the Caribbean diaspora

### DIRECTOR OF FINANCE – WHARTON INT'L VOLUNTEER PROGRAM

Philadelphia, PA / 2012-2013

### CHAPTER PROGRAM'S CHAIR – NSBE MIT

Cambridge, Ma / 1998-1998

### PRE-COLLEGE INITATIVE PROGRAM'S CHAIR – NSBE MIT

Cambridge, Ma / 1997-1998

# Jonah Lacey Bushell (he, him, his)

2377 Tiffany Place• Decatur, Georgia 30035 • jonahlbushell@gmail.com • (770) 743-8940

## EDUCATION

**University of West Georgia Carrollton, GA**
Master of Science, Kinesiology; Sport Management May 2021
Capstone Project: Increasing the Odds of Success Amongst Student- Athletes

**Alcorn State University Lorman, MS**
Bachelor of Science, Sport Management May 2019
Review of Literature: Bankruptcy in Professional Sports

## SKILLS

**Technical:** Microsoft Office, Adobe Creative Cloud, Google Workspace, Stat Crew
**Social Media:** Instagram, Twitter, Facebook, Snapchat, TikTok
**Soft Skills:** Teamwork, Leadership/ Management, Adaptability, Communication, Problem solver, Pertinent

## Professional Experience

**University of Georgia** **Atlanta, GA**
**Asst. Director of Admissions for Community Based Orgs.** March 2023- Present

- Develop and manage a comprehensive strategy of engagement with educational and community leaders across the state of Georgia.
- Effectively facilitate and promote campus relationships with both university stakeholders and stakeholders from community based organizations.
- Foster a meaningful presence with campus partners and understanding of campus culture, in order to effectively advocate for the UGA community in recruitment settings.
- Develop and manage a realistic budget conducive to hosting an annual events the provide resources to external partners and other community based organizations
- Dissect data and metrics of event success to effectively transcend recurring events

**C5 Georgia Youth Foundation** **Atlanta, GA**
**College and Career Program Director/ Asst. Camp Director** August 2019- Present

- Design and execute comprehensive curriculum during signature summer experiences and year-round events, to guide students to academic success, promoting a 100% high school graduation and college acceptance rate
- Hire and lead a camp of 30+ seasonal staff members, as they guide students into their summer leadership explorations.
- Train and supervise the entire seasonal staff to ensure to deliver a quality experience aligned with C5 objectives and program outcomes, by mastering facilitation of the experiential learning cycle
- Develop and manage a realistic budget conducive to hosting an annual weeklong college tour that is designed, planned, and implemented by students, under my direct supervision
- Construct quality data and metrics of program success and report findings to the development team to increase funding and marketability
- Since accepting this position in 2020, over 120 students under my tutelage have received college acceptances, institutional scholarships, and national scholarship awards. This includes 7 Posse Scholars, 11 Questbridge scholars, 2 Horatio Alger Scholarship recipients, 1 Gates Millenium Scholar, and 1 Jack Kent Cooke Scholarship recipient.

**City Gear**

**Atlanta, GA**

**Store Manager**

May 2020- October 2021

- Enforced, conveyed, and upheld City Gear's policies, goals, and standard to the store's staff, while maintaining responsibility of store's sales efforts and supervising the store's overall operation to ensure the efficiency of a $2.5 million location
- Cultivated a team of outstanding Sales Associates, Assistant Managers, and Managers in Training, by mentoring and motivating the entire staff
- Engineered social media presence by utilizing creative and relevant content, which surged a consistent monthly sales increase of 8-10%
- Provided quality customer service while inspiring staff to work with a similar energy and tenacity

**Alcorn State University Athletics**
**Lorman, MS**
**Assistant to the Athletic Directors** December 2015- May 2019

- Designed and managed content on official Alcorn Athletics social media sites, to increase university athletics following and appeal to a younger audience (Instagram, Twitter, Facebook, etc.)
- Compiled statistics and published detailed post- game articles for all 15 NCAA Division 1 sports at the university.
- Established and fostered relationships with student- athletes, coaches and staff, and sports reporters from the local media outlets.
- Enhanced and maintained public relations initiatives that engaged students, alumni, fans and sponsors.

## Internship & Volunteer Experience

**Coca- Cola United Bottling Company** **Baton Rouge, LA**

**Paid Intern**

July 2019– August 2019

- Identified a target market and analyzed their practices and habits to enhance company awareness in order to effectively increase sales
- Composed a rubric to ensure future internship cohorts are gaining relevant on the job knowledge of a growing industry
- Gained a knowledge of etiquette and soft skills conducive to success in corporate America

**Ambassadors for Christ Food Pantry** **Stockbridge, GA**

**Volunteer**

February 2020 – Present

- Established a culture of having men in the community volunteer every Friday, increased weekly volunteer count by 220%
- Quantified the amount of community members served to efficiently calculate data for grant writing and fundraising

## Additional Interests

Sports, Sneakers and Fashion, Philanthropy/ Social responsibility, Popular Culture

# JOSHUA A. MAYES

## EXPERIENCE

**2021-Present Robbins Alloy Belinfante Littlefield, LLC Atlanta, GA**

*Partner*

- Obtained receiver over medical services organization on behalf of the owner of the nation's largest burn center. Obtained a favorable settlement for client with a majority of interested parties after mediation. *Medical Collection Systems, Inc. v. Burn and Reconstructive Centers of America, LLC* (Richmond Superior)
- Obtained expedited discovery and a receiver in a private investment fraud case. Motion for summary judgment pending. *Kiser v. Dentcorp, et al.* (Fulton Superior)
- Obtained $1.4 million settlement, without filing suit, on behalf of offshore investment fund manager whose funds were being held hostage by offshore broker dealer
- Obtained $1.3 million settlement, without filing suit, on behalf of an angel investor who invested $150,000 in a SAAS startup
- Obtained $500,000 settlement, without filing suit, on behalf of the founder and CEO of a technology company who a venture capitalist attempted to squeeze out of the business.
- Obtained $517,000 settlement, without filing suit, on behalf of a victim who invested $300,000 in a fraudulent business
- Obtained $300,000 settlement, without filing suit, on behalf of the founders of a SAAS startup service provider whose partner refused to honor the terms of their agreement
- Obtained $105,000 settlement, without filing suit, on behalf of a co-founder of a local food festival when purchaser of the festival refused to honor the terms of their agreement
- Represented individual in insider trading investigation by the SEC. No Wells notice issued or charges filed to date
- Currently represents individual accused of participation in a computer hacking "pump-and-dump" conspiracy in parallel criminal and civil actions brought by the USAO and SEC. *United States v. Merani* (N.D. Ga.);*SEC v. Merani* (N.D. Ga.)
- Successfully moved to dismiss the majority of claims in an action alleging client committed numerous various securities law violations. Negotiated a favorable settlement for client. *Lapidot v. Honan* (Fulton Superior)
- Filed suit on behalf of M&A broker whose client refused to pay his commission, alleging that the contract violated the securities laws. Defeated motion to dismiss and obtained favorable settlement for client. *Cliff Company, Inc. v. Performance Rehab, Inc.* (N.D. Fla.)
- Represented multiple individuals and entities responding to subpoenas issued by the enforcement divisions of the SEC and CFTC
- Currently represents the plaintiff in a high-dollar, private antitrust lawsuit involving claims of monopolization, negative tying and bad-faith assertion of trade secrets. Obtained dismissal of the defendant's counterclaim, which they declined to amend. *Lucasys v. Powerplan* (N.D. Ga.)

**2013-2021 United States Securities & Exchange Commission Atlanta, GA**

*Senior Trial Counsel*

- Obtained an asset freeze and receiver in a Ponzi scheme case. *SEC v. Woods* (N.D. Ga.)

- Obtained a verdict against all defendants after a four-day bench trial in a cherry picking case. *SEC v. World Tree Financial* (W.D. La.)
- Investigated and obtained favorable settlements from all defendants in a Ponzi scheme involving hundreds of millions of dollars' worth of transactions per month. Coordinated with state authorities for a creative resolution that preserved key assets for defrauded investors. *SEC v. Ray* (D. Col.)
- Obtained an order appointing a receiver over an investment adviser who made material representations to investors in a fund controlled by the adviser. *SEC v. Meyer* (N.D. Ga.)
- Investigated an investment adviser who was stealing investor funds. Obtained a temporary restraining order that was later converted to a preliminary injunction. Subsequently obtained a default judgment against the adviser and his firm. *SEC v. Kelly* (N.D. Ga.)
- Obtained summary judgment against an attorney who defrauded multiple high-net-worth individuals out of millions of dollars. *SEC v. Watkins* (N.D. Ga.)
- Obtained summary judgment against the former chief accounting officer of a public company accused of a multi-year accounting fraud. *SEC v. Rand* (N.D. Ga.)
- After a multi-day trial, obtained a favorable jury verdict in an insider trading case. Negotiated favorable settlements with several of the other defendants before trial. *SEC v. Doffing* (N.D. Ga.)
- Investigated an investment adviser who used a complicated options-trading system to collect unearned fees. Obtained a seven-figure settlement of the resulting district court action near the end of discovery. *SEC v. Hope Advisors* (N.D. Ga.)
- Obtained summary disposition in a contested, follow-on administrative proceeding against an investment adviser who diverted client funds to his other businesses. *In re Bernath* (SEC). Conducted an evidentiary hearing on the Commission's request for remedies in the related civil case, ultimately obtaining a multi-million dollar judgment. *SEC v. Bernath* (W.D.N.C.)
- After an eight-day trial, obtained a favorable jury verdict in a circumstantial-evidence insider trading case. *SEC v. Jacobs* (N.D. Ohio.)
- Investigated a complicated offering fraud and Ponzi scheme involving viatical settlements and sub-prime auto loans. Obtained a favorable ruling on a motion seeking the appointment of a receiver following a two-day evidentiary hearing. Obtained favorable settlement for client. *SEC v. Torchia* (N.D. Ga.)
- Investigated the first enforcement case against a political intelligence investment adviser firm. Successfully negotiated a settlement with the subject firm. *In re Marwood Group* (SEC.)
- Negotiated the settlement and disposition of a circumstantial-evidence insider trading case against a prominent local businessman and his close friend. *SEC v. Arrowood* (N.D. Ga.)
- Obtained an asset freeze and a receiver after a contested evidentiary hearing in an offering-fraud case. Obtained summary judgment against the individual primarily responsible for the fraud. *SEC v. Detroit Memorial Partners* (N.D. Ga.)
- Managed the distribution of a multi-million dollar fund obtained in an international insider trading case, including successfully proposing a distribution plan to the Court. *SEC v. Condroyer* (N.D. Ga.).
- Obtained summary disposition in a contested 102(e) proceeding against an accountant, which the Commission affirmed on appeal. *In re Melvin* (SEC.)

**2005-2012 Sutherland Asbill & Brennan Atlanta, GA**

*Associate*

- Successfully defended the State of Missouri during an eight-week trial challenging the adequacy of the state's school funding system.

- Represented the State of Georgia in defense of a billion-dollar school funding lawsuit that the plaintiffs dismissed on the eve of trial.
- Successfully prosecuted, as lead trial counsel, multiple commercial arbitrations resulting in six- and seven-figure awards in a client's favor.
- Obtained, after a two-day evidentiary hearing, a preliminary injunction preventing a client's former business partner from competing with the client's business.
- Took and defended more than fifty depositions, including those of key fact and expert witnesses.
- Represented big-four accounting firms and Amlaw-100 law firms in malpractice and fraud cases.
- Represented officers and directors in shareholder derivative suits and adversary proceedings brought by bankruptcy trustees.
- Represented clients in antitrust investigations of mergers in various industries, including energy and building materials.
- Represented insurance companies, accounting firms, and other clients in fraud, securities and antitrust class-action lawsuits.
- Represented atlanta-area charter schools in a wide variety of matters, including filing suit against their authorizing school districts for illegally underfunding the schools.
- Represented a large metropolitan school district in a wide variety of matters related to charter schools, alleged corruption, open records act compliance, accreditation and other special matters.

**2003-2005** **Hon. Karen J. Williams (4th Cir.)** **Orangeburg, SC**
*Law Clerk*

## *EDUCATION*

**2000-2003** **Cornell Law School** **Ithaca, NY**
- J.D., magna cum laude
- Order of the Coif
- Symposium Editor, Cornell Law Review

**1996-1999** **College of Charleston** **Charleston, SC**
- B.A., cum laude

# Lexie L. Linger

407.221.4818 | lexie.linger@gmail.com

## Qualifications

- 8 years' experience studying and working with nonprofits, including refugee services
- Certified mediator trained in conflict management and cross-cultural communication techniques
- Current parent of ICS student (rising first grader)

## Work Experience

### Successful Nonprofits® – Atlanta, GA

Consultant – March 2020-Current

- Conduct strategic planning projects including research, facilitating meetings, and drafting the final plan
- Support other practice projects as needed, including Board development and recruitment
- Manage all content production including producing the Successful Nonprofits® Podcast and writing blog posts and social media posts
- Supervise contractors

### New American Pathways – Atlanta, GA

Special Events Contractor – June 2016-November 2016

- Trained and supervised 12 volunteers to run registration and check out services
- Managed payments, guest lists, table assignments, name tags, thank you letters, and logos for 45 individual and corporate sponsors
- Coordinated personalized invitations to 69 VIP individuals and thank you letters and receipts to over 200 guests, donors, and sponsors
- Secured in-kind donations, including the volunteers' meal and the signature cocktail
- Assisted with final event logistics including set up, updating presentation PowerPoints, delivering vendor payments and supplies, and printing signage

Community Engagement Coordinator – August 2014-December 2015

- Designed and implemented a nonprofit leadership training program that connected refugee and immigrant-led nonprofit leaders with resources to advance their organizations' goals and missions
- Coordinated 16 nonprofit trainings and consultations serving 64 community leaders
- Managed the development of, and made regular updates to, the New American Network, the first comprehensive, online refugee resource guide in the community
- Started and edited a weekly email newsletter that reached over 100 refugee community leaders and members

Community Engagement Assistant – February-August 2014

- Wrote and distributed the *DeKalb County Resource Guide: A Guide to Refugee Friendly Resources*
- Coordinated community-wide educational events on a variety of topics ranging from nonprofit board development to lead safety

Lead Teacher – October 2013-May 2014

- Supervised 15 students, 6 volunteers, and 1 staff member at a refugee kindergarten/first-grade afterschool program
- Designed and implemented volunteer appreciation activities

## Community Service

**New American Pathways – Atlanta, GA**
English at Home Volunteer – November 2016-March 2017
- Provided in-home ESL tutoring and other adjustment support as needed

**K.D. Moore Community Center – Clarkston, GA**
Board Member – August 2016-June 2017

**International Rescue Committee – Seattle, WA**
Family Mentor – February-September 2013
- Provided in-home cultural orientation, job/college coaching, and ESL tutoring

**Outdoor Youth Connections – Seattle, WA**
Special Event Intern – February 2013-September 2013
- Supported staff with an annual wine tasting fundraiser, raising over $6,000, via securing in-kind donations for a silent auction, designing the event program, and setting up

**Karenni Refugee Committee – DohKetha, Thailand**
Administrative Intern – September-October 2012
- Developed the Committee's first social media outlet on Facebook and trained staff to maintain it
- Offered administrative assistance to staff such as writing grants and drafting the annual report

## Professional Development

**Georgia Center for Nonprofits – Atlanta, GA**
Certificate of Supervision and Management – Completed July 2015

**Georgia Center for Nonprofits – Atlanta, GA**
Certificate of Nonprofit Leadership – Completed May 2015

**CDF – Clarkston, GA**
Community Development Training – Completed 2014

**Mental Health First Aid – Atlanta, GA**
Mental Health First Aid – Completed August 2014

**University College of Professional and Continuing Studies – Denver, CO**
40 Hour Professional Mediation Training – Completed January 2012

## Education

**University of Denver – Denver, CO**
Master's in International Human Rights – September 2010-March 2012
*Minors in Non-profit Management & Conflict Resolution*

**University of North Florida – Jacksonville, FL**
Bachelor's in Philosophy – August 2005-December 2008
*Minor in International Studies*

**Julie Elizabeth McFaddin**
1409 Oldfield Road
Decatur, GA 30030
Home: 404.993.8052
Work: 404.370.4440
jmcfaddin@csdecatur.net

**Education:**

Georgia State University
Ed.D in Curriculum and Instruction, May 2018

Kennesaw State University
Masters of Adolescent Education, December 2007
Concentration: Middle Grade Mathematics

Clemson University
Bachelor of Arts, May 1998
Major: Elementary Education

**Teaching Certificate:** State of Georgia: #442475
Middle Grades (4-8): Math, Science, Language Arts, and Social Studies
Early Childhood (K-3)
Gifted Endorsement
K-5 Mathematics Endorsement
MTSS Endorsement

**Educational Leadership Experience:**

**7/2022-present** **Instructional Coach/IB Coordinator**
Beacon Hill Middle School
City Schools of Decatur Decatur, GA

**7/2020-5/2022** **Director of Math and Science**
City Schools of Decatur Decatur, GA

**7/2017-6/2020** **Instructional Coach/IB Coordinator**
Fifth Ave. ⅘ Academy
Talley Street Upper Elementary
City Schools of Decatur Decatur, GA

**Teaching Experience:**

**8/2011-6/2017** **Fifth Grade Teacher**
Fifth Ave. 4/5 Academy Decatur, GA
City Schools of Decatur

**1/2011-5/2011** **Middle Grades Math Enrichment Teacher**
Hull Middle School Duluth, GA

| | | |
|---|---|---|
| | Gwinnett County Schools | |
| **6/2008-5/2010** | **Fifth Grade Teacher** | |
| | Rockbridge Elementary School | Decatur, GA |
| | Dekalb County Schools | |
| **8/2006-6/2008** | **Third Grade Teacher** | |
| | Forrest Hills Elementary School | Decatur, GA |
| | Dekalb County Schools | |
| **8/2005-8/2006** | **EIP Math Teacher** | |
| | Forrest Hills Elementary School | Decatur, GA |
| | Dekalb County Schools | |
| **4/2001-8/2006** | **Fifth Grade Math Teacher** | |
| | Glen Haven Elementary School | Decatur, GA |
| | Dekalb County Schools | |
| **8/1999-7/2000** | **Fifth Grade Teacher** | |
| | North Cove Elementary School | Marion, NC |
| | Marion County Schools | |
| **1/1998-7/1999** | **Sixth Grade Reading Teacher** | |
| | South Middle School | Lancaster, SC |
| | Lancaster County Schools | |

**Related Work Experience:**

| | | |
|---|---|---|
| **8/2018-5/2020** | **Part-Time Graduate Instructor** | |
| | Georgia State University | Atlanta, GA |
| | Courses: | |
| | Elementary Mathematics in Dual Language Immersion Setting (ECEE 4397/7397) | |
| | Mathematics Curriculum in the Early Childhood Classroom (ECE 7400) | |
| **5/2010-8/2011** | **Mathematics Educational Consultant** | |
| | Evans Newton Incorporated | Scottsdale, AZ |
| **8/2004-8/2007** | **Math/Reading Tutor** | |
| | Sylvan Learning Center (Toco Hills) | Atlanta, GA |
| **8/2000-4/2001** | **Site Coordinator for After-school/Summer Camp** | |
| | City of Decatur Recreation Department | Decatur, GA |

**Personal Interests:** Reading, music, hiking, camping, running, and travel

**References:**

| | |
|---|---|
| Derrick Thomas<br>404.370.4440 | Current Supervisor |
| Karen Newton<br>404.371.6680 | Former Supervising Principal |
| Billy Heaton | Former Supervising Principal |

470.283.7340

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Smyrna, Georgia 30082

Primary Phone: 770 940 2739
kyracaldwell82@gmail.com

# Kyra M. Caldwell Templeton, Ph.D.

**Education:**

| | | |
|---|---|---|
| Mercer University<br>Ph.D. in Curriculum and Instruction<br>GPA: 4.0 | 2013-2017 | Macon, GA |
| Georgia State University<br>M.A.T., English Education, 6-12<br>GPA: 3.8 | 2008-2009 | Atlanta, GA |
| Capella University<br>M.Ed., Post-Secondary Education<br>GPA: 3.9 | 2004-2005 | Minneapolis, MN |
| Spelman College<br>B.A., English<br>GPA: 3.4, Cum Laude | 2000-2003 | Atlanta, GA |

**Licenses and Certifications:**

Georgia Department of Education Clear-Renewable Teaching Certificate, #739680
SRS – Curriculum and Instruction
SRT – English (6-12)
SRT - Gifted In-Field
C – Clearance Certificate

Georgia Department of Education - Teacher Keys Effectiveness System (TKES)
Credentialed, September 2022

Sheltered Instruction Observation Protocol (SIOP) Certified, December 2019

**Experience:**

*Atlanta Public Schools (APS)* *7/2023-Present* *Atlanta, GA*
*Program Director of Student Engagement*
*Office of Student and Employee Engagement*

- Assists the Strategy and Engagement Team in developing and growing student engagement strategies to enable students to practice leadership and advocacy skills.
- Collaborates with district level teams to provide professional development for leadership in skills necessary to see students as leaders of change within schools.
- Manages, executes, and tracks strategies to bolster student engagement, voice, and leadership in the district.
- Manages the coordination and establishment of student school-based government groups, including designing, developing, and monitoring processes, trainings, and protocols for school leaders and student government sponsors.

- Reviews bylaws, regulations, and policies for student school-based government groups with stakeholders.
- Assists in communications related to student leadership and voice across the district in partnership with school and district leaders.
- Develops and supports strategies to leverage student data/input to influence strategic decision-making
- Works in partnership with district department leaders, including the APS Board of Education Student Advisory Council support staff, advocacy roles in the Ombuds Office, and other advocacy roles in the district to develop student voice initiatives for special populations.
- Attends various school and district meetings/activities to define and outline roles to improve participation, performance, and success for individual students.
- Supports schools' capacity to embrace student voice, leadership, engagement, and agency.
- Researches and identifies new programs/researches studies that would benefit students and staff in the realm of equitable student voice, engagement, leadership, and agency.
- Supports strategies to strengthen relationships with key external stakeholders {including civic, non-profit, and for-profit organizations).
- In collaboration with various departments in Academics and School Divisions, coordinates and supports opportunities for students to further practice leadership skills and civic engagement with supplemental learning experiences, including after school and in the summer.
- Assists with student leadership projects and events as assigned.

*Radiant Educational Services, LLC* *8/2017-Present* *Smyrna, GA*
*Educational Consultant/Co-Founder*

- Provides customized test preparatory materials and instruction for secondary educational levels. (Specializing in ACT Test Prep).
- Facilitates customized professional development for various educational entities. (To include: team building, instructional support – observations/coaching, leadership coaching/mentorship, and school operational support).
- Conducts private tutorial sessions for students of all grade levels and abilities. (Specializing in Reading, Literacy, and Writing).
- Completes technical writing projects for educational entities. (To include: accreditation documentation, Title I planning/development, charter application writing, and school document development and revision – handbooks/manuals).
- Provides instructional coaching to faculty for the purpose of improving pedagogical practices. (Instructional coaching includes lesson plan feedback, classroom observations and feedback, and differentiated professional development based on pedagogical practices and needs)

*Marietta City Schools* *7/2018-7/2023* *Marietta, GA*
*English Language Arts (ELA)*
*Middle Grades Instructional Coach*

- Enhanced instructional delivery and ensured continued teacher development by supporting teachers in their implementation of the district's curriculum in alignment with the school and district strategic plans.
- Facilitated customized professional development for ELA professional learning communities at Marietta Sixth Grade Academy and Marietta Middle School.
- Coached all ELA teachers at Marietta Sixth Grade Academy and Marietta Middle School.
- Planned local assessments in alignment with the state curriculum standards and curriculum pacing.
- Analyzed assessment data in order to identify areas of increased instructional focus.
- Conducted weekly instructional observations and provided action oriented feedback.
- Facilitated the coaching cycle with teachers.
- Facilitated the improvement of teacher instructional practice.
- Planned and developed appropriate curriculum units and lessons that align with the state curriculum standards and International Baccalaureate Middle Years Programme (IB/MYP) requirements.
- Organized, formated, and maintained the ELA curriculum per grade level (6-8).

*Mercer University* *5/2018-10/2019* *Macon, GA*
*Tift College of Education*
*Research Assistant*

- Conducted effective qualitative research to identify trends in the Mercer University Tift College of Education teacher preparation program.
- Collected qualitative data utilizing various methods of data collection.
- Examined qualitative data yielded from various educational stakeholders (teachers, students, parents, and administrators).
- Organized and analyzes qualitative data into themes.
- Crafted narratives based on the analysis of qualitative data.
- Partnered with university faculty in the examination of the data and overall research.

*Cobb County Public Schools* *7/2017-5/2018* *Marietta, GA*
*McEachern High School*
*Part-Time English Teacher*

- Provided differentiated instruction for students that enable them to learn and achieve to the maximum of their abilities.
- Provided instruction for ninth and tenth grade levels, with a focus in literary genres, grammar, writing, and vocabulary development.
- Prepared weekly lesson plans utilizing standards based, backwards design.
- Collaborated with colleagues to ensure that the students receive consistency and coherence within the English Department.
- Executed lesson plans adequately in order to increase student achievement and success.

- Maintained accurate grade keeping though the use of Synergy, a grade calculation program, and through written documentation.
- Maintained frequent communication amongst students, parents, and administration to ensure student achievement and success.

*KIPP Metro Atlanta Schools* *6/2013-6/2017* *Atlanta, GA*
*KIPP Atlanta Collegiate*
*Director of Operations -*
*School Administration*

- Member of the administrative team—the senior leadership team of the school.
- Participated in school wide initiatives and decision making as a member of the administrative team.
- Conducted financial oversight – review invoices, deposits, account coding, and maintenance of financial records.
- School leader and liaison with AdvancED/SACS for inaugural school accreditation
- Maintained and tracked daily income and financial records for an $8M budget.
- Conducted an analysis of the monthly and quarterly budget.
- Coordinated vendors and negotiates contracts of $1K and up.
- Reviewed orders and approved purchases (below $500 within budgets).
- Managed and tracked assets.
- Title I Coordinator – responsible for maintenance of Title I documentation, parental involvement initiatives, reimbursement requests to the Title I Office of Federal and Program Grants, procurement of Title I materials and technology, and Title I inventory.
- Facilities management – assisted with the management of janitorial services in conjunction with Building Engineer, conducts weekly facility meetings with building engineer, secondary contact for security issues, and manages the use of the facility with internal and external vendors.
- Coached and evaluated direct reports.
- Led weekly meetings with direct reports inclusive of the following positions: School Operations Manager, Office Manager and Executive Assistant, Office Assistant, Director of Technology, Building Engineer, and Title I Parent Liaison.
- Created and led professional development sessions for the operations team.
- Defined and managed front office culture, procedures, systems and expectations.
- Monitored health & safety compliance, in conjunction with the Building Engineer.
- Completed periodic building walkthroughs to ensure the maintenance of aesthetics and to ensure safety for students and staff.

*KIPP Metro Atlanta Schools* *6/2011-6/2013* *Atlanta, GA*
*KIPP Atlanta Collegiate High School*
*Founding English Teacher/*
*English Department Chair*

- Provided differentiated instruction for regular, honors, and inclusion students that enable them to learn and achieve to the maximum of their abilities.
- Provided instruction for ninth and tenth grade levels, with a focus in literary genres, grammar, writing, critical analysis, and vocabulary development.
- Prepared semester scope and sequence and unit plans utilizing the Common Core and ACT College Readiness Standards.
- Prepared weekly lesson plans utilizing the Common Core and ACT College Readiness Standards.
- Reviewed and critiqued lesson plans of direct reports in the English Department.

- Collaborated with colleagues to ensure that the students receive consistency and coherence within the English Department.
- Facilitated weekly tutorial sessions for student support and enrichment.
- Attended local, regional, and national professional development as a teacher and a leader in the KIPP Metro Atlanta region.
- Executed lesson plans adequately in order to increase student achievement and success.
- Maintained accurate grade keeping though the use of Kickboard and Infinite Campus, a grade calculation program, and through written documentation.
- Maintained frequent communication amongst students, parents, and administration to ensure student achievement and success.
- Managed and coaches the English Department members through weekly observation and conferencing by setting and tracking quarterly goals and using the KIPP Framework for Excellence in Teaching (KFET) evaluation tool.
- Facilitated bi-monthly English Departmental meetings and provides agendas, calendars and meeting minutes.
- Participated in the ongoing development of the 9th and 12th Grade Literature curriculum using the Common Core Standards.
- Participated in the ongoing development and adaptation of the Journalism elective using the National Council for Teacher of English (NCTE) Standards.
- Participated in monthly leadership meetings to impact student success and achievement through an in-depth analysis of the school's functionality and academic model.
- Completed the KIPP Schools Leadership Program for teacher leaders.
- Served as an advisor to the class of 2015.

*Cobb County School District* *8/2007-5/2011* *Marietta, GA*
*Sprayberry High School*
*English Teacher*

- Provided differentiated instruction for students that enable them to learn and achieve to the maximum of their abilities.
- Provided instruction for ninth, tenth, and twelfth grade levels, with a focus in literary genres, grammar, writing, and vocabulary development.
- Prepared weekly lesson plans utilizing standards based, backwards design.
- Collaborated with colleagues to ensure that the students receive consistency and coherence within the English Department.
- Attended local and district trainings in order to enhance professional development.
- Executed lesson plans adequately in order to increase student achievement and success.
- Maintained accurate grade keeping though the use of Pinnacle, a grade calculation program, and through written documentation.
- Maintained frequent communication amongst students, parents, and administration to ensure student achievement and success.

**Skills:**

- Fluent in Microsoft Office Suite
- Fluent in Outlook
- Fluent in Schoology – Learning Management System
- Fluent in Google Docs Office Suite
- Fluent in Office 365 Suite

**Professional Affiliations:**

| | |
|---|---|
| 4/2022-Present | Professional Association of Georgia Educators (PAGE) |
| 6/2022-Present | International Community School, Board Member |
| 5/2017-9/2022 | KIPP Atlanta Collegiate High School, Advisory Board Chair |

**Additional Affiliations:**

| | |
|---|---|
| 6/2003-Present | Member of The Order of the Eastern Star, Prince Hall Affiliated - Viola Hart-Felton, Chapter #584 |
| 4/2008-Present | Member of Delta Sigma Theta Sorority, Incorporated - Marietta-Roswell Alumnae Chapter |
| 7/2011-5/2013, 8/2021-Present | Member of the National Alumni Association of Spelman College - Atlanta Chapter |

**Professional References:**

Dave C. Howland
Former Principal at KIPP Atlanta Collegiate
KIPP Metro Atlanta
Dave.Howland@teachforamerica.org
404 326 4858

Chanika R. Perry, Ed.D.
Former Administrative Team Colleague at KIPP Atlanta Collegiate
KIPP Metro Atlanta
cperry@handsonatlanta.org
706 951 6748

Lyndsey Gresehover
Current Teacher at Marietta City Schools
Marietta City Schools
litwithlyns@gmail.com
704 654 8780

Rasheeda Salaam Tolbert
Former Administrative Team Colleague at KIPP Atlanta Collegiate
KIPP Metro Atlanta
Current Colleague and Co-Founder at Radiant Educational Services, LLC
rst@radiantedservices.com
678 571 7093

# Melissa Cantrell, AIA, LEED AP

CEO/President, Owner

Melissa.Cantrell@cdhpartners.com
678.784.3481
www.linkedin.com/in/melissa-cantrell/

## EDUCATION

Georgia Institute of Technology | Bachelor of Science, Architecture
Masters of Architecture with Honors

## REGISTRATION

GA - #010584
SC - #9067

## ORGANIZATIONS

Association for Learning Environments (formerly CEFPI), Board Member, Treasurer 2014-2018

United States Green Building Council (USGBC)

Georgia Association of School Facility Administrators (GASFA)

Georgia Association of Physical Plant Administrators (GAPPA)

## RECOGNITION

Georgia Board of Architects and Interior Designers, appointed by Gov. Deal 2015 - Present

Atlanta Regional Commission Regional Leadership

Leadership Cobb, Class of 2014

School of the Future Competition, Southeast Region, Juror

## PROFESSIONAL SUMMARY

Melissa is the President and CEO of CDH Partners, where she handles operations to establish short and long-term goals, plans and strategies, as well as resourcing, employee growth, and budgets. When she is not deciding operational strategies, building a diverse, well-oiled team, or networking, she is the principal of CDH's education studio - ensuring resources and managing designs.

## EXPERIENCE

CDH Partners, Inc — **Atlanta, GA**

- President and CEO
  Oct 2020 - Present
- Principal
  Dec 2008 - Present
- Associate Principal
  2005 - 2008
- Vice President
  2003 - 2005
- Associate
  Jun 1999 - Dec 2008
- Intern
  1999 - 2001

Georgia State Board of Architects and Interior Designers - Board Member | Georgia Secretary of State — **Atlanta, GA**
May 2015 - Present

Member Board of Directors | Cobb Chamber of Commerce — **Atlanta, GA**
2013 - Present

## AWARDS

Published in Design Equilibrium Magazine

# ASHLEY E. PERRY

Certified Public Accountant

https://www.linkedin.com/in/ashley-perry-1b9b9918/

E-mail:
aeperry678@hotmail.com

Current Address:
1611 Wehunt Pl SE
Smyrna, GA 30082
404.375.6090

## PROFESIONAL EXPERIENCE

**Vialto Partners – Atlanta, GA**
**Global Mobility Services Tax Director**
May 2022 - Present

- Manage global expatriate programs for Fortune 500 companies
- Oversee individual tax filings for cross border employees
- Advise on international policy provisions and benchmarking

**PricewaterhouseCoopers, LLC – Atlanta, GA**
**Global Mobility Services Tax Director**
January 2014 – May 2022

- Manage global expatriate programs for Fortune 500 companies
- Oversee individual tax filings for cross border employees

**Bennett Thrasher PC-Atlanta, GA**
**Corporate Tax Supervisor**
January 2009 – December 2013

- Managed and prepared multinational corporate tax filings
- Assisted taxpayers in IRS Offshore Voluntary Disclosure Program filings

**Ernst & Young, LLC-Atlanta, GA**
**Corporate Tax Senior Associate**
January 2007 – December 2008

- Prepared corporate tax returns including tax provisions, multistate and consolidated filings

## EDUCATION

**Georgia State University – Atlanta, GA**
**Master's in Taxation**
August 2005 – December 2006

**University of Memphis – Memphis, TN**
**Bachelor of Business Administration, Accounting**
August 2001 – August 2005

- Magna Cum Laude Distinction
- Phi Mu Sorority, Treasurer
- Mortar Board Leadership Conference, University of Memphis Delegate

## LEADERSHIP AND VOLUNTEERING

- International Community School, Treasurer and Board Member, February 2020-Present
- Women's Inclusion Community, Co-Lead and Founder, Ongoing
- HOPEworldwide, Volunteer, Ongoing: Support international missions
- Bennett Thrasher Foundation, Board Member, 2012: Active member of Communications and Fundraising Committees

# TROY R. COVINGTON

223 Lindsey Place NE ▪ Marietta, GA 30067 ▪ Cell Phone (404) 723-7572 ▪ troyrcovington@hotmail.com

## EXPERIENCE

**Bloom Parham, LLP**, Atlanta, Georgia
*Partner, January 2020 to present*
*Counsel, January 2015 to December 2019*
*Associate, June 2011 to December 2014*

- Focus on complex commercial litigation, with experience in litigating cases involving real estate disputes, trade secret infringement, corporate governance disputes, breach of contract, business torts, copyright infringement, ad valorem property tax appeals, and defamation
- Significant first-chair hearing and motions practice experience in federal and state courts and arbitration
- Responsibility for management of work of associates and paralegals on case files
- Primary client contact for all cases under supervision
- First chair of jury trial in Gwinnett County Superior Court regarding easement dispute
- Second chair of arbitration victory resulting from week-long evidentiary hearing, following six months of discovery and major motions practice before arbitrator; led team in confirmation of arbitration award in U.S. District Court
- Second chair of defense victory in water runoff case resulting from week-long jury trial; jury verdict of no liability led to attorney's fee award eligibility and settlement with six-figure payment to client
- Briefed appeals in the U.S. Supreme Court, U.S. Court of Appeals for the Eleventh Circuit, Georgia Supreme Court, and Georgia Court of Appeals
- Substantial mediation experience, including successful negotiated resolution of cases pending in federal and state courts and responsibility for preparation of settlement and release agreements documenting settlements
- Georgia Super Lawyers Rising Star 2012-2017; Super Lawyer 2018-2023

**Krevolin & Horst, LLC**, Atlanta, Georgia
*Associate, May 2008 to June 2011*

- Focused on general commercial litigation, with practice split between representing plaintiffs and defendants, in state and federal court
- Experienced in preparation of temporary restraining order, interlocutory injunction, and summary judgment briefing
- Extensive experience in appellate litigation, including drafting briefs in appeals before both the Supreme Court of Georgia and Georgia Court of Appeals
- Managed cases through all stages, including pre-filing investigation, drafting complaint or answer, conducting written discovery and depositions, filing and responding to dispositive motions, trial, and post-trial briefing
- Conducted motion and evidentiary hearings before state courts
- Prepared witnesses to testify at trial, hearings, and in depositions

**Eversheds Sutherland LLP**, Atlanta, Georgia
*Associate, Intellectual Property Group, September 2004 to April 2008*

- Focused on patent and trademark litigation
- Prepared preliminary injunction, summary judgment, *Markman* claim construction, and attorney's fees motion briefing
- Participated in preparation for and conduct of patent infringement trial, including witness preparation, direct examination of expert witness on damages, and drafting all post-trial briefing
- Gained experience in appellate litigation, including drafting appeals briefs for patent case before the Federal Circuit and conducting mediation and drafting brief for trademark case before the Eleventh Circuit
- Acquired extensive discovery experience, including drafting and responding to discovery requests, management of document reviews, and taking depositions

**The Honorable Julie E. Carnes**, United States District Court for the Northern District of Georgia, Atlanta, Georgia
*Judicial clerk, August 2002 to August 2004*

- Drafted orders disposing of all types of civil motions, including summary judgment, motions to dismiss, and discovery disputes

## EDUCATION

**Vanderbilt University Law School**, Nashville, Tennessee
*J.D., May 2002; GPA 3.586*
VANDERBILT LAW REVIEW, Articles Editor; Dean's List

**Birmingham-Southern College**, Birmingham, Alabama
*B.A., History and Political Science, summa cum laude, May 1999; GPA 3.97*
Graduation with Honors in History; Dean's List; Distinction in Leadership Studies

## ADMISSIONS

- United States Supreme Court
- United States Courts of Appeals for the Eleventh and Federal Circuits
- U.S. District Courts for the Northern, Middle, and Southern Districts of Georgia
- All Georgia state courts

## COMMUNITY

- Board of Directors of International Community School, Decatur, GA
- Usher coordinator, Peachtree Road United Methodist Church, Atlanta, GA

# FRANCOISE B. CARROLL

INTERIM EXECUTIVE DIRECTOR

90 Hogue Street, NE
Atlanta, GA 30312

carroll.francoise@gmail.com

linkedin.com/in/francoise-carroll/

## PROFILE

Highly experienced leader with strong capacity to build teams and motivate others. Proven ability to align management skills with emphasis on promotion of mission and vision of organization. Strong capacity to build effective team through coaching and development. Solid financial acumen with ability to deliver financial results for organizational success. Forward thinking leadership style with ability to devise remedial actions for unidentified internal and external issues.

## GALLUP STRENGTHSFINDER

Responsibility

Communication

Arranger

Competitor

Significance

## WORK EXPERIENCE

**EXECUTIVE DIRECTOR** — June 2023 - Present
**INTERIM EXECUTIVE DIRECTOR** — June 2022 - May 2023
**DIRECTOR OF OPERATIONS AND** — Jun 2020 - May 2022
**FINANCE INTERIM BUSINESS MANAGER** — Mar 2020 - May 2020
**HUMAN RESOURCES MANAGER** — July 2019 - Feb 2020

### International Community School

*Organizational Strategy & Leadership*

- Maintain alignment between programs and the overall vision, mission and strategic mission of the organization
  - Lead driver of key strategic priorities for organization (5-year Strategic Plan update, Master Facilities plan, Charter renewal, IB Reauthorization) ensuring commitments that encompass overall key institutional pillars
- Make sense of complex data in order to formulate strategic initiatives
  - Coordinate data analysis in partnership with Leadership Team to inform strategic priorities year over year
- Ensure effective systems are in place to track progress towards goals and organization priorities
  - Seek out industry best practices to ensure organization is operating at maximum capacity as it relates to human capital as well as organizational resources
- Develops, maintains and supports strong relationships with Board of Directors to foster governance best practices
  - Facilitate strong partnership with Board of Directors to keep organization compliant on a local and state level

*People Development & Culture*

- Champion ICS's employee life cycle model to improve employee engagement and retention fostering culture rooted in the mission and values of organization
  - Created ICS's employee life cycle to improve employee engagement and retention resulting in 95% retention rate
- Contribute to sustainability of the organization through succession planning
  - Defined 6 career pathways for transitioning the employee experience into defined paths for internal advancement and promotion
- Create policies and practices that foster diversity, equity, and inclusion
  - Implemented HR programs: ER paid short-term disability, wellness initiatives, on-site child-care during professional development days, floating holidays, and annual volunteer day

*Finance, Operations, and Systems*

- Oversee the organization's operating budget of $6 million and steward institutional resources
  - Fiduciary compliance with state and federal funds as well as acquired other streams of revenue to ensure financial stability of organization
- Align resources and leadership to maximize outcomes for organization while maintaining profitability margins
  - Rendered oversight to aspects of daily operations, including Human Resources to a staff of 60 staff members and 20 contractors
- Facilitate standard and effective operating processes and procedures in partnership with Director of Operations & Finance
  - Developed and optimized job standards for all front office with a focus on succession planning and cross-training/capacity building

*Fundraising and Development*

- Refine and enhance the organization's fundraising strategy, including grants, major gifts, special fundraising events, and campaigns
  - Steer efforts in improving visibility in the metro Atlanta area through development of key relationships with local government and community organization
  - Obtained$200,000 in restricted funding, $100,000 in unrestricted funding
- Establish short and long-terms goals for fundraising efforts
  - Formulation of key events for generating revenue for school year over year
- Maintain, cultivate, and retain a solid donor base
  - Participation in community and civic events on behalf of the company

International Community School
**COMMUNITY PROGRAM COORDINATOR** Jan 2020 - Present

## Emory Start:ME

- Outward facing community liaison for organization by building and maintaining relationships with community partners (Focus Community Strategy, YMCA, and Purpose Built Schools)
- Recruiter of over 40 entrepreneurs from underserved/under-represented community of Historic South Atlanta (full-cycle participation in program)
- Next Gen facilitator for Start:ME young leaders initiatives

**PRESIDENT OF BOARD**
**VICE PRESIDENT OF BOARD**
**PERSONNEL COMMITTEE** August 2013 - May 2019

## Inman Park Cooperative Preschool

### Governance

- Spearheaded redesigning Leadership of Organization and Board of Director/ Governance relationship with updating of Board of Directors policy and procedures
- Led redesign of organization mission and vision in partnership with Leadership team in an effort to plan on-going and long-term growth for organization
- Drove fundraising efforts by doubling our annual give campaign (Inman Park Cooperative Preschool Annual Auction) from $40,000 raised to $80,000 (June 2018- May 2019)
- Re-engaged community partners and neighborhood organization for future expansion of preschool footprint in community

**HUMAN RESOURCES COORDINATOR** Mar 2010 - Nov 2011

## Atlanta Research & Education Foundation

### Human Resources

- HR Support for 200 employees
- Interim HR Manager during HR Manager's leave of absence

**HUMAN RESOURCES ASSISTANT** Jan 2010 - May 2010

## NFL, Atlanta Falcons

### Human Resources

- Re-designed summer internship program for organization (streamlining the recruitment to hire process)
- Rolled out 360 feedback performance tool for Executive level associates
- Oversaw the entire employee engagement experience for 185 associates
- Launched Associate Appreciation Week increasing engagement experience by 75% for weeks daily participation

**AREA (HUMAN RESOURCES LEADER**
**SALES COACH) MANAGER** Mar 2001 - July 2008

## Bare Escentuals (Bare Minerals)

### Human Resources

- HR/Sales leader for $15 million territory
- Grew territory by 100% (recruitment of 10 FT Store Managers, 10 FT Assistant Store managers and over 100 PT Sales Associates in 12 months)
- Planned and conducted 3 in field district and regional sales meeting supporting 20 Retail Store locations
- Grew retail market from 4 locations to over 20 locations over the span of 2 years during exponential growth for the organization

# FRANCOISE B. CARROLL

90 Hogue Street, NE
Atlanta, GA 30312

carroll.francoise@gmail.com

linkedin.com/in/francoise-carroll/

## EDUCATION

**GEORGIA STATE UNIVERSITY**

*Class of 2004*
Bachelor of Art in Spanish with concentration in International Business

*Class of 2010*
Bachelor of Business Administration in Managerial Sciences (Human Resources)

## PROFESSIONAL REFERENCES

Julie Allen
**Former Executive Director & Principal, International Community School, Decatur, GA**
407-399-2134

Sharonda Frazier
***Former Assistant Principal, International Community School, Decatur, GA***
404-229-0136

Janet Harkins-Khamsi
***Former National Sales Director, Bare Escentuals (Bare Minerals) and Mentor,***
***San Francisco, CA***
412-400-9548

More available upon request.

# DIAMOND JEFFERIES

## ASSISTANT PRINCIPAL

## Contact

678.913.5337

diamond.jefferies@gmail.com

5009 Post Road Pass

Stone Mountain, GA 30088


## Skills

- Instructional Leadership
- Group Facilitation
- Policy and Procedure Adherance
- Critical Thinking
- Employee Management
- Relationship Building
- Collaboration
- Google Suite
- Infinite Campus
- Zoom

## Georgia Certifications

- EDUCATIONAL LEADERSHIP - TIER II (pending PASL)
- EDUCATIONAL LEADERSHIP - TIER I
- CURRICULUM AND INSTRUCTION
- ELEMENTARY EDUCATION (P-5)
- ESOL ENDORSEMENT
- READING ENDORSEMENT

Diamond Jefferies is an equity-minded educator with 10 years of experience in the world of elementary education. She is a transformational, servant leader with the ability to build relationships and work with stakeholders to forge commitment.

## EXPERIENCE

### Assistant Principal | IB Coordinator

International Community School

*July 2020 - Present*

- Plan and design an intensive Summer Bridge Program that led to 75% of students making a semester's worth of growth in 4 weeks
- Develop and implement an evaluation system for teacher assistants
- Led a staff-wide book study of Zaretta Hammond's *Cultural Responsive Teaching and the Brain*
- Developed a structured intervention block and led committee to select new platform to improve MTSS procedures

### Inaugural Instructional Coach

RISE Grammar School

*July 2018 - July 2020*

- Developed uniform lesson plan template
- Plan monthly Family University Nights
- National Honor Society Sponsor
- Developed K-5 Literacy scope and sequence
- Developed internal system for tracking classroom observations and school performance

### Teacher Education Facilitator and Advisor

Teach for America

*May 2015 - July 2020*

- Develop needs-based professional development
- Instilled culture of collaboration and open communication
- Assessment of new teachers' classroom and cultural competence

### Homeroom Teacher

RISE Grammar School | Fulton County Schools

*July 2014 - July 2018*

- School Governance Council Vice Chair
- Co-founder of Elegant Eagles mentoring program
- PBIS Data Specialist
- 2017-18 Teacher of the Year
- On average, 53.5% of students made a year of growth in reading within one semester
- On average, 78% of students made individual math growth goals

# DIAMOND JEFFERIES

## ASSISTANT PRINCIPAL

## CONTACT

678.913.5337

diamond.jefferies@gmail.com

5009 Post Road Pass

Stone Mountain, GA 30088

## REFERENCES

Dr. Alastair Pullen
Executive Director
Atlanta Neiighborhood Charter School
404.550.1472

Alexsandra Bermudez
Instructional Coach/IB Coordinator
International Community School
404.660.4367

Dr. Robbie Hooker
Superintendent
Social Circle City Schools
706.202.9242

Jesse Williams
Assistant Principal
Fayette County Schools
770.866.4212

Dione Smith
EIP Math Coordinator
International Community School
404.285.5401

## EDUCATION

### Doctor of Education
### Educational Leadership
Kennesaw State Univerity
*August 2021 - Present*

- Research interests include: barriers to teacher certification in people of color, innovative learning models in metro Atlanta schools, and the effects of racial segregation vs. integration in schools with a majority black population

### Education Specialist
### Educational Leadership
Kennesaw State University
*August 2019- July 2020*

- Completed coursework for Tier II Leadership certificate

### Master of Education
### Curriculum and Instruction in Accomplished Teaching
Valdosta State University
*August 2016 - December 2017*

- Earned English Speakers of Other Languages Endorsement

### Bachelor of Science
### Early Childhood Education (K-5)
University of Georgia
*August 2010 - May 2014*

- Cum Laude Graduate
- Black Affairs Council
- Student Council Treasurer
- Thomas Lay Foundation Volunteer
- Learning Ally Volunteer

**Gallup Strengths:** Learner | Achiever | Connectedness | Responsibility | Intellection

# DIAMOND JEFFERIES

## ASSISTANT PRINCIPAL

Monday, April 24, 2023

Dear Beloved Community,

I am writing to formally express my interest in the Principal position at International Community School. There's no other place like ICS, and I would love to continue to serve the community in this capacity.

I am entering my fourth year as Assistant Principal here, and I feel that this makes me uniquely qualified for this position. I have worked closely with the principals that have come before me, and I have been able to glean a glimpse of the role and what it takes to fulfill it. Moreover, I know this community and it's needs, and I am equipped to ensure that they are filled. I know the path that has been charted, and I am ready to lead the way, in my own way.

Serving as the Assistant Principal has been a joyful and immense learning experience. I've done it with another AP, alone, and with a coach. Because of this, I know the role inside and out. I feel that this makes me ideal in being able to support the next AP.

I am a familiar presence for students, which I think is helpful for mitigating any feelings around this change. Moreover, I have established relationships with families and staff that will find comfort in knowing that though another person may be named as Principal, ICS is still the tight-knit community that we know and love.

I look forward to continuing this conversation, and hope that my work can speak for itself.

Sincerely,

Diamond Jefferies

Diamond Jefferies

# International Community School

# Charter Renewal Exhibit
# 7

# Local Roles and Responsibilities Chart

# This Exhibit is Not Available in Word Format

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

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

## Locally-Approved Charter School Partners Roles and Responsibilities Chart

| Personnel Decisions | Charter School Nonprofit Governing Board | Charter School Management | Local School District* | Post-Secondary Education Partner(s) (if applicable) | Business Partner(s) (if applicable) | Community Partner(s) (if applicable) |
|---|---|---|---|---|---|---|
| Select, retain, transfer, promote, demote, and/or terminate the principal or school leader | ✓ | | | | | |
| Evaluate the principal or school leader (LKES) | ✓ | | | | | |
| Select, retain, transfer, promote, demote, and/or terminate faculty and all other staff | | ✓ | | | | |
| Evaluate the teachers (TKES) and all other staff | | ✓ | | | | |
| Determine whether teacher certification will be required | | ✓ | | | | |
| Plan professional development for staff | | ✓ | | | | |
| **Financial Decisions and Resource Allocation** | **Charter School Nonprofit Governing Board** | **Charter School Management** | **Local School District*** | **Post-Secondary Education Partner(s) (if applicable)** | **Business Partner(s) (if applicable)** | **Community Partner(s) (if applicable)** |
| Determine number and type of personnel positions budgeted, including qualifications, roles, and job descriptions | | ✓ | | | | |
| Establish compensation model including salary ranges, bonus or performance-based increases, supplements, and personal and professional leave, health, dental, disability, and other benefit plans offered (other than TRS, which is mandated) for all employees | ✓ | ✓ | | | | |
| Set budget priorities with funds received that are aligned with school improvement plan, including personnel, curriculum, supply, equipment, maintenance, operations, and all other costs | ✓ | ✓ | | | | |

# Locally-Approved Charter School Partners Roles and Responsibilities Chart

| | | | | | | |
|---|---|---|---|---|---|---|
| Ensure school receives all per-pupil and other funding to which it is entitled by agreement with the local district (its fiscal agent) | ✓ | ✓ | ✓ | | | |
| Raise additional funds through fundraising efforts | ✓ | ✓ | | | | |
| Exercise discretion over expenditure for all state and local funds and, as permissible, federal funds | | ✓ | | | | |
| Final school budget approval | ✓ | | | | | |
| Establish financial policies and standard operating procedures | ✓ | ✓ | | | | |
| Maintain a reserve fund | ✓ | | | | | |
| Determine facility uses | ✓ | ✓ | | | | |
| Ensure sound fiscal management and monitor budget implementation | ✓ | ✓ | | | | |
| **Curriculum and Instruction** | **Charter School Nonprofit Governing Board** | **Charter School Management** | **Local School District*** | **Post-Secondary Education Partner(s) (if applicable)** | **Business Partner(s) (if applicable)** | **Community Partner(s) (if applicable)** |
| Recommend/Adopt instructional delivery model | ✓ | ✓ | | | | |
| Recommend/Adopt curriculum, including any changes in curriculum as needed to improve student achievement | ✓ | ✓ | | | | |
| Recommend/Adopt courses and programs to offer | ✓ | ✓ | | | | |
| Recommend/Adopt textbooks, technology, and instructional materials | ✓ | ✓ | | | | |
| Recommend/Establish additional graduation requirements | ✓ | ✓ | | | | |
| Recommend/Adopt course and credit requirements, including technology and physical education skill requirements | ✓ | ✓ | | | | |
| Recommend/Adopt seat time requirements | ✓ | ✓ | | | | |
| Recommend/Adopt opportunities for student acceleration/remediation | ✓ | ✓ | | | | |
| Create or modify Career Pathway curricula | ✓ | ✓ | | | | |
| Choose dual enrollment options | ✓ | ✓ | | | | |
| Choose credit recovery options | ✓ | ✓ | | | | |
| Utilize online learning platforms (e.g., Georgia Virtual School) | | ✓ | | | | |
| Establish additional mastery level requirements for performance | ✓ | ✓ | | | | |
| Select additional formative and/or summative assessments to determine student levels of mastery and growth | ✓ | ✓ | | | | |

## Locally-Approved Charter School Partners Roles and Responsibilities Chart

| Curriculum and Instruction *(continued)* | Charter School Nonprofit Governing Board | Charter School Management | Local School District* | Post-Secondary Education Partner(s) (if applicable) | Business Partner(s) (if applicable) | Community Partner(s) (if applicable) |
|---|---|---|---|---|---|---|
| Establish delivery model, scheduling, staffing, and supplemental services for English Learner (EL), special education (SPED), gifted, and remedial programs | ✓ | ✓ | | | | |
| Establish curriculum maps, pacing charts, and methods for monitoring the curriculum | | ✓ | | | | |
| Establish lesson plan requirements for teachers | | ✓ | | | | |
| Establish placement and promotion criteria | ✓ | ✓ | | | | |
| Set grading and reporting policies, plans, process, schedules, and formats | ✓ | ✓ | | | | |
| **Establishing and Monitoring the Achievement of School Improvement Goals** | **Charter School Nonprofit Governing Board** | **Charter School Management** | **Local School District*** | **Post-Secondary Education Partner(s) (if applicable)** | **Business Partner(s) (if applicable)** | **Community Partner(s) (if applicable)** |
| Complete self-assessment based on Georgia School Performance Standards | | ✓ | | | | |
| Develop actions, strategies, and interventions with faculty and staff (i.e., school improvement plan) | | ✓ | | | | |
| Set a timeline for implementing school improvement timeline | ✓ | ✓ | | | | |
| Set a budget for implementing school improvement timeline | ✓ | ✓ | | | | |
| Recommend/Approve school improvement plan and provide oversight of its implementation | ✓ | ✓ | | | | |
| Hold principal or school leader accountable for school improvement plan implementation and timeline | ✓ | | | | | |
| Hold faculty and staff accountable for school improvement plan implementation and timeline | | ✓ | | | | |
| Evaluate success of school improvement plan and recommend/make revisions as needed | ✓ | ✓ | | | | |
| Regularly communicate student and school performance data to all stakeholders | | ✓ | | | | |

# Locally-Approved Charter School Partners Roles and Responsibilities Chart

| School Operations | Charter School Nonprofit Governing Board | Charter School Management | Local School District* | Post-Secondary Education Partner(s) (if applicable) | Business Partner(s) (if applicable) | Community Partner(s) (if applicable) |
|---|---|---|---|---|---|---|
| Provide input into school operations that are consistent with school improvement and charter goals, including establishing human resources policies, procedures, and handbooks | ✓ | ✓ | | | | |
| Establish work schedules of faculty and staff (e.g., hours per day, days per year, calendars) | | ✓ | | | | |
| Establish experience, training, and other matters related to substitute teachers | | ✓ | | | | |
| Recommend/Set school daily, weekly, and annual school calendar and class schedules, including length of school year, holidays, early release days, etc. | ✓ | ✓ | | | | |
| Recommend/Approve professional development vendors and resources | ✓ | ✓ | | | | |
| Manage day-to-day human resources | | ✓ | | | | |
| HR processing, including employment contracts and benefits administration | | ✓ | | | | |
| Recommend/Select co-curricular and extracurricular activities | ✓ | ✓ | | | | |
| Establish after-school and Saturday programs as needed | ✓ | ✓ | | | | |
| Set enrichment and/or advisory periods as needed | | ✓ | | | | |
| Establish field trips, including locations and date | | ✓ | | | | |
| Set class size and student-teacher ratios | | ✓ | | | | |
| Set staff-to-student ratios for non-class times (e.g., lunch, recess, specials, transitions) | | ✓ | | | | |
| Establish school partnerships for school growth | ✓ | ✓ | | | | |
| Develop communications strategies, including stakeholder surveys, parent involvement, volunteer support | ✓ | ✓ | | | | |
| Select/Approve vendors aligned with school needs | ✓ | ✓ | | | | |
| Manage transportation decisions, including authority to contract for transportation service | ✓ | ✓ | | | | |
| Select information systems (e.g., Student Information System, financial information systems) | ✓ | ✓ | | | | |
| Manage the facility or facilities that are owned and operated by the school system for use by the charter school | ✓ | ✓ | | | | |
| Approve/manage the food service agreement with a vendor or the school system | ✓ | ✓ | | | | |

## Locally-Approved Charter School Partners Roles and Responsibilities Chart

| | | | | | | |
|---|---|---|---|---|---|---|
| Establish school size | ✓ | | | | | |
| Establish school grade span different from typical primary, elementary, middle, and high public school models (e.g., 4-8, K-8, K-12) | ✓ | ✓ | | | | |
| Establish attendance policies | ✓ | ✓ | | | | |
| Establish student code of conduct and behavior policies, plans, processes, and formats | ✓ | ✓ | | | | |
| Adopt and implement a marketing plan that is inclusive in its recruitment and retention of all students | ✓ | ✓ | | | | |
| Ensure access to support to address the physical, social, financial, and emotional needs of students in the school | ✓ | ✓ | | | | |

**The LBOE retains its constitutional authority*

# International Community School

## Charter Renewal Exhibit
## 8

## Pre-Lottery Admissions Application

## This Exhibit is Not Available in Word Format

Lotterease

Select Language ▼

FACULTY | PARENTS | CONTACT

APPLICANTS LIST

REGISTRATION

LOGIN

**Select your school of interest to proceed.**

School Name: International Community S

Submit

Select Language ▼

Lotterease

International Community School

CHANGE SCHOOL

FACULTY | PARENTS | CONTACT

APPLICANTS LIST

REGISTRATION

LOGIN

**Select the Lottery to view the applicants. Note that very long lists can take a few minutes to load.**

Lottery Name:

Submit

Select Language ▼

Lotteryease

International Community School

CHANGE SCHOOL

FACULTY | PARENTS | CONTACT

APPLICANTS LIST

REGISTRATION

LOGIN

**Enter your information below to create an account. If you already have an account, click 'Login' on the left. Note, this is your information and not your child's information.**

**By providing your mobile phone number, you agree to receive text messages from the school that you are applying to. Privacy Policy**

First Name:

Last Name:

No Address: ☐ Family has no permanent address.

Address1:

Address2:

City:

State:

Zip Code:

Phone:

Email:

Email Verification:

Password:

Password Verification:

Lotterease

Select Language ▼

International Community School

FACULTY | PARENTS | SUPPORT

APPLICANTS LIST

ACCOUNT INFO

ADD CHILD

LOGOUT

**Your account has been created!**

**Enter your child's information below to add them to your account.**

**You will be able to enter additional children if necessary.**

First Name:

Middle Name:

Last Name:

Suffix:

Date of Birth:

Submit

Lotterease

Select Language ▼

International Community School

FACULTY | PARENTS | SUPPORT

APPLICANTS LIST
ACCOUNT INFO
CHILD
ADD SIBLING
LOGOUT

**Select a Lottery to enter child and click 'Submit'.**

Lottery Name: Kindergarten 2023-2024

Submit

Lotterease

Select Language ▼

International Community School

FACULTY | PARENTS | SUPPORT

APPLICANTS LIST
ACCOUNT INFO
CHILD
ADD SIBLING
LOGOUT

**You have entered child into the Lottery: Kindergarten 2023-2024.**

**Important! If you do not receive a confirmation email from "International_Community_School@lotterease.com" in the next 24 hours, check your SPAM or JUNK folder and set your computer to allow email from the school.**

**child is currently in the preference group: Single Applicant.**

**If you believe that a preference group(s) below applies to you, inform the school using the Support link on the top right of your screen. Note, all preference groups may not be available, depending on the school's policies.**

| Application Preference Group | Description |
|---|---|
| Limited English Proficiency (LEP) | Another language most spoken at home, besides English. |
| Enrolled Sibling | A sibling of a student enrolled in the Charter School. Siblings are defined as children who share at least one common biological or legal parent whether through natural or adoptive means. |
| Child of Teacher or Board Member | Students whose parents are full-time ICS staff members or currently serving on the ICS Board of Directors |

# International Community School

# Charter Renewal Exhibit
# 9

# Enrollment and Lottery Policy

# ICS Lottery Process 2019-2024

ICS will be implementing a weighted lottery for the 2019-2024 Charter Term. The ICS mission states, "The International Community School is an International Baccalaureate World School that educates refugees, immigrants and local children, and provides a rigorous and holistic education in an intentionally diverse community of mutual learners."

## Overview of ICS Lottery

International Community School opens online applications in January, a public lottery is held in February and open houses in early spring. Specific dates for open enrollment, open houses and the lottery can be found on the ICS website.

Lottery applications and selections are performed through an online registration database system, LotterEase.com. Applicants can apply using their personal email account and password. Applicants can always view, update information and check their application status at any time.

You do not need to attend the lottery in person to gain admission. You can follow status updates through their **lotterease.com** account or the school's website at www.icsgeorgia.org.

Applications received after application deadline will be placed at the end of our waiting lists.

Lottery winners must **confirm acceptance** and **submit required documents** to complete acceptance within 10 business days.

## ICS Lottery Notification

Applicants selected through the lottery will be notified via an electronic letter for acceptance. Applicants who are not selected will be notified electrically with a "wait list" number. Waiting applicants will be immediately contacted upon space availability via their registered email address. The wait list will be active throughout such school year. Applications received after the lottery will be added to end of the wait list.

## ICS Lottery Acceptance Requirements

A copy of student birth certificate, I-94, green card or passport, proof of residence in DeKalb County (current utility bill, lease, etc.), immunizations, hearing, vision and dental records. Student must be a resident of DeKalb County district schools to enter the lottery. Preferences seating is given to siblings of current ICS students, staff and board members.

## ICS Enrollment Priorities

Per our 2019-24 Charter Contract, the ICS enrollment priority areas are:

1. A sibling of a student enrolled in the Charter School
2. A student whose parent or guardian is a member of the governing board of the charter school or is a full-time teacher, professional, or other employee at the Charter School
3. In accordance with Georgia law, the Charter School may utilize a weighted lottery to provide an increased chance of admission to students who are limited English proficient students, as defined by State Board Rule. The additional weight for educationally disadvantaged students who are limited English proficient students will be calculated each year in accordance with the formula in Appendix C (Weighted Lottery Formula). To facilitate the weighted lottery, applicants can indicate their "limited English proficient" status on the admissions application and such status will be verified as part of the registration process

One of our goals is to maintain a balance between students who are refugees and immigrants and students who are born in the United States. Since a majority of our students who are refugees and immigrants are part of the ESOL program, we amended our charter contract, which was approved by DeKalb County and the Georgia Department of Education, to ensure that 50% of our students are described as Limited English Proficient in their application. Thus, students who speak another language at home, who are highly likely to qualify for ESOL services, will be given preference in our the lottery during this charter term. The weight given will vary by year and will be determined according to the formula approved by the Georgia Department of Education.

INTERNATIONAL COMMUNITY SCHOOL

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

Key Lottery Dates

| Date | Activity |
|---|---|
| December 31, 2023 at 11:59PM | 2023-2024 SY application closes |
| January 1, 2024 at midnight | 2024-2025 SY Application goes live |
| January 9, 2024 at 9:00 AM | Open House |
| January 23, 2024 at 9:00 AM | Open House |
| February 6, 2024 at 9:00AM | Open House |
| February 8, 2024 at 11:59PM | Lottery Closes |
| February 13, 2024 at 4:00 PM | Lottery live via Zoom |

# International Community School

# Charter Renewal Exhibit
# 10

# Annual Calendar and Daily Schedule

# This Exhibit is Not Available in Word Format

# 2023-2024 ICS CALENDAR

**July 3-7** ICS Closed

**Aug. 7** First Day of School, Sem. 1

**Sept. 4** Labor Day, ICS Closed

**Oct. 6** Conference Day, No School
**Oct. 9** Indigenous People's Day, ICS Closed

**Nov. 7** Teacher Workday, Virtual Learning Day
**Nov. 20-24** Thanksgiving Break, ICS Closed

**Dec. 15** Last day of School, Sem. 1
**Dec. 18-Jan. 1** Winter Break, ICS Closed

**JULY 2023**

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

**AUGUST 2023**

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

**SEPTEMBER 2023**

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

**OCTOBER 2023**

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

**NOVEMBER 2023**

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

**DECEMBER 2023**

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

**JANUARY 2024**

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

**FEBRUARY 2024**

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

**MARCH 2024**

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

**APRIL 2024**

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

**MAY 2024**

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

**JUNE 2024**

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

**Jan. 3** First Day of School, Sem. 2
**Jan 15** MLK Day, ICS Closed

**Feb. 16** Teacher Workday, No School
**Feb. 19** President's Day, ICS Closed

**March 8** Teacher Workday, Virtual Learning Day

**April 1-5** Spring Break, ICS Closed
**April 9** Eid, Virtual Learning Day

**May 22** Last Day of School, Sem. 2
**May 27** Memorial Day, ICS Closed

**June 19** Juneteenth, ICS Closed

School Closed
Semester Start/End
Teacher Workday

# International Community School

## 2023-2024 Schedule

## *Kindergarten*

| | Monday - Thursday | Friday |
|---|---|---|
| 7:45 to 8:10 | Arrival & Breakfast | Arrival & Breakfast |
| 8:20 to 8:30 | Announcements<br>Morning Meeting | Community Gathering<br>***Rotating Schedule** |
| 8:30 to 9:15 | ELA Focus Centers*<br>**(ESOL Pull-Out)** | ELA Focus Centers*<br>**(ESOL Pull-Out)** |
| 9:15 to 9:45 | Reading Foundations | Reading Foundations |
| 9:45 to 10:15 | Block One: Transdisciplinary Learning<br>**(Ready GA Reading)** | Block One: Transdisciplinary Learning<br>**(Ready GA Reading)** |
| | Break | Break |
| 10:30 to 11:10 | Intervention*<br>**(Wonder Lab & EIP Math)** | Social Science |
| 11:15 to 11:45 | Social Science<br>**(Second Step Monday)** | |
| | Break | Break |
| 12:00 to 12:25 | Lunch | Lunch |
| 12:25 to 1:00 | Recess | Recess |
| 1:05 to 1:50 | Block Two: Transdisciplinary Learning<br>**(Eureka Math)** | Block Two: Transdisciplinary Learning<br>**(Eureka Math)** |
| | Break | Break |
| 2:00 to 2:40 | Click HERE for<br>**Specials Rotation** | Click HERE for<br>**Specials Rotation** |
| 2:50 | **Dismissal** | **Dismissal** |

**Schedule Logistics and Special Considerations**

***Breakfast will start at 7:45 AM. The cafeteria will be cleared at 8:10 AM. The bell will ring at 8:15 AM. Announcements will occur from 8:16 AM to 8:19 AM. Take attendance during announcements. If a student is not in his/her seat at the START of announcements, s/he should be marked absent.**

**Magnetic Reading Foundations:** Kinder - 2nd Grade foundational skills reading program providing explicit, systematic instruction that moves students from foundational skills to reading fluency.*One ESOL teacher will push in to EACH Kindergarten class during Reading Foundations.

**Ready GA Reading (Kinder - 5th Grade):** Read, Think, Talk, Write model utilizing teacher-led discussion and small group collaboration

*1st - 4th grades may utilize a Walk-to-Read model for the entire Reading GA Reading and ELA Focus Center block. If this occurs, standards must be aligned across the grade level and students should ideally be sorted into ability-based groups.

**ELA Focus Centers:** Differentiated instruction to support student growth, utilizing a small group rotation

*1st - 5th grades will share three ESL teachers. Students will be grouped -- Tier A and B/C across grade level spans. Gerstel will pull students who require intensive ESL services

**Eureka Math:** Standards-based math instruction that helps students gain a deeper understanding of the why behind the numbers

**Math Enrichment:** The introduction of new material concludes. Begin differentiated instruction to support student growth, utilizing a small group rotation. *EIP Math will pull during this block.

**Social Science:** Direct instruction for grade level Science and Social Studies content

**Second Step Monday:** Evidence-based social-emotional learning (SEL) curriculum that fosters students' emotional intelligence, empathy, and problem-solving skills

**Intervention:** Tier III student support, differentiated centers and iReady individualized computer-based instruction; The Wonder Lab, Reading EIP AND Tier III Intervention will pull during this block.

**Black Box (Kindergarten):** Unstructured breaks, snack and/or restroom

***Dismissal will begin at 2:50 PM and end at 3:15.**

**CLICK HERE FOR DUTIES AND ASSIGNMENTS**

# International Community School

2023-2024 **Schedule**

***First Grade***

| | Monday - Thursday | Friday |
|---|---|---|
| 7:45 to 8:10 | Arrival & Breakfast | Arrival & Breakfast |
| 8:15 to 8:30 | Announcements<br>Morning Meeting | Community Gathering<br>***Rotating Schedule** |
| 8:30 to 9:15 | Block One: Transdisciplinary Learning<br>**(Ready GA Reading)** | Block One: Transdisciplinary Learning<br>**(Ready GA Reading)** |
| 9:15 to 10:00 | ELA Focus Centers*<br>**(ESOL Pull-Out)** | ELA Focus Centers*<br>**(ESOL Pull-Out)** |
| 10:05 to 10:30 | Lunch | Lunch |
| 10:30 to 10:55 | Recess | Recess |
| 11:00 to 11:45 | Block Two: Transdisciplinary Learning<br>**(Eureka Math)** | Block Two: Transdisciplinary Learning<br>**(Eureka Math)** |
| 11:45 to 12:25 | Math Enrichment<br>**(EIP Math)** | French |
| 12:30 to 1:10 | Intervention<br>**(Wonder Lab & EIP Reading)** | Social Science |
| 1:15 to 1:55 | Click HERE for<br>**Specials Rotation** | Click HERE for<br>**Specials Rotation** |
| 2:10 to 2:40 | Social Science<br>**(Second Step Monday)** | Social Science |
| 2:50 | **Dismissal** | **Dismissal** |

**Schedule Logistics and Special Considerations**

***Breakfast will start at 7:45 AM. The cafeteria will be cleared at 8:10 AM. The bell will ring at 8:15 AM. Announcements will occur from 8:16 AM to 8:19 AM. Take attendance during announcements. If a student is not in his/her seat at the START of announcements, s/he should be marked absent.**

**Magnetic Reading Foundations:** Kinder - 2nd Grade foundational skills reading program providing explicit, systematic instruction that moves students from foundational skills to reading fluency.*One ESOL teacher will push in to EACH Kindergarten class during Reading Foundations.

**Ready GA Reading (Kinder - 5th Grade):** Read, Think, Talk, Write model utilizing teacher-led discussion and small group collaboration

*1st - 4th grades may utilize a Walk-to-Read model for the entire Reading GA Reading and ELA Focus Center block. If this occurs, standards must be aligned across the grade level and students should ideally be sorted into ability-based groups.

**ELA Focus Centers:** Differentiated instruction to support student growth, utilizing a small group rotation

*1st - 5th grades will share three ESL teachers. Students will be grouped -- Tier A and B/C across grade level spans. Gerstel will pull students who require intensive ESL services

**Eureka Math:** Standards-based math instruction that helps students gain a deeper understanding of the why behind the numbers

**Math Enrichment:** The introduction of new material concludes. Begin differentiated instruction to support student growth, utilizing a small group rotation. *EIP Math will pull during this block.

**Social Science:** Direct instruction for grade level Science and Social Studies content

**Second Step Monday:** Evidence-based social-emotional learning (SEL) curriculum that fosters students' emotional intelligence, empathy, and problem-solving skills

**Intervention:** Tier III student support, differentiated centers and iReady individualized computer-based instruction; The Wonder Lab, Reading EIP AND Tier III Intervention will pull during this block.

**Black Box (Kindergarten):** Unstructured breaks, snack and/or restroom

***Dismissal will begin at 2:50 PM and end at 3:15.**

**CLICK HERE FOR DUTIES AND ASSIGNMENTS**

# International Community School

2023-2024 **Schedule**

***Second Grade***

| | Monday - Thursday | Friday |
|---|---|---|
| 7:45 to 8:10 | Arrival & Breakfast | Arrival & Breakfast |
| | Announcements | Community Gathering ***Rotating Schedule** |
| 8:15 to 8:30 | Morning Meeting | |
| 8:30 to 9:15 | Block One: Transdisciplinary Learning **(Ready GA Reading)** | Block One: Transdisciplinary Learning **(Ready GA Reading)** |
| 9:15 to 10:00 | ELA Focus Centers* **(ESOL Pull-Out)** | ELA Focus Centers* **(ESOL Pull-Out)** |
| 10:05 to 10:30 | Recess | Recess |
| 10:30 to 10:55 | Lunch | Lunch |
| 11:00 to 11:40 | Click HERE for **Specials Rotation** | Click HERE for **Specials Rotation** |
| 11:45 to 12:30 | Block Two: Transdisciplinary Learning **(Eureka Math)** | Block Two: Transdisciplinary Learning **(Eureka Math)** |
| 12:30 to 1:10 | Math Enrichment **(EIP Math)** | French **(ends at 1:10)** |
| 1:15 to 1:55 | Intervention **(Wonder Lab & EIP Reading)** | Social Science |
| 2:10 to 2:40 | Social Science **(Second Step Monday)** | |
| 2:50 | **Dismissal** | **Dismissal** |

**Schedule Logistics and Special Considerations**

***Breakfast will start at 7:45 AM. The cafeteria will be cleared at 8:10 AM. The bell will ring at 8:15 AM. Announcements will occur from 8:16 AM to 8:19 AM. Take attendance during announcements. If a student is not in his/her seat at the START of announcements, s/he should be marked absent.**

**Magnetic Reading Foundations:** Kinder - 2nd Grade foundational skills reading program providing explicit, systematic instruction that moves students from foundational skills to reading fluency.*One ESOL teacher will push in to EACH Kindergarten class during Reading Foundations.

**Ready GA Reading (Kinder - 5th Grade):** Read, Think, Talk, Write model utilizing teacher-led discussion and small group collaboration

*1st - 4th grades may utilize a Walk-to-Read model for the entire Reading GA Reading and ELA Focus Center block. If this occurs, standards must be aligned across the grade level and students should ideally be sorted into ability-based groups.

**ELA Focus Centers:** Differentiated instruction to support student growth, utilizing a small group rotation

*1st - 5th grades will share three ESL teachers. Students will be grouped -- Tier A and B/C across grade level spans. Gerstel will pull students who require intensive ESL services

**Eureka Math:** Standards-based math instruction that helps students gain a deeper understanding of the why behind the numbers

**Math Enrichment:** The introduction of new material concludes. Begin differentiated instruction to support student growth, utilizing a small group rotation. *EIP Math will pull during this block.

**Social Science:** Direct instruction for grade level Science and Social Studies content

**Second Step Monday:** Evidence-based social-emotional learning (SEL) curriculum that fosters students' emotional intelligence, empathy, and problem-solving skills

**Intervention:** Tier III student support, differentiated centers and iReady individualized computer-based instruction; The Wonder Lab, Reading EIP AND Tier III Intervention will pull during this block.

**Black Box (Kindergarten):** Unstructured breaks, snack and/or restroom

***Dismissal will begin at 2:50 PM and end at 3:15.**

**CLICK HERE FOR DUTIES AND ASSIGNMENTS**

# International Community School

2023-2024 **Schedule**

***Third Grade***

| | Monday - Thursday | Friday |
|---|---|---|
| 7:45 to 8:10 | Arrival & Breakfast | Arrival & Breakfast |
| 8:15 to 8:30 | Announcements<br>Morning Meeting | Community Gathering<br>***Rotating Schedule** |
| 8:30 to 9:10 | Click HERE for **Specials Rotation** | Click HERE for **Specials Rotation** |
| 9:15 to 10:00 | Block One: Transdisciplinary Learning **(Ready GA Reading)** | Block One: Transdisciplinary Learning **(Ready GA Reading)** |
| 10:05 to 10:55 | ELA Focus Centers* **(ESOL Pull-Out)** | ELA Focus Centers* **(ESOL Pull-Out)** |
| 11:00 to 11:25 | Lunch | Lunch |
| 11:30 to 11:55 | Recess | Recess |
| 12:00 to 12:25 | Social Science **(Second Step Monday)** | Social Science |
| 12:30 to 1:15 | Block Two: Transdisciplinary Learning **(Eureka Math)** | |
| 1:15 to 1:55 | Math Enrichment **(EIP Math)** | French |
| 2:00 to 2:40 | Intervention **(Wonder Lab & EIP Reading)** | Block Two: Transdisciplinary Learning **(Eureka Math)** |
| 2:45 | **Dismissal** | **Dismissal** |

**Schedule Logistics and Special Considerations**

***Breakfast will start at 7:45 AM. The cafeteria will be cleared at 8:10 AM. The bell will ring at 8:15 AM. Announcements will occur from 8:16 AM to 8:19 AM. Take attendance during announcements. If a student is not in his/her seat at the START of announcements, s/he should be marked absent.**

**Magnetic Reading Foundations:** Kinder - 2nd Grade foundational skills reading program providing explicit, systematic instruction that moves students from foundational skills to reading fluency.*One ESOL teacher will push in to EACH Kindergarten class during Reading Foundations.

**Ready GA Reading (Kinder - 5th Grade):** Read, Think, Talk, Write model utilizing teacher-led discussion and small group collaboration

*1st - 4th grades may utilize a Walk-to-Read model for the entire Reading GA Reading and ELA Focus Center block. If this occurs, standards must be aligned across the grade level and students should ideally be sorted into ability-based groups.

**ELA Focus Centers:** Differentiated instruction to support student growth, utilizing a small group rotation

*1st - 5th grades will share three ESL teachers. Students will be grouped -- Tier A and B/C across grade level spans. Gerstel will pull students who require intensive ESL services

**Eureka Math:** Standards-based math instruction that helps students gain a deeper understanding of the why behind the numbers

**Math Enrichment:** The introduction of new material concludes. Begin differentiated instruction to support student growth, utilizing a small group rotation. *EIP Math will pull during this block.

**Social Science:** Direct instruction for grade level Science and Social Studies content

**Second Step Monday:** Evidence-based social-emotional learning (SEL) curriculum that fosters students' emotional intelligence, empathy, and problem-solving skills

**Intervention:** Tier III student support, differentiated centers and iReady individualized computer-based instruction; The Wonder Lab, Reading EIP AND Tier III Intervention will pull during this block.

**Black Box (Kindergarten):** Unstructured breaks, snack and/or restroom

***Dismissal will begin at 2:50 PM and end at 3:15.**

**CLICK HERE FOR DUTIES AND ASSIGNMENTS**

# International Community School

2023-2024 **Schedule**

***Fourth Grade***

| | Monday - Thursday | Friday |
|---|---|---|
| 7:45 to 8:10 | Arrival & Breakfast | Arrival & Breakfast |
| 8:15 to 8:30 | Announcements<br>Morning Meeting | Community Gathering<br>***Rotating Schedule** |
| 8:30 to 9:10 | Intervention<br>**(Wonder Lab & EIP Reading)** | Block Two: Transdisciplinary Learning<br>**(Eureka Math)** |
| 9:15 to 10:00 | Block One: Transdisciplinary Learning<br>**(Ready GA Reading)** | Block One: Transdisciplinary Learning<br>**(Ready GA Reading)** |
| 10:05 to 10:55 | ELA Focus Centers*<br>**(ESOL Pull-Out)** | ELA Focus Centers*<br>**(ESOL Pull-Out)** |
| 11:00 to 11:25 | Recess | Recess |
| 11:30 to 11:55 | Lunch | Lunch |
| 12:00 to 12:40 | Click HERE for<br>**Specials Rotation** | Click HERE for<br>**Specials Rotation** |
| 12:50 to 1:15 | Social Science<br>**(Second Step Monday)** | Social Science |
| 1:15 to 2:00 | Block Two: Transdisciplinary Learning<br>**(Eureka Math)** | |
| 2:00 to 2:40 | Math Enrichment<br>**(EIP Math)** | French |
| 2:50 | **Dismissal** | **Dismissal** |

**Schedule Logistics and Special Considerations**

***Breakfast will start at 7:45 AM. The cafeteria will be cleared at 8:10 AM. The bell will ring at 8:15 AM. Announcements will occur from 8:16 AM to 8:19 AM. Take attendance during announcements. If a student is not in his/her seat at the START of announcements, s/he should be marked absent.**

**Magnetic Reading Foundations:** Kinder - 2nd Grade foundational skills reading program providing explicit, systematic instruction that moves students from foundational skills to reading fluency.*One ESOL teacher will push in to EACH Kindergarten class during Reading Foundations.

**Ready GA Reading (Kinder - 5th Grade):** Read, Think, Talk, Write model utilizing teacher-led discussion and small group collaboration

*1st - 4th grades may utilize a Walk-to-Read model for the entire Reading GA Reading and ELA Focus Center block. If this occurs, standards must be aligned across the grade level and students should ideally be sorted into ability-based groups.

**ELA Focus Centers:** Differentiated instruction to support student growth, utilizing a small group rotation

*1st - 5th grades will share three ESL teachers. Students will be grouped -- Tier A and B/C across grade level spans. Gerstel will pull students who require intensive ESL services

**Eureka Math:** Standards-based math instruction that helps students gain a deeper understanding of the why behind the numbers

**Math Enrichment:** The introduction of new material concludes. Begin differentiated instruction to support student growth, utilizing a small group rotation. *EIP Math will pull during this block.

**Social Science:** Direct instruction for grade level Science and Social Studies content

**Second Step Monday:** Evidence-based social-emotional learning (SEL) curriculum that fosters students' emotional intelligence, empathy, and problem-solving skills

**Intervention:** Tier III student support, differentiated centers and iReady individualized computer-based instruction; The Wonder Lab, Reading EIP AND Tier III Intervention will pull during this block.

**Black Box (Kindergarten):** Unstructured breaks, snack and/or restroom

***Dismissal will begin at 2:50 PM and end at 3:15.**

**CLICK HERE FOR DUTIES AND ASSIGNMENTS**

# International Community School

2023-2024 **Schedule**

***Fifth Grade***

| | Monday - Thursday | Friday |
|---|---|---|
| 7:45 to 8:10 | Arrival & Breakfast | Arrival & Breakfast |
| 8:15 to 8:30 | Announcements<br>Morning Meeting | Community Gathering<br>***Rotating Schedule** |
| 8:30 to 9:10 | Math Enrichment<br>**(EIP Math)** | French |
| 9:15 to 9:55 | Click HERE for<br>**Specials Rotation** | Click HERE for<br>**Specials Rotation** |
| 10:00 to 10:50 | Block One: Transdisciplinary Learning<br>**(Ready GA Reading)** | Block One: Transdisciplinary Learning<br>**(Ready GA Reading)** |
| 10:55 to 11:45 | ELA Focus Centers*<br>**(ESOL Pull-Out)** | ELA Focus Centers*<br>**(ESOL Pull-Out)** |
| 11:45 to 12:25 | Intervention<br>**(Wonder Lab & EIP Reading)** | Block Two: Transdisciplinary Learning<br>**(Eureka Math)** |
| 12:30 to 12:55 | Lunch | Lunch |
| 1:00 to 1:25 | Recess | Recess |
| 1:30 to 2:15 | Block Two: Transdisciplinary Learning<br>**(Eureka Math)** | Social Science |
| 2:15 to 2:40 | Social Science<br>**(Second Step Monday)** | |
| 2:50 | **Dismissal** | **Dismissal** |

**Schedule Logistics and Special Considerations**

***Breakfast will start at 7:45 AM. The cafeteria will be cleared at 8:10 AM. The bell will ring at 8:15 AM. Announcements will occur from 8:16 AM to 8:19 AM. Take attendance during announcements. If a student is not in his/her seat at the START of announcements, s/he should be marked absent.**

**Magnetic Reading Foundations:** Kinder - 2nd Grade foundational skills reading program providing explicit, systematic instruction that moves students from foundational skills to reading fluency.*One ESOL teacher will push in to EACH Kindergarten class during Reading Foundations.

**Ready GA Reading (Kinder - 5th Grade):** Read, Think, Talk, Write model utilizing teacher-led discussion and small group collaboration

*1st - 4th grades may utilize a Walk-to-Read model for the entire Reading GA Reading and ELA Focus Center block. If this occurs, standards must be aligned across the grade level and students should ideally be sorted into ability-based groups.

**ELA Focus Centers:** Differentiated instruction to support student growth, utilizing a small group rotation

*1st - 5th grades will share three ESL teachers. Students will be grouped -- Tier A and B/C across grade level spans. Gerstel will pull students who require intensive ESL services

**Eureka Math:** Standards-based math instruction that helps students gain a deeper understanding of the why behind the numbers

**Math Enrichment:** The introduction of new material concludes. Begin differentiated instruction to support student growth, utilizing a small group rotation. *EIP Math will pull during this block.

**Social Science:** Direct instruction for grade level Science and Social Studies content

**Second Step Monday:** Evidence-based social-emotional learning (SEL) curriculum that fosters students' emotional intelligence, empathy, and problem-solving skills

**Intervention:** Tier III student support, differentiated centers and iReady individualized computer-based instruction; The Wonder Lab, Reading EIP AND Tier III Intervention will pull during this block.

**Black Box (Kindergarten):** Unstructured breaks, snack and/or restroom

***Dismissal will begin at 2:50 PM and end at 3:15.**

**CLICK HERE FOR DUTIES AND ASSIGNMENTS**

# International Community School

2023-2024 **Schedule**

***EIP Math***

| | Monday - Thursday | Friday | Schedule Logistics and Special Considerations |
|---|---|---|---|
| 7:45 to 8:10 | Arrival & Breakfast | Arrival & Breakfast | ***Breakfast will start at 7:45 AM. The cafeteria will be cleared at 8:10 AM. The bell will ring at 8:15 AM. Announcements will occur from 8:16 AM to 8:19 AM. Take attendance during announcements. If a student is not in his/her seat at the START of announcements, s/he should be marked absent.** |
| | Announcements | | **Magnetic Reading Foundations:** Kinder - 2nd Grade foundational skills reading program providing explicit, systematic instruction that moves students from foundational skills to reading fluency.*One ESOL teacher will push in to EACH Kindergarten class during Reading Foundations. |
| 8:30 to 9:10 | Fifth Grade | | **Ready GA Reading (Kinder - 5th Grade):** Read, Think, Talk, Write model utilizing teacher-led discussion and small group collaboration |
| 9:15 to 10:25 | Planning | | *1st - 4th grades may utilize a Walk-to-Read model for the entire Reading GA Reading and ELA Focus Center block. If this occurs, standards must be aligned across the grade level and students should ideally be sorted into ability-based groups. |
| 10:30 to 11:00 | Kindergarten | | **ELA Focus Centers:** Differentiated instruction to support student growth, utilizing a small group rotation |
| 11:05 to 11:40 | Lunch | Planning and Compliance | *1st - 5th grades will share three ESL teachers. Students will be grouped -- Tier A and B/C across grade level spans. Gerstel will pull students who require intensive ESL services |
| 11:45 to 12:25 | First Grade | | **Eureka Math:** Standards-based math instruction that helps students gain a deeper understanding of the why behind the numbers |
| 12:30 to 1:10 | Second Grade | | **Math Enrichment:** The introduction of new material concludes. Begin differentiated instruction to support student growth, utilizing a small group rotation. *EIP Math will pull during this block. |
| 1:15 to 1:55 | Third Grade | | **Social Science:** Direct instruction for grade level Science and Social Studies content |
| 2:00 to 2:40 | Fourth Grade | | **Second Step Monday:** Evidence-based social-emotional learning (SEL) curriculum that fosters students' emotional intelligence, empathy, and problem-solving skills |
| 2:50 | Dismissal Duty | Dismissal Duty | **Intervention:** Tier III student support, differentiated centers and iReady individualized computer-based instruction; The Wonder Lab, Reading EIP AND Tier III Intervention will pull during this block. |
| | | | **Black Box (Kindergarten):** Unstructured breaks, snack and/or restroom |
| | | | ***Dismissal will begin at 2:50 PM and end at 3:15.** |
| | | | **CLICK HERE FOR DUTIES AND ASSIGNMENTS** |

# International Community School

2023-2024 **Schedule**

***EIP Reading***

| | Monday - Thursday | Friday | Schedule Logistics and Special Considerations |
|---|---|---|---|
| 7:45 to 8:10 | Arrival & Breakfast | Arrival & Breakfast | ***Breakfast will start at 7:45 AM. The cafeteria will be cleared at 8:10 AM. The bell will ring at 8:15 AM. Announcements will occur from 8:16 AM to 8:19 AM. Take attendance during announcements. If a student is not in his/her seat at the START of announcements, s/he should be marked absent.** |
| | Announcements | Planning and Compliance | **Magnetic Reading Foundations:** Kinder - 2nd Grade foundational skills reading program providing explicit, systematic instruction that moves students from foundational skills to reading fluency.*One ESOL teacher will push in to EACH Kindergarten class during Reading Foundations. |
| 8:30 to 9:10 | Fourth Grade | | **Ready GA Reading (Kinder - 5th Grade):** Read, Think, Talk, Write model utilizing teacher-led discussion and small group collaboration |
| 9:15 to 9:40 | Planning | | *1st - 4th grades may utilize a Walk-to-Read model for the entire Reading GA Reading and ELA Focus Center block. If this occurs, standards must be aligned across the grade level and students should ideally be sorted into ability-based groups. |
| 9:45 to 10:15 | Kindergarten | | **ELA Focus Centers:** Differentiated instruction to support student growth, utilizing a small group rotation |
| 10:20 to 10:55 | Planning | | *1st - 5th grades will share three ESL teachers. Students will be grouped -- Tier A and B/C across grade level spans. Gerstel will pull students who require intensive ESL services |
| 11:00 to 11:40 | Fifth Grade | | **Eureka Math:** Standards-based math instruction that helps students gain a deeper understanding of the why behind the numbers |
| 11:45 to 12:25 | Lunch | | **Math Enrichment:** The introduction of new material concludes. Begin differentiated instruction to support student growth, utilizing a small group rotation. *EIP Math will pull during this block. |
| 12:30 to 1:10 | First Grade | | **Social Science:** Direct instruction for grade level Science and Social Studies content |
| 1:15 to 1:55 | Second Grade | | **Second Step Monday:** Evidence-based social-emotional learning (SEL) curriculum that fosters students' emotional intelligence, empathy, and problem-solving skills |
| 2:00 to 2:40 | Third Grade | | **Intervention:** Tier III student support, differentiated centers and iReady individualized computer-based instruction; The Wonder Lab, Reading EIP AND Tier III Intervention will pull during this block. |
| 2:50 | Dismissal Duty | Dismissal Duty | **Black Box (Kindergarten):** Unstructured breaks, snack and/or restroom |
| | | | ***Dismissal will begin at 2:50 PM and end at 3:15.** |
| | | | **CLICK HERE FOR DUTIES AND ASSIGNMENTS** |

# International Community School

2023-2024 **Schedule**

*ESOL*

| | Monday - Thursday | Friday |
|---|---|---|
| 7:45 to 8:10 | Arrival & Breakfast | Arrival & Breakfast |
| | Announcements | Announcements |
| 8:30 to 9:15 | Reading Foundations **(Kindergarten)** | Reading Foundations **(Kindergarten)** |
| 9:15 to 10:00 | Tiered ELA Focus **(First & Second Grade)** | Tiered ELA Focus **(First & Second Grade)** |
| 10:05 to 10:55 | Tiered ELA Focus **(Third & Fourth Grade)** | Tiered ELA Focus **(Third & Fourth Grade)** |
| 11:00 to 11:50 | Tiered ELA Focus **(Fifth Grade)** | Tiered ELA Focus **(Fifth Grade)** |
| 12:00 to 12:45 | Lunch | Lunch |
| 12:50 to 1:15 | Social Science | Social Science |
| 1:15 to 2:15 | Planning | Planning |
| 2:15 to 2:40 | Social Science | Social Science |
| 2:50 | Dismissal Duty | Dismissal Duty |

**Schedule Logistics and Special Considerations**

***Breakfast will start at 7:45 AM. The cafeteria will be cleared at 8:10 AM. The bell will ring at 8:15 AM. Announcements will occur from 8:16 AM to 8:19 AM. Take attendance during announcements. If a student is not in his/her seat at the START of announcements, s/he should be marked absent.**

**Magnetic Reading Foundations:** Kinder - 2nd Grade foundational skills reading program providing explicit, systematic instruction that moves students from foundational skills to reading fluency.*One ESOL teacher will push in to EACH Kindergarten class during Reading Foundations.

**Ready GA Reading (Kinder - 5th Grade):** Read, Think, Talk, Write model utilizing teacher-led discussion and small group collaboration

*1st - 4th grades may utilize a Walk-to-Read model for the entire Reading GA Reading and ELA Focus Center block. If this occurs, standards must be aligned across the grade level and students should ideally be sorted into ability-based groups.

**ELA Focus Centers:** Differentiated instruction to support student growth, utilizing a small group rotation

*1st - 5th grades will share three ESL teachers. Students will be grouped -- Tier A and B/C across grade level spans. Gerstel will pull students who require intensive ESL services

**Eureka Math:** Standards-based math instruction that helps students gain a deeper understanding of the why behind the numbers

**Math Enrichment:** The introduction of new material concludes. Begin differentiated instruction to support student growth, utilizing a small group rotation. *EIP Math will pull during this block.

**Social Science:** Direct instruction for grade level Science and Social Studies content

**Second Step Monday:** Evidence-based social-emotional learning (SEL) curriculum that fosters students' emotional intelligence, empathy, and problem-solving skills

**Intervention:** Tier III student support, differentiated centers and iReady individualized computer-based instruction; The Wonder Lab, Reading EIP AND Tier III Intervention will pull during this block.

**Black Box (Kindergarten):** Unstructured breaks, snack and/or restroom

***Dismissal will begin at 2:50 PM and end at 3:15.**

**CLICK HERE FOR DUTIES AND ASSIGNMENTS**

# International Community School

2023-2024 **Schedule**

***French***

| | Friday |
|---|---|
| 7:45 to 8:10 | Arrival & Breakfast |
| | Community Gathering |
| 8:30 to 9:10 | Fifth Grade |
| 9:15 to 10:55 | Planning |
| 11:00 to 11:40 | Lunch |
| 11:45 to 12:25 | First Grade |
| 12:30 to 1:10 | Second Grade |
| 1:15 to 1:55 | Third Grade |
| 2:00 to 2:40 | Fourth Grade |
| 2:50 | Dismissal |

**Schedule Logistics and Special Considerations**

***Breakfast will start at 7:45 AM. The cafeteria will be cleared at 8:10 AM. The bell will ring at 8:15 AM. Announcements will occur from 8:16 AM to 8:19 AM. Take attendance during announcements. If a student is not in his/her seat at the START of announcements, s/he should be marked absent.**

**Magnetic Reading Foundations:** Kinder - 2nd Grade foundational skills reading program providing explicit, systematic instruction that moves students from foundational skills to reading fluency.*One ESOL teacher will push in to EACH Kindergarten class during Reading Foundations.

**Ready GA Reading (Kinder - 5th Grade):** Read, Think, Talk, Write model utilizing teacher-led discussion and small group collaboration

*1st - 4th grades may utilize a Walk-to-Read model for the entire Reading GA Reading and ELA Focus Center block. If this occurs, standards must be aligned across the grade level and students should ideally be sorted into ability-based groups.

**ELA Focus Centers:** Differentiated instruction to support student growth, utilizing a small group rotation

*1st - 5th grades will share three ESL teachers. Students will be grouped -- Tier A and B/C across grade level spans. Gerstel will pull students who require intensive ESL services

**Eureka Math:** Standards-based math instruction that helps students gain a deeper understanding of the why behind the numbers

**Math Enrichment:** The introduction of new material concludes. Begin differentiated instruction to support student growth, utilizing a small group rotation. *EIP Math will pull during this block.

**Social Science:** Direct instruction for grade level Science and Social Studies content

**Second Step Monday:** Evidence-based social-emotional learning (SEL) curriculum that fosters students' emotional intelligence, empathy, and problem-solving skills

**Intervention:** Tier III student support, differentiated centers and iReady individualized computer-based instruction; The Wonder Lab, Reading EIP AND Tier III Intervention will pull during this block.

**Black Box (Kindergarten):** Unstructured breaks, snack and/or restroom

***Dismissal will begin at 2:50 PM and end at 3:15.**

**CLICK HERE FOR DUTIES AND ASSIGNMENTS**

# International Community School

2023-2024 **Schedule**

***Intervention***

| | Monday - Thursday | Friday | Schedule Logistics and Special Considerations |
|---|---|---|---|
| 7:45 to 8:10 | Arrival & Breakfast | Arrival & Breakfast | ***Breakfast will start at 7:45 AM. The cafeteria will be cleared at 8:10 AM. The bell will ring at 8:15 AM. Announcements will occur from 8:16 AM to 8:19 AM. Take attendance during announcements. If a student is not in his/her seat at the START of announcements, s/he should be marked absent.** |
| | Announcements | | **Magnetic Reading Foundations:** Kinder - 2nd Grade foundational skills reading program providing explicit, systematic instruction that moves students from foundational skills to reading fluency.*One ESOL teacher will push in to EACH Kindergarten class during Reading Foundations. |
| 8:30 to 9:10 | Fourth Grade | | **Ready GA Reading (Kinder - 5th Grade):** Read, Think, Talk, Write model utilizing teacher-led discussion and small group collaboration |
| 9:15 to 10:25 | Planning | | *1st - 4th grades may utilize a Walk-to-Read model for the entire Reading GA Reading and ELA Focus Center block. If this occurs, standards must be aligned across the grade level and students should ideally be sorted into ability-based groups. |
| 10:30 to 11:00 | Kindergarten | | **ELA Focus Centers:** Differentiated instruction to support student growth, utilizing a small group rotation |
| 11:00 to 11:40 | Fifth Grade | | *1st - 5th grades will share three ESL teachers. Students will be grouped -- Tier A and B/C across grade level spans. Gerstel will pull students who require intensive ESL services |
| 11:45 to 12:25 | Lunch | Planning and Compliance | **Eureka Math:** Standards-based math instruction that helps students gain a deeper understanding of the why behind the numbers |
| 12:30 to 1:10 | First Grade | | **Math Enrichment:** The introduction of new material concludes. Begin differentiated instruction to support student growth, utilizing a small group rotation. *EIP Math will pull during this block. |
| 1:15 to 1:55 | Second Grade | | **Social Science:** Direct instruction for grade level Science and Social Studies content |
| 2:00 to 2:40 | Third Grade | | **Second Step Monday:** Evidence-based social-emotional learning (SEL) curriculum that fosters students' emotional intelligence, empathy, and problem-solving skills |
| | | | **Intervention:** Tier III student support, differentiated centers and iReady individualized computer-based instruction; The Wonder Lab, Reading EIP AND Tier III Intervention will pull during this block. |
| 2:50 | Dismissal Duty | Dismissal Duty | **Black Box (Kindergarten):** Unstructured breaks, snack and/or restroom |
| | | | ***Dismissal will begin at 2:50 PM and end at 3:15.** |
| | | | **CLICK HERE FOR DUTIES AND ASSIGNMENTS** |

# International Community School

2023-2024 **Schedule**

***Specials***

| | Monday - Thursday |
|---|---|
| 7:45 to 8:10 | Morning Duty |
| | Annoucements |
| 8:30 to 9:10 | Third Grade |
| 9:15 to 9:55 | Fifth Grade |
| 10:00 to 10:55 | Planning |
| 11:00 to 11:40 | Second Grade |
| | |
| 12:00 to 12:40 | Fourth Grade |
| 12:45 to 1:10 | Lunch |
| 1:15 to 1:55 | First Grade |
| 2:00 to 2:40 | Kindergarten |
| 2:50 | Dismissal Duty |

**Schedule Logistics and Special Considerations**

***Breakfast will start at 7:45 AM. The cafeteria will be cleared at 8:10 AM. The bell will ring at 8:15 AM. Announcements will occur from 8:16 AM to 8:19 AM. Take attendance during announcements. If a student is not in his/her seat at the START of announcements, s/he should be marked absent.**

**Magnetic Reading Foundations:** Kinder - 2nd Grade foundational skills reading program providing explicit, systematic instruction that moves students from foundational skills to reading fluency.*One ESOL teacher will push in to EACH Kindergarten class during Reading Foundations.

**Ready GA Reading (Kinder - 5th Grade):** Read, Think, Talk, Write model utilizing teacher-led discussion and small group collaboration

*1st - 4th grades may utilize a Walk-to-Read model for the entire Reading GA Reading and ELA Focus Center block. If this occurs, standards must be aligned across the grade level and students should ideally be sorted into ability-based groups.

**ELA Focus Centers:** Differentiated instruction to support student growth, utilizing a small group rotation

*1st - 5th grades will share three ESL teachers. Students will be grouped -- Tier A and B/C across grade level spans. Gerstel will pull students who require intensive ESL services

**Eureka Math:** Standards-based math instruction that helps students gain a deeper understanding of the why behind the numbers

**Math Enrichment:** The introduction of new material concludes. Begin differentiated instruction to support student growth, utilizing a small group rotation. *EIP Math will pull during this block.

**Social Science:** Direct instruction for grade level Science and Social Studies content

**Second Step Monday:** Evidence-based social-emotional learning (SEL) curriculum that fosters students' emotional intelligence, empathy, and problem-solving skills

**Intervention:** Tier III student support, differentiated centers and iReady individualized computer-based instruction; The Wonder Lab, Reading EIP AND Tier III Intervention will pull during this block.

**Black Box (Kindergarten):** Unstructured breaks, snack and/or restroom

***Dismissal will begin at 2:50 PM and end at 3:15.**

**CLICK HERE FOR DUTIES AND ASSIGNMENTS**

# International Community School

2023-2024 **Schedule**

***Wonder Lab***

| | Monday - Thursday | Friday | Schedule Logistics and Special Considerations |
|---|---|---|---|
| 7:45 to 8:10 | Arrival & Breakfast | Arrival & Breakfast | ***Breakfast will start at 7:45 AM. The cafeteria will be cleared at 8:10 AM. The bell will ring at 8:15 AM. Announcements will occur from 8:16 AM to 8:19 AM. Take attendance during announcements. If a student is not in his/her seat at the START of announcements, s/he should be marked absent.** |
| | Announcements | | **Magnetic Reading Foundations:** Kinder - 2nd Grade foundational skills reading program providing explicit, systematic instruction that moves students from foundational skills to reading fluency.*One ESOL teacher will push in to EACH Kindergarten class during Reading Foundations. |
| 8:30 to 9:10 | Fourth Grade | | **Ready GA Reading (Kinder - 5th Grade):** Read, Think, Talk, Write model utilizing teacher-led discussion and small group collaboration |
| 9:15 to 10:25 | Planning | | *1st - 4th grades may utilize a Walk-to-Read model for the entire Reading GA Reading and ELA Focus Center block. If this occurs, standards must be aligned across the grade level and students should ideally be sorted into ability-based groups. |
| 10:30 to 11:00 | Kindergarten | | **ELA Focus Centers:** Differentiated instruction to support student growth, utilizing a small group rotation |
| 11:00 to 11:40 | Fifth Grade | | *1st - 5th grades will share three ESL teachers. Students will be grouped -- Tier A and B/C across grade level spans. Gerstel will pull students who require intensive ESL services |
| 11:45 to 12:25 | Lunch | Planning and Compliance | **Eureka Math:** Standards-based math instruction that helps students gain a deeper understanding of the why behind the numbers |
| 12:30 to 1:10 | First Grade | | **Math Enrichment:** The introduction of new material concludes. Begin differentiated instruction to support student growth, utilizing a small group rotation. *EIP Math will pull during this block. |
| 1:15 to 1:55 | Second Grade | | **Social Science:** Direct instruction for grade level Science and Social Studies content |
| 2:00 to 2:40 | Third Grade | | **Second Step Monday:** Evidence-based social-emotional learning (SEL) curriculum that fosters students' emotional intelligence, empathy, and problem-solving skills |
| | | | **Intervention:** Tier III student support, differentiated centers and iReady individualized computer-based instruction; The Wonder Lab, Reading EIP AND Tier III Intervention will pull during this block. |
| 2:50 | Dismissal Duty | Dismissal Duty | **Black Box (Kindergarten):** Unstructured breaks, snack and/or restroom |
| | | | ***Dismissal will begin at 2:50 PM and end at 3:15.** |
| | | | **CLICK HERE FOR DUTIES AND ASSIGNMENTS** |

# International Community School

## Charter Renewal Exhibit
## 11

## Sample Scope and Sequence

## This Exhibit is Not Available in Word Format

# Kindergarten Curriculum Map 2023-24

4 Day Week
3 Day Week
Essential Standards

| IB Unit | Week | Date | Notes | Science | Social Studies | Math | | Reading | Writing | Phonics | High Frequency Words |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | GKIDs | GKIDs | Eureka | | | | | |
| 1 | 1 | August Aug. 7 | | | CG1&2: civics - beginning/emerging | | | | | | |
| | 2 | Aug. 14 | | | CG1&2: civics - beginning/emerging | | | ***Parts of a book | | | |
| | 3 | Aug. 21 | | E1: space science - beginning/emerging | CG1&2: civics - developing | I-READY***Focus on introducing numbers 0-4 | | L1: RL1 | L1a - print letters | *Mm, Tt* | |
| | | | | E1: space science - developing (start demonstrating) | H1: holidays - Labor Day | MAP ***Focus on introducing numbers 5-9 | | L2: RL3 | L1a - print letters | *Aa* | |
| | 4 | Aug. 28 | | | | | | | | | |
| | 5 | September Sep. 4 | Labor Day | E1: space science - demonstrating | CG1&2: civics - demonstrating (honesty, courtesy, self-control, respect) | M1 | Lessons 1-4 | L3: RL3 | L1a - print letters | Ss, Bb | |
| | 6 | Sep. 11 | | E1: space science - demonstrating | CG1&2: civics - demonstrating (patriotism, pride, self control) | M1 | Lessons 5-9 | L4: RL3 | L1a - print letters | Ii | |
| | 7 | Sep. 18 | GKIDs Readiness Due | L1: organisms - beginning | G1: customs & cultures (family, language, holidays) | M1 | Lessons 10-14 | L5: RL2 | L1a - print letters | Ff, Hh | |
| | 8 | Sep. 25 | | L1: organisms - emerging | G1: customs & cultures (food, clothing, religion) | M1 | Lessons 15-19 | L6: RI1 | L1a - print letters | Pp, Cc | |
| | 9 | Oct. 2 | Friday No School | (Talk about living & nonliving throughout the week) WORMS & GUMMIES October 5th | NO SCHOOL | M1 | Lessons 20-23 | | L1a - print letters | Oo | |
| | 10 | October Oct. 9 | Monday No School | L1, L2: organisms - developing mammals, reptiles | H1: holidays - Columbus Day & Indigenous People's Day | M1 | Lessons 24-27 | L7: RI2 Taylor | words, letters, sentences L2 | Kk, Nn | |
| 2 | 11 | Oct. 16 | Planning day Oct. 20 | L1, L2: organisms - demonstrating amphibians, birds, fish | G2: geographic - beginning | M1 | Lessons 28 - 32 | L8: RI3 Mary | L2: parts of a sentence & writing sentences (capitalization, spaces between words, whole idea, punctuiation) | Rr, Dd | |
| | 12 | Oct. 23 | UN Day | U.N. Day (October 27) | U.N. Day (October 27) | M1 | Lesson 33, Review, and Assess | L9: RL4 Rachel | L2: parts of a sentence & writing sentences | Ee | |
| | 13 | Oct. 30 | | L1, L2: organisms - demonstrating amphibians, birds, fish NATURE PERSERVE FIELD TRIP NOVEMBER3 | G2: geographic - emerging | M2 | Lessons 1-4 | L10: RL5 Eboni | W3: narrative | Ll, Gg | the, a |
| | 14 | November Nov. 6 | Tuesday Teacher Work Day | L1, L2: organisms - demonstrating | H1: holidays - Veteran's Day | M2 | Lessons 5-8 | L11: RL6 Taylor | W3: narrative | Jj, Ww | I, like |
| | 15 | Nov. 13 | | E2: earth materials - beginning | H1: holidays - Thanksgiving (city, state, county homework) | M2 | Lessons 9/10 Mon., Tues. sphere, Wed. cone, Thurs. cylinder, Fri. cube | L12: RI4 Mary | W3: narrative ***Begin heart words | Uu | and , to |
| | | Nov. 20 | **Thanksgiving Break** | | | | | | | | |
| | 16 | Nov. 27 | | E2: earth materials - emerging | G2: geographic - demonstrating | M2 | Lessons 15-16, Review and Assess DECEMBER 1 SHAPES PARTY | L13: RI5 & RI6 Rachel | W3: narrative | Qq, Zz | is, make |
| | 17 | December Dec. 4 | No School Tuesday | E2: earth materials - developing | G2: geographic - CLAY GLOBES (holidays) (Hanukkah) | M3 | Lessons 1-4 | L14: RL7 Eboni | W3: narrative | Vv, Xx, Yy QU WEDDING | for, you |
| | 18 | Dec. 11 | | E2: earth materials - demonstrating | H1: holidays - Christmas, Kwanzaa DECEMBER 13 HOLIDAY PERFORMANCE | M3 | Lessons 5-9 | L15: RL9 Taylor | W3: narrative | Short a | he, she |
| | | Dec. 18 | **Winter Break** | | | | | | | | |
| | | Dec. 25 | | | | | | | | | |
| 3 | 19 | January Jan. 1 | Monday Winter Break, Tuesday Teacher Planning Day | P1: physical attributes - beginning / emerging (color, size, shape, weight, texture) | H1: holidays - New Year's | M3 | Lessons 10-12 | L16: RI7 Mary | W2: informative/ explanatory (how-to)***plan writing for Spring! | Short i | some, that |
| | 20 | Jan. 8 | | P1: physical attributes - developing | H1: holidays - MLK Day | M3 | Lessons 13-17 | L17: RI8 Rachel | W2: informative/ explanatory (how-to) | Short o | of, they |
| | 21 | Jan. 15 | MLK Day | P1: physical attributes - demonstrating / exceeding | Geography review | M3 | Lessons 18-21 | L18: RI9 Eboni | W2: informative/ explanatory (how-to) | Short e | his, was |
| | 22 | Jan. 22 | | P2: motion - beginning | H2: American symbols (pledge, flags) | M4 | Lessons 1-4 | RL3: story elements (transition words - first, then, next, last) | W2: informative/ explanatory (how-to) | Short u | her, when |
| | 23 | Jan. 29 | | P2: motion - emerging (straight, circular, back & forth) | H2: Star Spangled Banner, bald eagle | M4 | Lessons 5-9 | RL3: story elements (BME) **2 days per each | W2: informative/ explanatory (how-to) | -ck | are, have, one, with |
| | 24 | February Feb. 5 | | P2: motion - emerging (fast & slow, motionless) | H2: holidays - President's Day | M4 | Lessons 10-14 | RL3: story elements (BME) assessment? UNIT 3: Caring Read Aloud | W2: informative/ explanatory (how-to) | -ss, -ll, -ff, -zz | be, no, so, we |
| | 25 | Feb. 12 | Friday Febuary Break | NO SCHOOL | NO SCHOOL | M4 | Lessons 15-18 | RL3: story elements (BME) assessment? | W2: informative/ explanatory (how-to) | Long a: a_e | from, or, there, this |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 26 | ary | Feb. 19 | Monday Febuary Break | H2: Statue of Liberty, White House<br>Black History Month + door competition | | M5 | Lessons 1-4 | RI2: main idea (topic) in a picture/group | W2: informative/ explanatory (how-to) | Long i: i_e | about, by, my, out |
| | 27 | | Feb. 26 | | P2: motion - developing | H2: holidays - Lincoln Memorial, Washington Monument | M5 | Lessons 5-9 | RI2: main idea (topic) in a text | Labeling | Long o: o_e | could, said, what , would |
| | 28 | | Mar. 4 | Friday Teacher Work Day | NO SCHOOL | NO SCHOOL | M5 | Lessons 10-14 | RI2: main idea, details in a picture/group | W2: informative/ explanatory (how-to) | Long u: u_e | as, has, their, were |
| | 29 | March | Mar. 11 | | UNIT 4: Risk Taker Read Aloud and Activity<br>P2: motion - developing | E1: economics - beginning | M5 | Lessons 15-19 | RI2: main idea, details in a text | W2: informative/ explanatory (how-to) | Long e: ee, e_e | do, into, very, who |
| | 30 | | Mar. 18 | | P2: motion - demonstrating<br>Car building | E2: economics - emerging<br>Women's History month | M5 | Lessons 20-24 | RI2: main idea & details (putting it all together) | W2: informative/ explanatory (how-to) | short and long a<br>short and long i | more, other, peoplre, yourr |
| | 31 | | Mar. 25 | | P2: motion - demonstrating / exceeding | E3: economics - developing (goods & services) | M5 | Lessons 25-27, Review/Assess | RL9/RI9: compare & contrast (picture) | W2: informative/ explanatory (how-to) | short and long o<br>short and long u | all, also, call, many |
| | | | Apr. 1 | | | | | **Spring Break** | | | | |
| 4 | 32 | April | Apr. 8 | EID on 4/9 | P2: motion - demonstrating /exceeding<br>UNIT 4: Reflective Read aloud and Activity | E3: economics - developing (money) | M6 | Lessons 1-4 | RL9/RI9: compare & contrast (text) | W1: opinion writing | short and long e<br>review sound spelliing | down, how, now, which |
| | 33 | | Apr. 15 | Start GKIDS | Earth Day | E1/2/3/4: economics - demonstrating | M6 | Lessons 5-9 | Compare & contrast REVIEW | W1: opinion writing | | |
| | 34 | | Apr. 22 | Start PV | | E1/2/3/4: economics - demonstrating | M6 | Lessons 10-14 | RI8: authors purpose - persuade | W1: opinion writing | | |
| | 35 | | Apr. 29 | IB Exibition | AAPI Month | E4: economics - exceeding<br>Parent visits | M6 | Lessons 15-19 | RI8: authors purpose - inform | W1: opinion writing | | |
| | 36 | May | May. 6 | Friday Field Day | FIELD DAY | FIELD DAY | M6 | Lessons 20-23 | RI8: authors purpose - entertain | W1: opinion writing | | |
| | 37 | | May. 13 | Career Day | CAREER DAY | E4: economics - exceeding<br>Dress up day and Needs v. Wants | M6 | Lesson 24, Review, Assess | RI8: authors purpose - put it all together | W1: opinion writing | | |
| | 38 | | May. 20 | | LAST DAY | LAST DAY | | REVIEW | REVIEW | REVIEW | REVIEW | |

4 Day Week
3 Day Week

| Unit | Week | Date | Notes | Reading | ELA | Math | | Soicial Studies | Science | Other Notes |
|---|---|---|---|---|---|---|---|---|---|---|
| Unit 1: How We Organize Ourselves | 1 | August Aug. 7 | | **Routines & Procedures/UNIT 1 PRE-ASSESSMENT** | Routines & Procedures/ ELAGSE3L4a (Context Clues) | Module 1 - Multiplication and Division with Units of 2, 3, 4, 5, and 10 | Routines & Procedures/ Lesson 1- 2 | Routines & Procedures/ Learner Profiles and ATLs | | |
| | 2 | Aug. 14 | | ELAGSERI1 (ask and answer questions about key details) | ELAGSE3L4b (Prefixes and Suffixes) | | Lessons 3-7 | United States Georgraphy - SS3G1 (G1a, G1b), SS3G2 - GaDOE Resources Standards | | |
| | 3 | Aug. 21 | | ELAGSERI2 (finding the main idea and key details) | ELAGSE3L4c (Root words) | | Lessons 8-12 | | | |
| | 4 | Aug. 28 | | ELAGSERI2 (finding the main idea and key details) | ELAGSE3L6 (Words for time and space) | | Lesson 13- 17 | | | |
| | 5 | September Sep. 5 | **Labor Day** | ELAGSERI3 (reading about time and sequence) | ELAGSE3L4b (Using a dictionary or a glossary) | | Lessons 18 -22 | | Regions of Georgia - S3L1 (L1a, L1b, L1c) GA DOE Resources | |
| | 6 | Sep. 11 | | ELAGSERI3 (describing cause&effect) **UNIT 1 ASSESSMENT** | ELAGSE3L3a (choosing words and phrases for effect) ELAGSE3L3b (spoken and writen English) | | Lesson 23, Review & End of Module Assessment | | | |
| Unit 2 | 7 | Sep. 18 | | **UNIT 2 PRE-ASSESSMENT ELAGSERL1 (asking&answer questions about stories)** | ELAGSE3L1a (nouns and pronouns) | **Module 2** - Place Value Concepts Through Metric Measurement | Lessons 1-4 | | Heat Energy - S3P1 (P1a, P1b, P1c) GA DOE Resources | |
| | 8 | Sep. 25 | | ELAGSERL1 (asking&answer questions about stories) | ELAGSE3L1a (verbs and adjectives) | | Lessons 5-9 | | | |
| | 9 | October Oct. 2 | Friday = Teacher Workday | ELAGSERL3 (describing characters) - LP | ELAGSE3L1a (adverbs) ELAGSE3L1b (pronouns) | | Lessons 10-13 | | | |
| | 10 | Oct. 10 | Monday No School | ELAGSERL2 (recounting stories) | ELAGSE3L1c (abstract nouns) | | Lessons 14-17 | American Indians: Past and Present - SSH1 (H1a, H1b, H1c), SS3Ga GA DOE Resources Standards | | |
| | 11 | Oct. 16 | | ELAGSERL2 (determining the central message for fables and folk tales) **UNIT 2 ASSESSMENT** | ELAGSE3L1e (simple verb tenses) | | Lessons 18 -22 | | | |
| Unit 3 | 12 | Oct. 23 | UN Day | **UNIT 3 PRE-ASSESSMENT** ELAGSERI4 (unfamiliar words) | ELAGSE3L1b (regular verbs) | | Lessons 23-25, Review, Assess | | | |
| | 13 | Oct. 30 | | ELAGSERI4 (unfamiliar words) | ELAGSE3L1b (irregular verbs) | **Module 3** - Multiplication and Division with Units of 0, 1, 6, 7, 8, and 9 | Lesson 1-5 | | | |
| | 14 | November Nov. 6 | Tuesday Teacher Work Day | ELAGSERI5 (text features) | ELAGSE3L1f (subject verb agreement) | | Lessons 6-9 | | Rocks & Soil - S3E1 (E1a, E1b, E1c) GA DOE Resources | |
| | 15 | Nov. 13 | | ELAGSERI5 (text features) | ELAGSE3L1f (pronoun antecedent agreement) | | Lessons 10-14 | | | |
| | | Nov. 20 | | **Thanksgiving Break** | | | | | | |
| | 16 | Nov. 27 | | ELAGSERI6 (author's point of view) | ELAGSE3L1g (comparative and superlative adjectives and adverbs) ELAGSE3L1h (coordinating conjunctions) | Module 3 - Multiplication and Division with Units of 0, 1, 6, 7, 8, and 9 | Lessons 15-19 | | | |
| | 17 | December Dec. 4 | | ELAGSERI6 (authors point of view) **UNIT 3 POST-ASSESSMENT** | ELAGSE3L1h/ELAGSE3L1i (simple and compound sentences) ELAGSE3L1h/ELAGSE3L1i (Suboordinating Conjunctions and Complex Sentences) | | Lessons 20-24 | European Explorers - SSH2 (H2a, H2b, H2c), SS3G3b GA DOE Resources Standards | | |
| | 18 | Dec. 11 | | **UNIT 4 PRE-ASSESSMENT** ELAGSERL4 (words in context) | ELAGSE3L2c (punctuating dialogue) ELAGSE3I5a (literal and non-literal | | Lesson 25, Review, and Assess | | | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 4 Day Week | | | | | | | | | |
| | 3 Day Week | | | | | | | | | |
| **Unit** | **Week** | **Date** | **Notes** | **Reading** | **ELA** | **Math** | | **Soical Studies** | **Science** | **Other Notes** |
| | | Dec. 18 | **Winter Break** | | | | | | | |
| | | Dec. 25 | | | | | | | | |
| Unit 4 | 19 | Jan. 3 | Monday Winter Break, Tuesday Teacher Planning Day | ELAGSRL5 (what are stories made of) | ELAGSE3L5b (real life connections) | **Module 4** - Multiplication and Area | Lessons 1-3 | British Colonial America - SS3H3 (H3a, H3b, H3c), SS3G3c GA DOE Resources Standards | | |
| | 20 | Jan. 8 | | ELAGSRL5 (what are plays made of) | ELAGSE3L2e (adding suffixes) ELAGSE3L5c (shades of meaning) | | Lessons 4-8 | | | |
| | 21 | Jan. 16 | MLK Day | ELAGSRL5 (what are poems made of) | ELAGSE3L2g (using reference works) | | Lessons 9-12 | | | |
| | 22 | Jan. 23 | | ELAGSERL6 (character point of view) **UNIT 4 POST-ASSESSMENT** | ELAGSE3L2g (using reference works) | | Lessons 13-17 | | | |
| Unit 5 | 23 | Jan. 29 | | **UNIT 5 PRE-ASSESSEMENT ELAGSERI7 (connecting words and pictures in informational text)** | ELAGSE3L2a (capitalization in titles) | | Lesson 19, Review, and Assess | | | |
| | 24 | Feb. 5 | | ELAGSERI8 (describing connections between sentences and paragraphs) | ELAGSE3L2b (punctuating addresses) | **Module 5** - Fractions as Numbers | Lessons 1-5 | | Fossils - S3E2 (a,b) GA DOE Resources | |
| | 25 | Feb. 12 | Friday - Teacher Work Day | ELAGSERI8 (describing comparisons) | ELAGSE3L2d (posessive nouns) | | Lessons 6-9 | | | |
| | 26 | Feb. 20 | Monday Febuary Break | ELAGSERI8 (describing comparisons) | ELAGSE3L1f (possesive pronouns) ELAGSE3L2d (possesive pronouns) | | Lessons 10-13 | | | |
| | 27 | Feb. 26 | | ELAGSERI9 (comparing&contrasting two texts) | ELAGSE3L1f (possesive pronouns) ELAGSE3L2d (possesive pronouns) | | Lessons 14-19 | | | |
| | 28 | Mar. 4 | Friday Teacher Work Day | ELAGRERI9 (comparing&contrasting two texts) **UNIT 5 POST-ASSESSMENT** | ELAGSE3L1f (possesive pronouns) ELAGSE3L2d (possesive pronouns) | | Lessons 20-23 | | | |
| Unit 6 | 29 | Mar. 11 | | **UNIT 6 PRE-ASSESSMENT ELAGSERL7 (connecting words and pictures)** | ELAGSE3L4a (Context Clues) ELAGSE3L4b (Prefixes and Suffixes) | | Lesson 24-27, Review, Assess | American Government - SS3CG1 (a,b,c), SS3CG2 (a,b) GA DOE Resources Standards | | |
| | 30 | Mar. 18 | | ELAGSERL9 (comparing&contrasting stories) | ELAGSE3L4a (Context Clues) ELAGSE3L4b (Prefixes and Suffixes) | **Module 6** - Geometry, Measurement, and Data | Lessons 1-5 | | | |
| | 31 | Mar. 25 | | ELAGSERL9 (comparing&contrasting stories) **UNIT 6 POST-ASSESSMENT** | ELAGSE3L4a (Context Clues) ELAGSE3L4b (Prefixes and Suffixes) | | Lessons 6-10 | | | |
| | | Apr. 1 | **Spring Break** | | | | | | | |
| | 32 | Apr. 8 | Tuesday = Virtual Learning Day (EID) | Review: ELAGSERI2 (finding the main idea and key details) | ELAGSE3L4c (Root words) | **Module 6**: Geometry, Measurement, and Data | Lessons 11-15 | Economics 101 - SS3E1, SS3E2, SS3E4, SS3E4 GA DOE Resources Standards | | |
| | 33 | Apr. 15 | | Review: ELAGSRL5 (what are poems made of) | ELAGSE3L4c (Root words) | | Lessons 16-21 | | | |
| | 34 | Apr. 22 | | Review: ELAGSRL5 (what are stories made of) | ELAGSE3L4c (Root words) | | Lessons 22-26 | | | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 4 Day Week | | | | | | | | | |
| | 3 Day Week | | | | | | | | | |
| **Unit** | **Week** | | **Date** | **Notes** | **Reading** | **ELA** | **Math** | **Soical Studies** | **Science** | **Other Notes** |
| | 35 | | Apr.29 | IB Exibition | Review: ELAGSERL2 (Theme) | ELAGSE3I5a (literal and non-literal meaning | review | | | |
| | 36 | | May. 6 | Friday Field Day | Review: ELAGSERI6 (Point of View) | ELAGSE3I5a (literal and non-literal meaning | review | | Pollution and Conservation - S3L2 (L2a, L2b) GA DOE Resources | |
| | 37 | May | May. 13 | | Review: ELAGSERL7 (connecting words and pictures) | ELAGSE3L2c (punctuating dialogue) | review | | | |
| | 38 | | May. 20 | | Review: ELAGSERL7 (connecting words and pictures) | ELAGSE3L2c (punctuating dialogue) | review | | | |

# Fourth Grade Curriculum Map 2023-24

4 Day Week | 3 Day Week | Essential Standard | Assessment Calendar

| IB Unit | Week | Date | Notes | Math | | | | Reading | Writing | ELA | | Science & Social Studies | SEL | Test-Taking Strategy | Notes for Next Year |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Unit 1** - How The World Works: Function | 1 | August Aug. 7 | | **Module 1** - Place Value Concepts for Addition and Subtraction | Routines & Procedures / Pre-assess | Routines & Procedures / Pre-assess | **Fluency** Mixed Addition for Speed | Routines & Procedures / Pre-assess | ELAGSE4W3: Narrative Writing | | **Morphology** ELAGSEL4b Greek & Latin Affixes & Roots | Routines & Procedures | | | |
| | 2 | Aug. 14 | Begin Literacy Footprints Assessment | | Station Routines & Fluency / Pre-assess | Station Routines & Fluency / Pre-assess | Mixed Subtraction for Speed | Unit One Pretest L1: RI2 | | ELAGSE4L4b: Intro Greek & Latin affixes & roots | | S4L1a Roles in an Ecosystem S4L1b Food Webs | L1 Empathy & Respect | | ELA: 2 weeks on story elements Science: 2 weeks for roles/food webs |
| | 3 | Aug. 21 | iReady Testing | | L 1-5 | | Addition & Subtraction Mixed Set | L2: RI3 | | ELAGSE4L2a: Capitalization | Prefix re- | S4L1c-d Changes, Scarcity, Overabundance & Extinction | L2 Listening with Attention | | Math: move NBT.1 & OA.1 to beginning of multiplication unit |
| | 4 | Aug. 28 | MAP TESTING | | L 6-10 | | Multiply 0-3 | L3: RI3 | | ELAGSE4L1f: Sentences | Prefix un- in- dis- non- de- | Ecosystems Project | L3 Being Assertive | | |
| | 5 | September Sep. 4 | Labor Day | | L 11-14 | | Multiply 4 | L4: RI3 | | ELAGSE4L1f: Sentences, Fragments | Prefix en- em- | BUFFER | L4 Respecting Similarities & Differences | | |
| | 6 | Sep. 11 | | | L 15-19 | | Multiply 5 | L5: RI2 | | ELAGSE4L1f: Sentences, Run-Ons | Prefix mis- mal- | SS4H1b: American Revolution | L5 Understanding Complex Feelings | | ELA: switch -in -im to come after -en -em |
| | 7 | Sep. 18 | IB Planning Day Mon | | L 20-24 | | Multiply 6 | L6: RI1 | | ELAGSEL2c: Compound Sentences/Coordinating Conjunctions | Prefix pre- fore- | SS4H1c-d: American Revolution G2a: American Rev. Battle sites | L6 Understanding Different Perspectives | | |
| **Unit 2** - Sharing the Planet: Connection | 8 | Sep. 25 | | **Module 2** - Place Value Concepts for Multiplication and Division | L 1-5 | | Multiply 7 | Unit One Assessment | | ELAGSE4L4a: Context Clues | Prefix over- | H1d: Declaration of Independence CG1a: Declaratoin of Independence | L7 Conversation & Compliments | | |
| | 9 | October Oct. 2 | Fall Break | | L 6-9 | | Multiply 8 | Unit Two Pretest L7: RL3 | ELAGSE4W2: Informative/Explanatory Writing | ELAGSE4L4a: Context Clues | Prefix sub- | Fall Break | L8 Joining In | | Math: move Factors, Multiples, Prime, Composite (L22-25) to middle of Division unit |
| | 10 | Oct. 9 | Fall Break | | L 10 -13 | | Multiply 9 | L8: RL3 | | ELAGSE4L2b: Quotations | Prefix inter- | CG1b-d: Declaration of Independence | L8 Joining In | | |
| | 11 | Oct. 16 | Family Conferences | | L 14-18 | | Multiply 10-11 | L9: RL2 | | ELAGSE4L3c: Formal vs. Informal Writing | Suffix -s/-es | E3: Water Cycle | L9 Showing Compassion | | |
| | 12 | Oct. 23 | IB Planning day Thurs; UN Day Fri | | L 19-23 | | Multiply 12 | L10: RL2 | | ELAGSE4L3a: Precise Word Choice | Suffix -ed | UN Day | L10 Emotion Management | | |
| | 13 | Oct. 30 | | | L 24 | | Mixed Multiplication for Speed | L11: RL2 | | ELAGSE4L1c: Helping Verbs | Suffix -ing | E3: Water Cycle | L11 Managing Strong Feelings | | ELA: move -able/-ible after -ing |
| **Unit 3** - How We Organize Ourselves: Form | 14 | November Nov. 6 | Teacher Work Day Tues | **Module 3** - Multiplication and Division of Multi-Digit Numbers | L 1-4 | | Divide 1-3 | L12: RL1 | | ELAGSE4L1c: Linking Verbs | Suffix -ly | H2:Creation of the Constitution | L12 Calming Down Anger | | |
| | 15 | Nov. 13 | Spelling Bee Thurs | | L 5-9 | | Divide 4-5 | Unit Two Assessment | | ELAGSE4L1b: Progressive Tense | Suffix -er/-or | CG2: First Amendment CG3:Bill of Rights, Gov't. branches | L13 Managing Anxiety | | |
| | | Nov. 20 | **Thanksgiving Break** | | | | | | | | | | | | |
| | 16 | December Nov. 27 | Begin Literacy Footprints Assessment | **Module 3** - Multiplication and Division of Multi-Digit Numbers | L 11-14 | | Divide 6 | Unit Three Pretest L13: RI4 | ELAGSE4W2: Informative/Explanatory Writing | ELAGSE4L1g: Commonly confused words / Homophones | Suffix -tion | E4a-b: Weather Instruments & Maps | L14 Avoiding Jumping to Conclusions | | |
| | 17 | Dec. 4 | iReady Testing / MAP Testing (Math W-Th) | | L 15-19 | | Divide 7 | L14: RI5 | | ELAGSE4L5c: Synonyms | Suffix -able/-ible | E4c-d: Clouds: Climate vs. Weather | L15 Handling Put-Downs | | |
| | 18 | Dec. 11 | MAP Testing (Reading M-T) | | L 20-24 | | Divide 8 | L15: RI5 | | ELAGSE4L5c: Antonyms | MAP Testing | Field Trip: High Museum of Art | L16 Solving Problems Pt 1 | | |
| | | Dec. 18 | **Winter Break** | | | | | | | | | | | | |
| | | Dec. 25 | | | | | | | | | | | | | |
| **Unit 4** - Where We Are in Place & Time: Causation | 19 | January Jan. 1 | Holiday Monday / Teacher Workday & IB Planning Tues | **Module 4** - Foundations for Fraction Operations | L 1-5 | | Divide 9 | L16: RI6 | ELAGSE4W1: Opinion Writing | ELAGSE4L4c: Dictionaries / Glossaries ELAGSE4L2d: Spelling | Suffix -al/-ial | P1: Light | L17 Solving Problems Pt 2 | Read/follow directions (Olivia) | ELA: teach text features at beginning of info texts |
| | 20 | Jan. 8 | | | L 6-10 | | Divide 10-11 | Unit Three Assessment | | ELAGSE4L4c: Thesaurus | Suffix -y | P2: Sound | L18 Making a Plan | Reword the directions/question in your own words (Marie) | ELA: move thesaurus to come after synonyms/antonyms |
| | 21 | Jan. 15 | MLK Day | | L 11-13 | | Divide 12 | Unit Four Pretest L17: RL4 | | ELAGSE4L1a: Relative Pronouns | Suffix -ness | P3: Forces and motion | L19 Solving Playground Problems | Multiple Choice: process of elimination crossoff - nonanswers (Gladys) | |
| | 22 | Jan. 22 | Field Trip Wed 9-11:05 am / ACCESS testing | | L 14-18 | | Mixed Division for Speed | L18: RL6 | | ELAGSE4L1a: Relative Adverbs | Latin Root: aud | P3: Forces and motion | L20 Taking Responsibility for your Actions | Multiple Choice: "imposters" or detractors (Marie) | |
| | 23 | Jan. 29 | ACCESS testing | | L 19 - 22 | | Mixed Division for Speed | L19: RL5 | | ELAGSE4L1e: Prepositional Phrases | Latin Root: cept | H3: Explain Westward Expansion | L21 Dealing with Peer Pressure | Multiple Choice: choosing the BEST answer (Olivia) | |
| | 24 | Feb. 5 | | | L 23 -27 | | Mixed Multiplication & Division for Speed | L20: RL5 | | ELAGSE4L1d: Order of Adjectives | Latin Root: frag | G1: Physican/Manmade features G2b:Physical barriers/gateways of westward expansion | L22 Review | Text Too Hard? Skim or Scan (Gladys) | |
| | 25 | February Feb. 12 | Feb Break | | L 28-32 | | Mixed Multiplication & Division for Speed | L21: RL5 | | ELAGSE4L3b: Punctuation for Effect | Latin Root: duct | **February Break** | | Skip and Return; Time Management (Olivia) | Math: Omit Module 5 L20-21 (common denominators for adding) |
| | 26 | Feb. 19 | Feb Break | | L 33-34 | | Mixed Multiplication & Division for Speed | Unit Four Assessment | | ELAGSE4L5a: Figurative Language - Similes | Latin Root: ject | H4: Abolition & Suffrage | Bullying L1 Recognize, Report, Refuse | Leave nothing blank (Marie) | Science: expand E1 over 2 weeks |
| | 27 | Feb. 26 | | **Module 5** - Place Value Concepts for Decimal Fractions | L 1-4 | | Fraction / Decimal Equivalences | Unit Five Pretest L22: RI7 | | ELAGSE4L5a: Figurative Language - Metaphors | Latin Root: min | E1: Stars and Planets | Bullying L2 Bystander Power | How to check our work step by step (Gladys) | |
| | 28 | March Mar. 4 | | | L 5-8 | | Fraction / Decimal Equivalences | L23: RI8 | | ELAGSE4L5b: Figurative Language - Idioms | Latin Root: scrib or script | Teacher Work Day | Bullying L3 Bystander Responsibility | Short Answer Q's with a 2 point Rubric (Olivia) | Math: Line Plots - add L40 |
| | 29 | Mar. 11 | | | L 9-13 | | Equivalent Fractions | L24: RI9 | ELAGSE4W3: Narrative Writing | ELAGSEL4b: Greek & Latin Affixes & Roots | Greek Root: tele | E1: Stars and Planets | Bullying L4 Bystanders to Cyber Bullying | Using scratch paper (Marie) | |
| | 30 | Mar. 18 | | | L 14 | | Equivalent Fractions | Unit Five Assessment | | Flex Week | Greek Root: geo | E2: Sun-Earth-Moon systems | | Writer's Checklist for Constructed Responses (Gladys) | Review before Assessment 2 |
| **Unit 5** - How Express Ourselves: Perspective | 31 | Mar. 25 | | **Module 6** | L 1-5 | | REVIEW | Unit Six Pretest Media Feature 1 RL7 | | REVIEW | REVIEW | REVIEW | | | |
| | | Apr. 1 | **Spring Break** | | | | | | | | | | | | |
| Who We Are: Change | 32 | April Apr. 8 | | **Module 6** - Angles Measurements and Plane Figures | L 6-10 | REVIEW | REVIEW | L25: RL9 | | REVIEW | REVIEW | REVIEW | | | |
| | 33 | Apr. 15 | | | L 11-15 | GMAS | GMAS | L26: RL9 | | GMAS | GMAS | GMAS | | | |
| | 34 | Apr. 22 | | | L 16-20 | GMAS | GMAS | Unit Six Assessment | | GMAS | GMAS | E2: Sun-Earth-Moon systems (Thursday & Friday) | | | |
| | 35 | Apr. 29 | | | | | Geometry Vocab | IB UNIT Week One LE #1-8 | Opinion Writing | | Greek Root: phon, photo | H5: Civil War; LE #9 | Child Protection L1-2 | | *IB Unit notes: add case studies for southern secession, Emancipation Proclamation, Black Union soldiers, Juneteenth, Reconstruction accomplishments |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Unit 6** - W Ch | 36 | | May. 6 | | | | | Measurement Vocab | IB Unit Week Two LE #9-14 | ELAGSE4W1: Op | | Greek Root: meter | Field Day | Child Protection L3-4 | | |
| | 37 | May | May. 13 | | | | | Measurement Vocab | IB Unit Week Three LE #15-20 | | | Greek Root: graph, gram | H6: Reconstruction | Child Protection L5 | | |
| | 38 | | May. 20 | | | | | Review | ELAGSE4RI10 / ELAGSE4RL10 | | | Greek Root: bio | N/A | Child Protection L6 | | |

# International Community School

# Charter Renewal Exhibit
# 12

# Student Code of Conduct

# INTERNATIONAL COMMUNITY SCHOOL

# STUDENT CODE OF CONDUCT

## Purpose

The purpose of the ICS Student Code of Conduct and Behavior Contract is as follows:

1. To create a safe environment
2. To maximize learning time
3. To provide information to students and parents about rules and regulations of the school and the plan for consequences for infraction of these rules and regulations
4. To provide uniform disciplinary procedures for prevention and intervention for student behavioral needs

## IBPYP BEHAVIOR EXPECTATIONS

The goals of the PYP Behavior & Discipline Policy at ICS are to create a safe and orderly environment that is conducive to learning for all students, and to develop in our students an awareness of how their personal actions affect others and the overall school community.

The relationship between rights and responsibilities is pivotal to behavior expectations of our PYP students. In order for each of us to exercise our rights, it is necessary for us to uphold and honor our responsibilities to preserve these rights for everyone.

Classroom rules and procedures are established in alignment with school-wide expectations and support the development of the IB Learner Profiles. Students will receive positive reinforcement as well as clear and consistent consequences that focus on students taking responsibility for their own behavior as appropriate.

Parents and students will be required to sign the Code of Conduct upon enrollment and at the beginning of each school year. Students may not enroll in ICS, unless consequences at a prior school or system have been served. This includes expulsion and alternative school determinations. Students who have been expelled from another school or assigned to an alternative school will not be allowed to enroll at ICS until those consequences expire or are reversed.

IBPYP students will be responsible for complying with these behavioral expectations in the classroom, in the gym, on the playground, in the cafeteria, on the bus, and within the context of all other common spaces and school-related activities. Every specific variation of conduct may not have been included. Each student is held responsible for his or her actions when under the supervision of school personnel. Once students have been dismissed, **parents or guardians are expected to adhere to all policies and procedures in this document while on campus.**

ICS (PYP) teachers and students work together to build classroom community agreements that are consistent and aligned with the IB Learner Profile. Each teacher has the professional discretion to establish and enforce his/her own classroom agreements, which are posted in the classroom, and is responsible for communicating the classroom agreements and consequences to the respective parents. Teachers may implement their own systems for consequences and rewards in their classrooms. Teachers, students, parents and administrators are committed to working together to address disciplinary matters with the aim to help students develop strategies to self-regulate behavior and take responsibility for their chosen actions.

## ICS Essential Agreements Matrix

| SETTING | ICS Essential Agreements |
|---|---|
| *Classrooms* | ▪ Adhere to the classroom agreements<br>▪ Demonstrate acceptable use and care of technology<br>▪ Store personal items in assigned areas |
| *Hallways* | ▪ Walk orderly and quietly so that others can learn<br>▪ Retrieve/return cubby items and change indoor/outdoor shoes in an organized and quiet manner<br>▪ Refrain from being in hallways before school and during morning and lunch recesses |
| *Mealtimes/ Cafeteria* | ▪ Wash hands before eating<br>▪ Walk at all times<br>▪ Sit down while eating at designated areas when noted; use appropriate table manners<br>▪ Clean up area when finished eating; carry tray to tray holder, push in chairs, throw away any garbage/trash<br>▪ Take responsibility for spilled food or other accidents<br>▪ Talk using indoor voices |
| *Community Venues/Assemblies* | ▪ Remain seated<br>▪ Respect speakers, performers and show appreciation in appropriate ways |
| *Bus* | ▪ Show respect to bus driver and all passengers at all times<br>▪ Wear seatbelts and stay seated while on the bus<br>▪ Use inside voices<br>▪ Be prompt for pick-ups and dismissal<br>▪ Use kind language<br>▪ Store all belongings safely<br>▪ Cross in front of the bus when boarding or exiting the bus |
| *Playground/Recess* | ▪ Play in designated, supervised areas<br>▪ Seek adult help if someone is unsafe, or there is a conflict that needs mediation Stay within boundaries<br>▪ Be respectful of trees and landscaped areas<br>▪ Use good sportsmanship and fair play |

Positive Recognition Strategies

| POSITIVE RECOGNITION/INCENTIVES *may* INCLUDE: |
|---|
| • Complimentary notes to the student from students/teachers/ principal<br>• Complimentary notes home to parents from teachers/principal<br>• Class Dojo Points exchanged for class and individual rewards<br>• Community-wide recognition (Gatherings, Assemblies, Grade Level Meetings, Celebrations, etc.)<br>• Global citizen award (given monthly) |

**Student Misconduct and Consequences**

Offenses are classified into four categories determined by the severity of the offense. The categories and examples of behaviors are outlined in the chart below, as well as consequences for those infractions Referrals are to be (can be) completed and submitted by Teachers, Teacher Assistants, Paraprofessionals, and Administrators (Students receiving In School Suspension, will not be able to participate in extracurricular activities, field trips, assemblies, or special class/school events on the same day):

| | Level 1- Incidental Violations | Level 2- Minor violations | Level 3- Major violations | Level 4- Illegal Violations |
|---|---|---|---|---|
| **Behavior** | - Running<br>- Loud noise/yelling<br>- Off-task behavior<br>- Noise making<br>- Out of seat<br>- Inappropriate behavior<br>- Chewing gum, candy without permission<br>- Uniform policy violation<br>- Name calling | - Disrespect to authority<br>- Direct inappropriate language/gestures or profanity<br>- Lying/cheating<br>- Throwing small objects<br>- Not following playground/cafeteria rules<br>- Disrupting the class<br>- Electronic devices*<br>- Not keeping hands to themselves<br>- Unkind words to others | - Fighting/physical aggression to cause harm<br>- Spitting, biting, throwing large objects<br>- Repeated refusal to follow adult directions<br>- Property destruction/misuse<br>- Harassment/Bullying<br>- Cyberbullying<br>- Forgery/theft<br>- Repeatedly leaving the classroom without permission<br>- Truancy<br>- Fourth level 2 offense | - Drug use/possession<br>- Weapon use/possession<br>- Bomb threat<br>- Combustibles<br>- Extreme property damage/vandalism<br>- Terroristic Threats (verbal) |
| Response to Behavior | Teacher Handled<br><br>The teacher addresses the behavior using classroom management strategies which include the Thinking Time Reflection form. | Teacher Handled<br><br>The teacher addresses the behavior using logical consequences<br><br>*Three incidences of a Level 2 behavior also warrant an office referral through School Incident Form* | Office Referral- Administration Handled<br><br>The discipline designee will investigate the facts of the incident and determine appropriate consequences and actions to be taken. | Office Referral- Administration Handled<br><br>The discipline designee will immediately investigate the facts of the incident and determine appropriate consequences and actions to be taken. |

**Parents and administration must be notified if a student brings an electronic device to school.*

## Documentation for Repeated Behavior

*School Infractions*

Even with Tier 1 interventions in place, students will have situations that involve escalated behavior that requires documentation and conversation with administration, counselor and parents. If an incident occurs that requires redirection or reflection, students can be provided Thinking Time with written reflection and documentation. The Thinking Time Reflection sheet should be sent home if a student has more than 2 incidents within a week. If a student has more than 3 incidents in 2 weeks, a conference should be scheduled with a parent or guardian, a Classroom Infraction Report sent home and notifying the counselor.

Examples of behavior for Thinking Time are:

- Lying/Cheating
- Classroom disruptions (out of seat, off-task behavior)
- Running, yelling, loud noise
- Unkind words, name calling

After the 2nd documentation of Thinking Time, a Classroom Infraction Report must be completed for repeat incidents . At the 3rd documentation of Thinking Time, the counselor must be notified.

**Chart for documenting Level 1 or 2 incidents**

| *1st Incident - Level 1 or 2* | *2nd incident - Level 1 or 2 (if within 1 week)* | *3rd incident - Level 1 or 2 (if within 2 weeks)* | *4th or more incidents - Level 1 or 2 (if within 4 weeks)* |
|---|---|---|---|
| Teacher completes Thinking Time form and 1st incident on Classroom Infraction Report. | Teacher completes Thinking form, sends copy home and notes 2nd incident on Classroom Infraction Report. | Teacher notes 3rd incident on School Infraction form, conferences with parent and notifies counselor. | Teacher completes the School Incident Report Form online and referral for RTI. |

*School Incidents*

If a Level 3 or 4 incident occurs that requires an administrator to be notified, the online School Incident Report Form must be completed on Google Drive. The form will electronically be sent to the Assistant Principal and Counselor and be completed with the information provided by the reporting staff member.

Examples of behavior for School Incident Reports are:

- Fighting/physical aggression
- Spitting/biting
- Refusal to follow directions
- Property destruction
- Theft
- Repeatedly leaving without permission

- Drugs or weapons

In the event that a Level 3 or 4 behavior occurs, the administrative team will use progressive discipline to resolve the issue. ICS will use restorative practices and supports in conjunction with these consequences to decrease the likelihood of the behavior happening again. Parents will be notified by an administrator if a level 3 or 4 behavior has occurred.

1. Reflection hall or ½ day In-school Suspension
2. ½ day to 1 day in-school Suspension
3. 1-3 days in-school Suspension
4. 1 day Out of School Suspension
5. 1-5 days out of school suspension

*****Important Note: Urging others to disregard the Code of Conduct may result in a referral equal to the level of the actual offense invoked.**

*Calling for Support/Building Incidents*

If a student becomes escalated, a staff member can contact an Administrator or Counselor for support by calling the front office at x3333 or using a radio stating "This is __ (provide your name)__ and I need support at __(state location)__. The Staff Member providing individualized support collaborates with the teacher who called for support to complete the online School Incident Report Form. For convenience each staff member should bookmark the form or place a shortcut on their computer desktop.

**Progressive Discipline**

ICS adheres to a tiered system of actions that is geared specifically towards our diverse population. Responding to student behavior can be challenging but the goal should be to maintain a safe classroom environment and continue with a focus on learning. To achieve this, teacher and administrator response to behavior should seek to understand the function of the behavior. This includes supporting students in developing self-regulation skills, maintain and/or restore a safe classroom environment and help a student recognize and fix any harm caused by their actions. Below are the tiers for behavior management and response strategies for each tier.

Tier 1: School-wide behavior supports

Tier 1 supports are preventative and proactive procedures that are provided to all students that attend ICS. These supports are to be put in place within every classroom and student gathering area within the building. The criteria for receiving Tier 1 support is being an ICS student.

*ICS Code of Conduct*

The Code of Conduct outlines the expectations for student behavior across a variety of school environments as well as consequences for misconduct. These charts are posted throughout the school and the classrooms for easy reference.

*Second-Step Curriculum*

ICS uses the Second-Step Curriculum as a preventative behavioral support for daily engagement and instruction for student behavior. All classes have dedicated instruction time during morning meetings and

closing meetings to receive social skills instruction which includes front loading at the beginning of the year by explicitly teaching school rules. The Second Step holistic approach helps to create a more empathetic society providing students, teachers, parents and the larger community tools for an active role in the social-emotional growth of children.

*Community Oriented Classroom Management*

ICS recognizes that the heart of the school is the community. Teachers and students collaborate to establish classroom expectations, celebrate individual and group successes and problem solve as a team. These collaborative rules and expectations should be developed at the start of the school year and referred to frequently and when students are experiencing behavior challenges.

*Regulation Breaks*

To support students throughout the school day with maintaining positive interactions and internal regulations of emotions, regulation breaks are provided in whole group or individual. A break can last from 2-5 minutes and can include mindful minutes, quiet music or gross body movement.

An individual break can be teacher or student prompted. Individual breaks can be independent or staff supported. In order for individual breaks to be successful, every classroom should have a telephone with a call directory, designated break area, regulation tools and a break timer.

| *Inside the Classroom* | | *Outside the Classroom** | |
|---|---|---|---|
| Independent | Supported | Independent | Supported |
| ● Ideal<br>● Quiet and productive<br>● Timer provided with instructions<br>● Quickly return to class and a check-in | ● Telephone or walkie on hand<br>● Quiet and productive<br>● Timer provided with instructions<br>● Quickly return to class with a check-in | ● Agreed upon designated area<br>● Sent with timer and instructions<br>● Only for older students who do not wander | ● Walkie for support<br>● Check-in with support staff<br>● Support teacher monitors time and aids in return to group |

**Whenever possible, offer an inside the classroom break as the first option before offering an outside the classroom break to reduce the amount of lost instructional time.*

If a student becomes highly escalated and refuses to leave, support should be called to assist the student in a non-physical way to be removed from the classroom. If the student cannot be removed, a support staff member should stay with the student so that the class can be relocated (***this is a last resort***).

*Counselor Referral form*

In situations where a student may need additional help, a Counselor Referral form can be completed and placed in the Counselor's box. Some examples of reasons for referral:

- attendance/tardies
- personal hygiene
- grief
- student personal request (student asks to speak with counselor)

**Tier 1 Toolbox of preventative strategies:**

These strategies should be provided to all students as a way to promote positive behavior and prevent disruptions within the classroom.

- Co-create class commitments
- Second Step curriculum weekly
- Whole class incentives
- Celebration of individual and group successes
- Student choice and voice
- Calm cozy corner in the classroom with rotation of break items
- Scheduled and impromptu break sessions
- Provide leadership and help opportunities for students
- Declutter the environment
- Use common positive language to engage students
- ICS Super Star Pins
- Global Citizen of the Month

**Tier 1 Toolbox of intervention strategies**:

- Facilitate group or 1:1 conflict resolution
- Second Step curriculum for specific classroom challenges
- Involve students in class problem solving
- Buddy students together for peer mentorship
- Counselor attended morning meeting/targeted lessons

*Global Citizen of the Month*

The Global Citizen is an ICS student that exemplifies IB characteristics that are the foundation of our school for life-long learners. Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced and Reflective. Furthermore, at ICS we want to recognize students for exemplifying the following characteristics: Enthusiasm, Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Independence, Integrity, Respect and Tolerance. Teachers and Staff are models of these attributes and nominate a student each month that they feel exhibits the Global Citizen of the Month qualities.

Students will be celebrated within the classroom and have their pictures taken and displayed on a bulletin board. Examples of in class celebrations to recognize students are: no homework pass, extra technology time, each lunch with the teacher or free drawing time.

## Tier II: Small Group and Individualized Interventions

In Tier II, specific behaviors that are persistent in Tier I are identified and strategic interventions are put into place for a small group of students or an individual student. A Tier II referral form prompts Tier II interventions. Additional criteria indicating that a student needs Tier II interventions is:

- 4 or more behavior incidents in a 4 week period
- Behavior resulting in 2 reflection halls
- Student behavior that requires relocation of the group

The teacher should work to present behavior data that will support a Tier II referral and present to the MTSS (Multi-Tiered Support Systems) chair. Once a Tier II plan is initiated, the teacher should work with the MTSS Chair to schedule a conference with the parent, homeroom teacher and Chair.. The meeting will be to discuss strategies and address the target behavior with a team approach. Once the Tier II plan is in place, formal data collection must begin to monitor student progress. If there is an increase in problematic behavior or no change in behavior within 4-6 weeks, administration and the MTSS chair must be notified to discuss if the student should be escalated to Tier III or the use of an alternative strategy.

*Behavior Data Collection*

In order to monitor the effectiveness of interventions or to determine the pattern of problematic behavior, formal data must be collected on the target behavior of any student on a Tier II behavior plan. The homeroom teacher collaborates with the MTSS chair and Assistant Principal to determine the best method to collect the data. The homeroom teacher must also alert other staff the student interacts with when data collection begins as well as what the target behavior is so that all staff know to input pertinent data. The homeroom teacher is responsible for reviewing student behavior data collection forms to monitor frequency, duration and intensity of the target behavior. Reports on behavior should be made available to parents on a weekly basis. Administration will monitor data on Tier II students on a monthly basis.

**Tier II Toolbox of intervention strategies:**

*Point System/Additional Reward Incentive*

A student is provided a point sheet that allows him or her to monitor and reflect on their behavior goal and strategies. The teacher and student collaborate to write a goal and reward which should be in positive language. For example, instead of “stop hitting others” it should be “keep my hands to myself”. The reward should be a school allowed activity or item the student can have at allowable interval(s) throughout the day. This intervention is meant to be temporary with the number of additional rewards/incentives decreasing over time until the student is successful with his or her target behavior.

*School-to-Home Plan*

Parents may set rewards or privileges at home based on a student receiving points which could also be tiered. For example, John would get 30 minutes on his Wii for earning 28-30 points but only15 minutes for earning 24-27 points. School-to-home plans could include consequences for targeted behavior such as aggression.

*Repair Plan*

A repair plan helps students with accountability and is a restorative tool for students to make amends when their actions are hurtful.

*Video Feedback*

This is a teaching tool to increase a child's awareness of their actions and how they are affecting others. With parental permission, a teacher or administrator must record 1 or more students engaged in an activity. The recording is ONLY to be used for the purposes of behavior management and is to only be shared with parents, MTSS chair, administrator or counselor. Video feedback may NOT be used to shame or embarrass a student. Later the teacher observes the videos with student(s) and counselor who supports the student to recognize and process their behaviors.

*Supervised transitions*

Unsafe behavior that repeatedly happens during transition time can be prevented by intervening during transition time. Some behaviors that may result in supervised transitions may include:

- Elopement: running away from the group or walking away from the teacher without responding
- Engaging in unsafe behavior during transitions, such as pushing or aggressive arguing

A supervised transition involves a student being escorted by a teacher between destinations at school: lunch breaks, bathroom breaks, recess, large group transitions. The supervised transition period generally lasts throughout a school day. The student does not transition independently or with friends at all on a supervised transition day. A student has a verbal conversation with a teacher to confirm understanding of the supervised transition before implementing and parents are notified. After the day of supervised transitions, the student reflects with the teacher and makes a plan for moving forward.

*Reflection hall*

Reflection Hall is an intervention option for students who are not having success participating at school with their learning group. Reflection hall can last from 1 class period to 3 class periods. Some behaviors that may result in reflection hall include:

- Repeated disruptive behaviors that prevent the group from learning, such as yelling, arguing, purposeful noise-making and intentional efforts to distract the group for the learning goal
- Repeated Unsafe behaviors that cause the learning group to feel uneasy or fearful, such as threatening with words or body, hitting or otherwise harming/attempting to harm another person or destroying property
- Inappropriate behaviors that result in classmates feeling uncomfortable

Reflection hall is designed to provide a longer break for the student or the learning group, for the student to contemplate the actions leading to reflection hall and creating a proactive return-to-class plan to re-enter the group successfully. Any work generated for reflection hall by a homeroom teacher is worksheet-based and on a student's independent level so that interaction can be minimized to reduce attention-seeking behaviors. Reflection hall may also include "making amends" such as a written apology note.

## Tier III: Intensive Individual Interventions

Criteria for Tier III Intervention
Tier III intervention is identified by one or more of the following:

- Unsuccessful change in target behavior through Tier II interventions within 6-8 weeks.
- Student requiring physical intervention/restraint more than once inside 1 month
- Sharp increase in aggressive or unsafe behavior

The homeroom teacher, MTSS Chair and an administrator should meet with parents to begin a Tier III plan. The Tier III plan may include a new target behavior and will continue with collection of behavior data. A Behavior Decision Guide form must be completed.

*Professional Consultation*

Once a student escalates to Tier III, the school LTSE (Lead Special Education Teacher) and an outside professional may be consulted to provide additional strategies and support. Depending on the severity of the behavior, a modified school day or learning at home may be required.

### Tier III Toolbox of Intervention Strategies:

In Tier III, ICS relies on the professional knowledge of personnel such as the LTSE or the outside professional. Possible interventions that may be put into place are:

*Modified School Day*

A modified school day be chosen when a student's behavior data indicated he or she is having success during part of the day and is consistently having difficulty managing behaviors during another part of the day. The school day may be shortened or the student may benefit from a later start. Modified school days are not punitive and can help build a student's confidence when there are few successful school days.

*Learning at Home*

Learning at Home is a last resort option and result of behaviors that exceed the ability to keep all parties safe. When a student requires learning at home, his or her homeroom teacher is responsible for gathering any necessary materials and assigning work that may be completed at home.

*Students with Individualized Education Plans (IEPs)*

Responding to behavior for students with IEPs includes documentation and intervention. The resource teacher as well as the IEP are integral in creating behavior strategies for students. If a student has a Behavior Intervention Plan (BIP), that plan will be consulted when addressing behavior challenges.

The school administrator(s), counselor, safety team, and Governing Board have broad discretion to determine consequences for student misconduct. Because behavior is situational, professional judgment must be utilized. Every effort to make fair and impartial decisions will be made.

ICS provides as comprehensive as possible guidelines for addressing student behavior. In the event this document does not address a specific behavior or consequence, the DeKalb Code of Conduct will be the consulting document. In the event of a discrepancy or disagreement with the DeKalb Code of Conduct, ICS reserves the right to consult with outside behavior consultants, school Governing Board and counselor to determine the best course of action.

## BUS RULES AND CONSEQUENCES

School bus discipline and school bus safety are intertwined and inseparable. Students must properly ride the bus to ensure everyone's safety. Conduct that is disruptive or distracting will not be tolerated. All bus safety rules apply to regular bus routes, field trips, and athletic trips.

Transportation to and from International Community School is a **privilege** afforded to the students and parents/guardians. It is the responsibility of the school to transport students/passengers safely.

### Regular Bus Rules:

1. Follow the bus driver's direction the first time they are given.
2. Take your seat when you board the bus and remain there with your legs and feet out of the aisle, seated with buttocks on the seat, back against the seat back, facing the front of the bus until you have permission to move.
3. Keep your hands and feet and your personal belongings to yourself and inside the bus at all times.
4. Speak softly when talking to others.
5. Be silent at railroad crossings.
6. Remain in your seat until the bus comes to a complete stop.
7. Do not use electronic devices *(cell phones, video/flash cameras, gaming devices, lasers, etc.)* that will interfere with bus driver and/or safety of other students.

Driver will warn a student verbally the first time (s) when breaking a regular bus rule before sending a referral to the office. **When a referral is sent to the office for a student for breaking a regular bus rule, the consequence may include but not be limited to:**

1st offense – warning by the administrator and possible reassignment of seat.
2nd offense – one to three day loss of bus riding privileges
3rd offense – three to five day loss of bus riding privileges
4th offense - ten day loss of bus riding privileges
5th offense – permanent bus suspension

## STUDENT ATTENDANCE

Timely arrival and regular school attendance are an essential piece to student success. As a reminder, teachers should be taking attendance daily and noting if a student is absent or tardy within Infinite Campus.

### Tardies

Students that arrive after 8:20 will need to walk in with a parent or guardian and sign in at the front office. The student will be given a tardy slip. The student should be marked tardy by the homeroom teacher. After a student receives 3 tardies, the Counselor should be notified through a Counselor Referral form placed in her mailbox.

### Student Absences

Students absences should be marked within Infinite Campus. If a student is absent for 2 consecutive days, the homeroom teacher must call the parent or guardian to check on the student, make note if he or she will continue to be absent and encourage the parent to bring a doctor's note if applicable. Once a student incurs 3 absences, the homeroom teacher must complete a Counselor Referral form and placed in her box as well as follow-up by email.

# *DeKalb County School District*
# *Code of Student Conduct*

# 2023-2024

DeKalb County™
School District

# ELEMENTARY
# MIDDLE
# HIGH

The DeKalb County School District provides translation of DeKalb County School District Code of Student Conduct, courtesy of the English Learners Department. Request for a translated hard copy may be made to the school principal or an electronic version is available at https://www.dekalbschoolsga.org/dese/student-relations/.

**The English language version is considered the most accurate.**

In the event of a disagreement or discrepancy between the translation and the original English version of this handbook or any notice or disclaimer therein, the original English version will prevail.

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## 2023-2024 Parent/Guardian Signature Page

*Please return this page within five (5) days to your school.*
*To sign electronically, go to Infinite Campus at*
*https://campus.dekalb.k12.ga.us/campus/portal/parents/dekalb.jsp.*

### Parent/Guardian
### Acknowledgement of Receipt

Please read and review the *DCSD Code of Student Conduct* with your child and emphasize your child's role in helping to maintain a safe and orderly school learning environment. Also, this handbook includes important information related to student records, the Family Educational Rights and Privacy Act (FERPA), information about how to report concerns such as bullying and harassment, rights of students with disabilities, and other rights and responsibilities. Please sign below to acknowledge that you and your child received this handbook. **Then, cut along the dotted line and return to your child's school as soon as possible.** Thank you for your support.

### Student Summer School/Program Responsibilities

I affirm that I understand I am responsible for adhering to all rules, regulations, procedures, policies, state, local and federal laws found in the *2023-2024 DCSD Code of Student Conduct* during the 2023-2024 school year and all summer programs following the 2023-2024 school year. I further understand that I am immediately subject to the Levels of Consequences listed in the *2023-2024 DCSD Code of Student Conduct* if I am found in violation of any infraction during the 2023-2024 school year and all 2024 DeKalb County School District summer school/programs.

### Consent for Student to Participate in Surveys

Each year the Georgia Department of Education conducts surveys of 3rd through 12th grade students. The topics surveyed include drugs, violence, mental health issues, driving habits, exercise and diet. The surveys are anonymous, and no personal identification is required. The surveys allow the School District to support and evaluate needs-driven programming for students. Participation in the surveys is optional. Refer to the Protection of Pupil Rights Amendment section on page 64 for more information. This survey is separate and distinct from the District Safety Audit, which ALL students will be asked to complete.

Parents of students less than 18 years of age:
_____ I do not consent to my child participating in the Georgia Department of Education Georgia Student Health Survey.

_____ I consent to my child participating in the Georgia Department of Education Georgia Student Health Survey.

### DeKalb County School District
### Safe School Pledge for Students

As a student, my individual choices and actions, when multiplied by those of other students throughout the DeKalb County School District will make a difference. By honoring this pledge, I can do my part to make our schools safe and successful.

I believe that I can be a good student. I believe I can show good character. I believe that when I work hard, I will succeed, so I will work hard each day to do my best. I can learn. I will learn. To help keep my school safe, I pledge to adhere to guidelines established within the *DCSD Code of Student Conduct*. I understand that a violation of serious school rules may result in a ten (10) day suspension followed by a District due process hearing. This process may result in additional consequences that may include my expulsion from school, or my being assigned to an alternative school/program.

### Compulsory Education

I affirm and understand the consequences and penalties for failing to comply with laws of the state of Georgia regarding Compulsory Education, Student Attendance Protocol and Attendance/Discipline. Please see pages 37-38 for more information.

***Please sign, date and return to your child's Homeroom Teacher within three (5) days to your school.***

Student Name (Please Print) _____ Student Signature _____ Date _____

Parent Name (Please Print) _____ Parent Signature _____ Date _____

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**Translation Availability Statement**

**Amharic**

የ DeKalb ካውንቲ ት/ቤት ዲስትሪክት የDekalb ካውንቲ ትምህርት ቤት ዲስትሪክት የተማሪ ስነምግባር ፣ የእንግሊዘኛ ተማሪዎች ዲፓርትመንትን ግምት ውስጥ ማስገባት ትርጉም ይሰጣል። የተተረጎመ ቅጂ ለማግኘት ጥያቄ ለት/ቤቱ ርእሰ መምህር ሊቀርብ ይችላል ወይም ኤሌክትሮኒክ እትም እዚህ https://www.dekalbschoolsga.org/dese/student-relations/ ይገኛል::

**Arabic**

وفر منطقة DeKalb County School District التعليمية ترجمة لمدونة سلوك طالب DeKalb County School District، بإذن قسم دارسي اللغة الإنجليزية (English Learners Department). يمكن تقديم طلب الحصول على نسخة ورقية مترجمة إلى مدير المدرس أو تتوفر نسخة إلكترونية على https://www.dekalbschoolsga.org/dese/student-relations/.

**Bengali**

DeKalb County School District ইংরেজি শিক্ষার্থী বিভাগের এর সৌজন্যে DeKalb County School District-এর শিক্ষার্থীর আচরণবিধির অনুবাদ প্রদান করে। স্কুলের অধ্যক্ষের কাছে অনূদিত মুদ্রিত সংস্করণের অনুরোধ করুন অথবা এখানে ইলেক্ট্রনিক সংস্করণ পান: https://www.dekalbschoolsga.org/dese/student-relations/।

**Burmese**

DeKalb ကောင်တီ ခရိုင်ကျောင်းသည် အင်္ဂလိပ်စာလေ့လာသူများဌာန (English Learners Department) မှ ကူးယူဖော်ပြသည့် DeKalb ကောင်တီ ခရိုင်ကျောင်းကျောင်းသားကျင့်ဝတ်ဆိုင်ရာကျင့်ထုံး (Code of Student Conduct) ကို ဘာသာပြန်ပေးပါသည်။ ဘာသာပြန်ထားသော မိတ္တူကို ကျောင်းအုပ်ကြီးထံ တောင်းဆိုနိုင်သည် သို့မဟုတ် အီလက်ထရွန်းနစ်ဗားရှင်းကို https://www.dekalbschoolsga.org/dese/student-relations/ တွင် ရနိုင်ပါသည်။

**Chinese**

DeKalb 县学区提供《DeKalb 县学区学生行为规范》的译本，经由英语学生系提供。可向校长索取译本复印件，或从此处获取电子版：https://www.dekalbschoolsga.org/dese/student-relations/。

**French**

Le district scolaire du comté de DeKalb propose une traduction du code de conduite des élèves du district, fournie par le département d'anglais langue étrangère. Il est possible de demander des exemplaires papier au principal de l’école ou une version électronique est disponible à https://www.dekalbschoolsga.org/dese/student-relations/.

**Hindi**

DeKalb काउंटी स्कूल डिस्ट्रिक्ट अंग्रेज़ी शिक्षार्थी विभाग के सौजन्य से DeKalb काउंटी स्कूल डिस्ट्रिक्ट के छात्र आचार संहिता, का अनुवाद प्रदान करता है। अनुवादित हार्ड कॉपी के लिए स्कूल प्रिंसिपल को अनुरोध किया जा सकता है या https://www.dekalbschoolsga.org/dese/student-relations/ पर इलेक्ट्रॉनिक संस्करण उपलब्ध है।

**Karen**

DeKalb ကိၢ်ရၣ်ခီးထံဉ်ကွဲလိၢ်ကဝိၤဟ့ဉ်လီၤတၢ်ကျိးထံ DeKalb ကိၢ်ရၣ်ခီးထံဉ်ကွဲလိၢ်ကဝိၤပှၤကွဲဖိတၢ်သိဉ်တၢ်သိတၢ်ဘျ, တၢ်သံဉ်စူးဆဲးလၤလ၊ ပှၤမၤလိအဲကလံးကျိာ်ဝဲၤကျိၤ (English Learners Department) နၣ်လီၤ. တၢ်ယ့ထိဉ်တၢ်ကျိးထံအကဲၤဒိတဖဉ်ဆူကွဲခိဉ် မ့တမ့၊ တၢ်မၤန့ၢ်လ၊အံဉ်လဲးထြိနံးအကျိၤအကျဲသ့ဖဲ https://www.dekalbschoolsga.org/dese/student-relations/.

**Nepali**

DeKalb County School District ले अङ्ग्रेजी भाषा अध्ययन विभागको सौजन्यमा DeKalb County School District को विद्यार्थी आचार संहिताको अनुवादन प्रदान गर्छ । विद्यालयका प्रधानाध्यापकसँग अनुवाद गरिएको कागजी प्रतिलिपि माग्न सकिन्छ वा https://www.dekalbschoolsga.org/dese/student-relations/ मा विद्यूतीय संस्करण उपलब्ध छ ।

**Somali**

Dugsiga Degmada Gobolka DeKalb ayaa bixiyo turjubaanida Xeerka Anshaxa Ardayga ee Dugsiga Degmada Gobolka DeKalb, waxaa ixtiraamka leh Waaxda Ardayda af Ingiriiska. Codso koobi la turjumay oo laga codsado maamulaha dugsiga ama qaab elecktaroonik ah ayaa laga helayaa https://www.dekalbschoolsga.org/dese/student-relations/.

**Spanish**

El Distrito Escolar del Condado de DeKalb ofrece la traducción del Código de Conducta Estudiantil del Distrito Escolar del Condado de DeKalb, cortesía del Departamento de Aprendices del Inglés. Usted puede solicitar una copia al director de la escuela o una versión electrónica está disponible en https://www.dekalbschoolsga.org/dese/student-relations/.

**Swahili**

Wilaya ya Shule za Kaunti ya DeKalb hutoa tafsiri ya Maadili Mema ya Wanafunzi wa Shule za Wilaya ya Kaunti ya DeKalb, kwa hisani ya Idara ya Wanafunzi wa Kiingereza. Unaweza kuomba nakala halisi iliyotafsiriwa kutoka kwa mwalimu mkuu wa shule au toleo la kielektroniki linaweza kupatikana kwenye https://www.dekalbschoolsga.org/dese/student-relations/.

**Telugu**

DeKalb కౌంటీ స్కూల్ డిస్ట్రిక్ట్ ఇంగ్లీష్ లర్నర్స్ డిపార్ట్‌మెంట్ సౌజన్యంతో, DeKalb కౌంటీ స్కూల్ డిస్ట్రిక్ట్ కోడ్ ఆఫ్ స్టూడెంట్ కండక్ట్ యొక్క అనువాదాన్ని అందిస్తుంది అనువదించబడిన హార్డ్ కాపీ కోసం స్కూల్ ప్రిన్సిపాల్‌ను అభ్యర్థించవచ్చు లేదా ఎలక్ట్రానిక్ వెర్షన్ https://www.dekalbschoolsga.org/dese/student-relations/ వద్ద లభిస్తుంది.

**Tigrinya**

DeKalb County School District፡ ትርጉም ናይ ደንቢ ኣደብ ተማሃሮ DeKalb County School District ይህብ፣ እዚ ድማ ብፍቓድ ክፍሊ ተማሃሮ እንግሊዝኛ (English Learners Department) ዚውሃብ እዩ። ዝተተርጎመ ተነባቢ ቅዳሕ ንምርካብ ንናይ ትምህርት ቤት ርእሰ መምህር ምውካስ ወይ ድማ ኤሌክትሮኒካዊ ግልባጥ ኣብ https://www.dekalbschoolsga.org/dese/student-relations/ ምርካብ ይከኣል።

**Vietnamese**

DeKalb County School District cung cấp bản dịch Bộ Quy Tắc Ứng Xử của Học Sinh DeKalb County School District, với sự giúp đỡ của Bộ Phận phụ trách Học Viên Anh Ngữ. Quý vị có thể yêu cầu hiệu trưởng trường cung cấp một bản dịch bằng giấy hoặc tìm bản dịch điện tử có sẵn tại https://www.dekalbschoolsga.org/dese/student-relations/.

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# *DEKALB COUNTY SCHOOL DISTRICT*
# *Code of Student Conduct*

## POLICY STATEMENT

The DeKalb County Board of Education is committed to providing the best possible education for children who attend its schools. This commitment requires not only rigorous courses, highly qualified teachers, and well-equipped facilities, but also a safe, positive environment for our students, staff, parents, stakeholders, and community partners. The Board of Education expects all students to adhere to strict standards of acceptable behavior to foster learning.

The *DCSD Code of Student Conduct* identifies the rules of student behavior applicable to all DeKalb students, the discipline approach used to promote and enhance positive behaviors, and the procedures for imposing discipline consequences on students who violate these rules. When discipline must be administered, the *DCSD Code of Student Conduct* ensures that it is fair and serves the best interests of all students in the School District.

In general, discipline is designed to promote positive behavior and to correct a student's misconduct and encourages the student to be a responsible citizen of the school community. DCSD understand that students' misconduct is influenced by many factors, including trauma, mental health, disabilities, discrimination, and chronic stress. Responses to misconduct and the resulting supports will address the root cause of misconduct to the extent possible. The *DCSD Code of Student Conduct* is focused on behavioral expectations, rights, and responsibilities, and is not an exhaustive overview of positive responses and supports.

Disciplinary actions in response to unacceptable behavior will be administered based on the discretion of the handling administrator in proportion but not limited to the severity of the unacceptable behavior, its impact on the school environment, the student's age, developmental disabilities, grade level, the context and apparent intentionality, the student's previous discipline history, substantial injuries, and other relevant factors. The Board prefers to reassign disruptive students whose behavior cannot be corrected within the home school setting to alternative educational settings rather than suspend or expel such students from school, as authorized by Georgia law.

In considering the nature or severity of the behavioral situation, the disciplinary process may include student support services provided by the District and other public entities or community organizations to provide services to help maximize the academic potential along with the social and emotional well-being of students through the practices of effective consultations, comprehensive evaluations, and the development of prevention and intervention strategies.

Parental notification and parental involvement are essential to any effort to modify a student's inappropriate behavior. The *DCSD Code of Student Conduct* will only be effective if parents and guardians, teachers, and school administrators work together to improve student behavior and enhance academic performance. Parents, educators, and community members are urged to communicate concerns about student behavior or the student discipline process to the school principal or the Department of Student Relations.

The *DCSD Code of Student Conduct* is authorized pursuant to Board Policy JCD.

## PURPOSE OF THE CODE OF STUDENT CONDUCT

The *DCSD Code of Student Conduct* is intended to inform students in grades K-12 of the types of behaviors that are acceptable versus unacceptable. It is impossible to write a Code that addresses every conceivable variation of permitted and prohibited behavior. Consequently, students should understand they may be disciplined for any misconduct that disrupts the orderly mission of the school, that endangers safety or that is otherwise determined by school administration to be unsuitable to maintain a safe, positive, and supportive learning environment, whether or not it is specifically listed in the *DCSD Code of Student Conduct*.

Individual schools and classroom teachers may impose campus or classroom rules in addition to those found in this *DCSD Code of Student Conduct* that are geared toward improving safety, well-being, and academic progress. These rules may be explained by the teacher, posted in classrooms, or distributed to students, and may or may not constitute violations of the *DCSD Code of Student Conduct*. The determination of whether a student has violated the *DCSD Code of Student Conduct* will be based solely on a preponderance of the evidence. In other words, is it more likely than not, based on the evidence, that the student violated the rule?

## LEARNING AND COMPLIANCE

All students, regardless of age or grade level, are required to know the contents of the *DCSD Code of Student Conduct* and abide by it and any other rules of conduct imposed by the school district and/or the school they attend, to the extent possible based on their overall developmental level. Teachers are required to conduct a more thorough review of the *DCSD Code of Student Conduct* with younger students in grades K-3, Exceptional Education, and English Speakers of Other Languages (ESOL) to ensure their understanding. The

*DCSD Code of Student Conduct* is distributed to all schools and centers. Prior to the distribution of the *DCSD Code of Student Conduct*, it is reviewed with the faculty and staff before school begins and students arrive to ensure their understanding.

The *DCSD Code of Student Conduct* is distributed and taught to students during the first week of school. **A signed Parent/Guardian Signature Page found on page 1 is required from each student and parent/guardian**. A parent or legal guardian that does not acknowledge receipt of the student code of conduct shall not be absolved of any responsibility with respect to the information contained in the student code of conduct. A district-wide **mandatory** test on the *DCSD Code of Student Conduct* is administered to students within the first two weeks of school. This test may be administered during the traditional school day or electronically during virtual instruction. Student test scores are recorded. Class meetings are held during the first three weeks of school to discuss discipline and the application of discipline procedures.

**Students who enter the School District during the school year will receive the *DCSD Code of Student Conduct* and will be tested on its contents.**

Students sent to in-school suspension for the first time are retaught and retested on the *DCSD Code of Student Conduct*. As with the initial teaching, teachers are required to conduct a more thorough review of the *DCSD Code of Student Conduct* with younger students in grades K-3, Exceptional Education, and English Speakers of Other Languages (ESOL) to ensure their understanding.

**Students are urged to ask faculty or staff members for clarification of any part of the *DCSD Code of Student Conduct* they do not understand.**

# EQUAL EDUCATIONAL OPPORTUNITIES

The DeKalb County School District provides equal educational opportunities for all students, regardless of their race, color, religion, national origin, gender, disability, age, sexual orientation, and gender identity. No student shall be subjected to discrimination or harassment because of the student's race, color, religion, national origin, gender, disability, age, sexual orientation, and gender identity in any of the District's educational programs, activities, or practices, including implementation of this *DCSD Code of Student Conduct*.

The School District maintains a complaint procedure that affords students a prompt, fair, and orderly means of resolving complaints of discrimination.

# DISCIPLINARY JURISDICTION OVER STUDENT CONDUCT

The DeKalb County School District has discipline authority over its students whenever the interests of the School District are involved. Therefore, the *DCSD Code of Student Conduct* applies at the following times and places:

- On school grounds at any time;
- Off school grounds at a school bus stop or at a school activity, function, or event;
- While the student is on a school bus or School District-sponsored transportation
- While the student is participating in virtual instruction;
- When either the alleged perpetrator or the alleged victim is en route from school, to home, en route from a school activity, function, or event.
- When utilizing district technology resources, including but not limited to equipment, networks, virtual platforms, and software;
- Off school grounds while the student is participating in or attending school-sponsored or school-related activities, such as field trips, conferences, or athletic events, or is otherwise subject to the jurisdiction of school authorities;
- Off school grounds while attending a school-sponsored or school-related activity of another school system in Georgia;
- Off school grounds when the behavior of the student could result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process (O.C.G.A. § 20-2-751.5(c)); or is in violation of state cyberbullying definition (O.C.G.A. § 20-2-751.4).
- Off school grounds when a student leaves school without permission of a school official (Absent Without Leave).

# INVESTIGATION OF MISCONDUCT

Minor misconduct is often correctable with immediate feedback from the teacher or other personnel. When a more severe violation of school rules is reported or suspected, the principal or designee will determine whether an investigation is warranted and, if so, will instruct appropriate personnel to conduct an investigation. The investigation should be timely and include interviews with the alleged perpetrator(s), victim(s), identified witnesses, teacher(s), staff members, and others who might have relevant information. Written statements should be obtained from all individuals who are interviewed. Video surveillance, if available, should be reviewed and secured.

If administrators believe a request for a due process hearing will be made, the administrator should attempt to preserve video surveillance of any misconduct. Any other physical and documentary evidence should be collected and preserved. School counselors, school social workers, school police, and other support staff should be utilized for their expertise as determined by the circumstances of the matter. At an appropriate time during or after the investigation, the parent or guardian will be notified. However, if the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately. Furthermore, if the incident involves a threat to safety or intervention of law enforcement is otherwise determined to be appropriate, appropriate authorities shall be contacted and the school investigation will proceed to the extent possible while avoiding interference with any law enforcement investigation or detention.

The determination of whether a student has violated the *DCSD Code of Student Conduct* will be made based solely on a preponderance of the evidence. In other words, is it more likely to be true than not true, based on the evidence, that the student did violate the rule? For short term suspensions (10 days of suspension or less) there is no formal appeal process. If the parents/guardians or student disagree with the decision, they may petition to the school principal. If they disagree with the principal's decision, they may petition in writing to the regional superintendent. Please refer to the Discipline Due Process flowchart in the *DCSD Code of Student Conduct* for a summary of the District's discipline process. If a referral for District due process hearing is made, the student will be provided with the opportunity to participate in a disciplinary hearing and appeals process, as described herein.

# SAFE SCHOOLS

Our top priority in DeKalb County School District is keeping our students and staff safe. A bold new step in that direction has been taken by installing CENTEGIX® CrisisAlert™ throughout our schools to create safer spaces by delivering precise alert location, immediate audio, and visual incident notifications. CrisisAlert™ covers the entire school campus while enabling staff and security professionals to request assistance and implement emergency protocols from anywhere on campus. CrisisAlert™ solution empowers teachers and administrators to act and respond with confidence during emergency and non-emergency situations. When educators and children feel safe and secure, they can get back to focusing on their goals: learning and academic achievement.

# INDEX OF BEHAVIOR EXPECTATIONS AND CONSEQUENCES

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# DEKALB COUNTY SCHOOL DISTRICT
# 2023-2024 CHARACTER TRAITS

*"The function of education is to teach one to think intensively and to think critically. Intelligence plus character that is the goal of true education." –**Martin Luther King, Jr**.*

Character Education is the deliberate effort to help people understand, care about, and act upon core ethical values. An intentional and comprehensive character education initiative provides a lens through which every aspect of school becomes an opportunity for character development.

## Benefits of Character Education:

- Promotes character development through the exploration of ethical issues across the curriculum
- Develops a positive and moral climate by engaging the participation of students, teachers and staff, parents, and communities
- Teaches how to solve conflicts fairly, creating safer schools that are free of intimidation, fear, and violence, and are more conducive to learning*

Character traits are essential for students to prepare for greatness! These traits should be modeled and maintained by adults and students.

**Respect, Responsibility & Caring**
Modeling cornerstones of good character

**Respect**
Showing high regard for self, others and property

**Responsibility**
Being accountable for your own behavior

**Honesty**
Being truthful in word and action

**Caring**
Showing concern for the well-being of others

**Justice and Fairness**
Demonstrating impartial, unbiased and equitable treatment for all

**Citizenship**
Being an informed, responsible and caring participant in your community

**Courage**
Doing the right thing in the face of difficulty and following your conscience instead of the crowd

**Perseverance**
Staying on task and not giving up. Demonstrating commitment, pride and positive attitude in completing tasks

**Hope**
Believing you will be successful

**Character Education Informational Handbook & Guide, DPI*
*https://files.nc.gov/dpi/documents/charactereducation/handbook/content2.pdf*

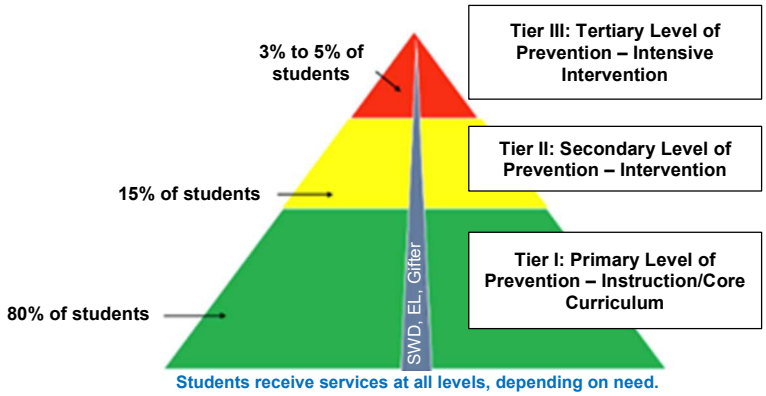
# Character Traits Found in the *DCSD Code of Student Conduct*

This handbook supports the belief that appropriate behaviors and positive character must be modeled and maintained by all staff and students to have safe and orderly schools. Rules for expected student behavior should be taught and aligned with the following character traits.

| VIOLATIONS | | CHARACTER TRAITS |
|---|---|---|
| Violation #1: | **Tobacco** | Respect/Responsibility/Caring |
| Violation #2: | **Electronic Communication Devices** | Respect/Responsibility/Caring |
| Violations #3a, 3b: | **Weapons** | Responsibility/Caring/Citizenship |
| Violations #4a, 4b: | **Intentional Physical Violence** | Respect/Responsibility/Caring |
| Violations #5a, 5b, 5c: | **Drugs/Alcohol** | Responsibility |
| Violations #6a, 6b, 6c: | **Property** | Honesty/Respect |
| Violations #7a, 7b, 7c, 7d, 7e, 7f, 7g: | **Bullying/Harassment/Hazing/Fighting/Assault/ Battery** | Respect/Responsibility/Caring |
| Violations #8a, 8b: | **Refusal to Follow Instructions** | Respect/Responsibility/Caring |
| Violation #9: | **Unlawful Absence/Truancy** | Responsibility/Courage/Perseverance |
| Violation #10: | **Skipping Class** | Responsibility/Courage/Perseverance |
| Violation #11: | **Classroom Disturbance** | Respect/Responsibility/Caring |
| Violation #12: | **School Disturbance** | Respect/Responsibility/Citizenship |
| Violation #13: | **Profanity/Vulgarity/Obscenity** | Responsibility/Respect/Citizenship |
| Violation #14: | **Failure to Accept Disciplinary Action** | Responsibility/Respect/Courage |
| Violation #15: | **Chronic Tardiness** | Responsibility/Respect/Courage |
| Violation #16: | **Bus Misconduct** | Responsibility/Respect/Caring |
| Violation #17: | **Conduct Outside of School Hours** | Responsibility/Respect/Citizenship |
| Violation #18: | **Gambling** | Responsibility |
| Violation #19a: | **Repeated Violations** | Responsibility/Respect/Hope |
| Violation #19b: | **Violation of Probation** | Responsibility/Respect/Courage |
| Violation #20: | **Parking and Traffic Violations** | Responsibility/Citizenship |
| Violation #21: | **Loitering/Trespassing** | Respect/Responsibility/Courage |
| Violation #22: | **Providing False Information** | Honesty/Respect |
| Violation #23: | **Inappropriate Sexual Behavior** | Responsibility/Respect/Caring |
| Violation #24: | **Identification Card Violation** | Responsibility |
| Violation #25: | **Student Dress Code Violation** | Responsibility/Respect/Citizenship |
| Violation #26: | **Unsafe Action** | Responsibility/Respect/Citizenship |

# Multi-Tiered Systems of Support and Response to Intervention (RTI): What happens if a student needs help with learning and behavior?

**Essential Component: Multi-Level *Prevention* System**




## General Education Multi-Tiered Systems of Support (MTSS), Tiers 1-3

### Introduction

Students sometimes need help with learning or behavior, beyond what is routinely offered by a teacher in a general education classroom. In Georgia, General Education includes system with three levels of academic and social-emotional-behavioral supports for students who may struggle with learning or behavior. Tier 1 describes the many ways that teachers support students' learning and development and includes core educational practices to support standards-based instruction. Tier 2 is the next level that is used if Tier 1 is not sufficient and provides moderate intensity support to address how to help students develop and grow in specific skills. Tier 3 is used when Tier 2 is not sufficient and provides intensive support organized through Student Support Team (SST) process. focusing on helping students with specific skills. SST is a Federal and State initiative that is defined in Georgia Board Rule 160-4-2-.32. Tier 2 or Tier 3 supports are provided in addition to Tier 1 core instruction and supports.

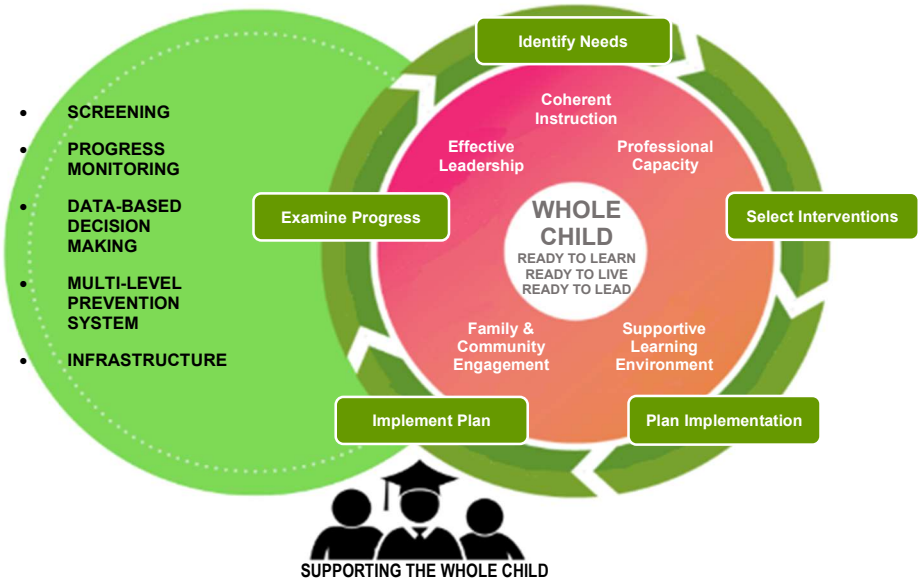
Being enrolled in Tier 2-3 does not mean a student has a disability or is receiving special or exceptional education. These tiers provide prevention and intervention in a general education setting and are not the only way to support students' learning and behavior. In addition to General Education MTSS supports, Georgia schools also provide specialized educational services through education programs. Delivery models include Special Education, Gifted Programming, and/or English Language Learners Services. Those services are offered to students who meet the criteria for eligibility for each program. If eligible, students may receive support for learning or behavior through an Individual Education Plan (IEP) or 504 accommodation plan (see pages 85-88 for more information). Students who meet eligibility criteria may be supported by a 504 accommodation plan and MTSS Tier 2 and/or Tier 3 supports simultaneously. Section 504 accommodations are provided to ensure students can access school facilities, curriculum, instruction, and assessments while MTSS teaches academic and/or behavioral skills to help the student be more successful. Some students may benefit from both.

### DeKalb County School District (DCSD) MTSS

MTSS is a required element of the continuous school improvement process. MTSS involves alignment of appropriate assessment with purposeful instruction for all students. The DCSD MTSS framework supports both academic and behavioral development, teaching to mastery, maximizing the growth of every learner, and continuous school improvement. The processes within MTSS are not extra or additional duties, but rather they represent how we teach diverse learners to maximize the growth and development of each pupil. A key element within the MTSS is ongoing data monitoring for student response to intervention (RTI) to inform intentional decision-making for instructional planning and supports.

Interventions are types of instruction targeted to meet the academic and/or behavioral learning needs of a student. Interventions are in addition to the general classroom instruction. These added learning tools are well researched and evidence-based to deliver specific instructional strategies and techniques. The intensity of intervention supports increase at each tier of the MTSS framework. The framework is intended to be fluid. As students make progress, they may move to less intense supports on lower tiers or return to Tier 1 Core Instruction. There are several types of instructional activities and strategies available to layer the learning techniques and tools used to improve a student's learning.

**Essential Components of the MTSS Framework**




The key components in Georgia's MTSS-RTI process include:

1. The three tiered delivery model gives learning support that is matched to the student's need.
2. Evidence-based instruction is the core of a teacher's classroom lesson plan.
3. Evidence-based interventions that increase or decrease in intensity if the results of the progress monitoring show a change is needed.
4. The use of a variety of ongoing assessment (test) data determines which students need supports to meet academic and/or behavior expectations.
5. Delivery of resources for learning interventions are based on student assessment data and classroom observation.

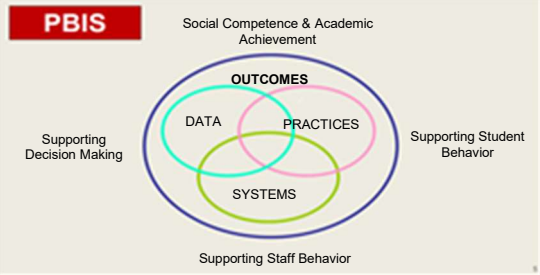
Parents: You can help with the MTSS-RTI process by actively participating in your child's education and being a partner in the success of the teaching and learning in school. You can also read the Georgia Standards of Excellence for your child's grade or course by going to the parent page of www.GeorgiaStandards.org., ask for ways you can help at home to improve your child's school performance, review and ask questions about your child's progress on assessments during parent conferences, become knowledgeable about the classroom intervention process in your school or district, and if your child is being supported with an intervention, request progress updates so you know if the intervention is working.

## POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. DeKalb County Schools uses the framework to guide the overall approach to discipline, however, the evidence-based application of the framework requires training teachers and staff and developing specific implementation strategies. The implementation of PBIS in DeKalb County Schools is in progress. Currently, more than 44 DeKalb County Schools, as well as 1,400 Georgia Schools and 27,000 schools nationwide are implementing PBIS and saving countless instructional hours otherwise lost to discipline. The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety, and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted, and individualized interventions and supports to improve school climate for all students. (OSEP Technical Assistance Center on Positive Behavior Interventions & Supports, 2009)

Behavioral support is provided for ALL students school wide. This system of support offers all students social skills instruction, positive and proactive discipline, social behavior expectations, active supervision and monitoring, positive acknowledgement, fair and corrective discipline, and parent training and collaboration. Parents report that their main school concern is the safety of their child (Neilsen Gatti, Stansberry-Brusnahan, & Nelson, 2007). Challenging behaviors in schools that range from disruptive classroom behaviors to physical violence are safety concerns and they represent barriers to teaching and learning. Educators and parents both share this concern. Rather than relying on a mixed bag of short-term solutions for individual students and situations, schools should focus on proactive ways to define, teach, and sustain appropriate student behaviors across all school settings including the classroom, lunchroom, restrooms, and playground. The primary goal of PBIS is to help schools design effective environments that will increase teaching and learning for all students. (Georgia Department of Education, GaPBIS)

The ten critical elements of School-Wide, Tier 1 PBIS include the PBIS Team and principal, clear expectations and rules, teaching behavior, data entry and analysis, acknowledgment (feedback), effective discipline process, faculty commitment, implementation, classroom, and evaluation.




*(Georgia Department of Education, GaPBIS)*

## RESTORATIVE PRACTICES

In conjunction with a PBIS framework, DeKalb County School District is utilizing innovative tools aimed at improving climate and culture when the school community is affected by a student violating the rules of the *DCSD Code of Student Conduct* called Restorative Practices. The goal of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships rather than simply punishing the wrongdoer.

The use of restorative practices helps to:

- reduce crime, violence and bullying,
- improve human behavior,
- strengthen civil society,
- provide effective leadership,
- restore relationships, and
- repair harm.

**Figure 1. What Are Restorative Practices?**

*Information sourced via The American Federation of Teachers.*
*http://www.aft.org/ae/winter2015-2016/resources*

Restorative practice promotes dialogue between those who have been hurt and those who have inflicted the harm. This allows the victim and wrongdoer to have an opportunity to discuss how they have been affected by the violation and to decide what should be done to repair the harm and relationship. This is a victim-sensitive tool that encourages victims to take an active role in addressing the violation. Wrongdoers are encouraged to take responsibility for their actions, to repair the harm they have done by apologizing, returning stolen property, community service, or restitution. This may allow for the greatest victim contentment and wrongdoer accountability. Restorative practice is not suitable for instances of bullying, harassment, hazing, or discrimination.

A restorative conference is carefully planned to ensure that those who have been victimized and those who have done wrong are properly prepared and that any further harm from confrontation is prevented. During the restorative conference, the victims, wrongdoers, both parties' family and friends, staff, and other community members volunteer to participate in a structured, scripted meeting to address the violation, consequences, and restitution. The conference facilitator arranges the meeting, reads a script, and keeps the conference focused, but intentionally does not actively participate in structuring the outcome of the conference. The goal of the conference is for the participants to arrive at a jointly acceptable agreement that addresses the harm caused by the wrongdoer and necessary reparations.

*Wachtel, Ted. http://www.iirp.edu/what-is-restorative-practices.php. International Institute for Restorative Practices. Retrieved 11 July 2012.*

# BEHAVIORAL STRATEGIES, DISCIPLINARY OPTIONS, AND CONSEQUENCES

Progressive discipline is designed to teach and reinforce good conduct, correct a student's misconduct, and encourage the student to be a responsible citizen of the school community. Progressive discipline should promote positive student behavior while establishing clear and fair consequences for unacceptable behavior; and state what is unacceptable. Disciplinary actions are administered in proportion to the severity of the unacceptable behavior, its impact on the school environment, the student's age and grade level, the context and apparent intentionality, the student's previous discipline history, and other relevant factors. All due process procedures required by federal and state law will be followed through the progressive discipline process.

The school discipline process should include appropriate consideration of support processes to help students resolve such problems. These resources may include, but are not limited to, Student Support Team, positive behavioral supports, counseling with school counselor, school social worker involvement, school resource officer reports, behavior, attendance and academic contracts or plans, peer mediation, and prevention programs. The offenses have a range of seven (7) levels of unacceptable behaviors. Each offense provides interventions as well as a range of consequences including suspension and expulsion if the level permits.

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Each violation in the *DCSD Code of Student Conduct* is followed by a box similar to the one below. The minimum and maximum consequences for each violation are indicated. ***Multi-tiered Systems of Support (MTSS) must be conducted prior to expelling or suspending a student in kindergarten through third grade for 5 or more consecutive or cumulative days; unless student possessed a weapon, drugs or other dangerous instrument or the student's behavior endangers the safety of other students or school personnel.*** **Exceptional Education Student procedures must apply.** ***(O.C.G.A. § 20-2-742)*** In addition to discipline, behaviors may also be reported to law enforcement at the District's discretion and as required by law, including O.C.G.A. § 20-2-1184. Major offenses including, but not limited to, drugs and weapon offenses, can lead to schools being named as an Unsafe School according to the provisions of State Board Rule 160-4-8-.16.

## Levels and Consequences Matrices

| | |
|---|---|
| **LEVEL 1** | **Teacher selected strategies should be** used for minor acts of student behavior that is not suitable for the context. Level 1 behaviors include behaviors that may be permissible in some contexts (e.g, playing with toys) but are not appropriate for the current context. Teachers will ensure that students understand when such behaviors are not appropriate and will provide positive feedback and reinforcement before addressing recurring behaviors as possible misconduct. Teachers should keep a written record of the violation and **strategies** used to address the behavior. If a Level 1 violation repeatedly or substantially interferes with the learning environment, it may be elevated to a higher level **after teacher selected strategies have been utilized**. Necessary strategies and positive behavioral interventions and supports will be provided through the MTSS-RTI process **at Tier 1 (pages 13-14).**<br>***Examples of behaviors that may impact only the student***<br>▪ Calling out in class<br>▪ Inappropriate Noise<br>▪ Chewing gum<br>▪ Tapping pencils<br>▪ Writing on self<br>▪ Writing on desk<br>▪ Not in seat<br>▪ Not prepared for class<br>▪ Off-tasks behaviors<br>▪ Drawing instead of working<br>▪ Tardy to class<br>▪ Criticizing teacher one on one<br>▪ Whining<br>▪ Wearing a hat in school, minor deviation from dress code<br>▪ Eating food when not allowed<br><br>**Strategies for Managing Behaviors: Conference with student and other individuals as needed; Build relationships that support academic achievement; Discussion about expectations; Review classroom procedures and expectations; Eye contact; Proximity; High levels of supervision; Verbal warning; and Pre-teaching of expectations.**<br><br>**Disciplinary Options may include but are not limited to: Time out in room; Time away in buddy classroom; Loss of privilege; Reflection sheet; Moving seat; Parent contact; Reinforcement of appropriate behaviors; De-escalation strategies; and**<br>**Redirect behavior. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 82-85.** |

| | |
|---|---|
| **LEVEL 2** | Level 2 violations include infractions which are more severe in nature than Level 1 and interfere with classroom instruction and/or orderly operation of the learning environment, school transportation or a school-sponsored activity. These violations include minor misconduct and misbehaviors directed against persons or property but do not seriously endanger the health, safety, and well-being of others. Necessary strategies and positive behavioral interventions and supports will be provided and documented through the Response to Intervention process **at Tier 1. Certain level 2 violations might result in Tier 2 or Tier 3 intervention supports if safety concerns for the student or others are present (pages 13-14).** Certain Level 2 violations may be elevated to Level 3 violations or higher based on the severity or context of the misconduct if this behavior jeopardizes the health, safety, or well-being of others.<br>***Examples of behaviors that interfere with the learning of others:***<br>▪ Touching<br>▪ Poking<br>▪ Standing on furniture<br>▪ Constant talking<br>▪ Out of seat and interfering with others learning<br>▪ Inappropriate chair manners<br>▪ Consistently not following directions<br>▪ Unauthorized electronic device usage including but not limited to cell phones and iPods<br>▪ Running away and leaving the classroom<br>▪ Throwing items in classroom<br>▪ Disrespectful language to adult<br>▪ Yelling at teacher<br>▪ Moving or kicking furniture in an angry way/tantrum<br>▪ Bus misbehavior<br>▪ Gambling<br>▪ Dress code violations that noticeably affect safety or respect for self and others<br><br>**Strategies for Managing Behaviors: Build relationships that support academic achievement; Discussion about expectations; Review classroom procedures and expectations; Eye contact; Proximity; High levels of supervision; Verbal warning; Pre-teaching of expectations; Mentoring; Consultation with grade level teams/school counselor/school psychologist for classroom/individual behavior management ideas; Restorative practices; Teach Pro-Social behaviors; and Use of safe place for students to retreat to help self-regulate.**<br><br>**Disciplinary Options may include but are not limited to: Time out in room; Time away in buddy classroom; Loss of privileges; Reflection sheet; Moving seat; Parent conference; Reinforcement of appropriate behaviors; De-escalation strategies; Redirect behavior; Behavior Contract; In-School Suspension; Restorative justice; and problem solving with your grade level team. Corrective Strategies should be used to manage additional behaviors with the involvement of the student, parent, teacher, or other internal supports. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 82-85.** |

| | |
|---|---|
| **LEVEL 3** | Level 3 violations include infractions which are more severe in nature than Level 2 and interfere with the orderly operation of the learning environment, school transportation or a school-sponsored activity. These violations include repeated, unrelated acts or misconduct and misbehaviors directed against persons or property and may impede the learning or jeopardize the health, safety, or well-being of others. Necessary strategies and positive behavioral interventions and supports will be provided and documented through the MTSS-RTI process **at Tier 1. Certain Level 3 offenses may be elevated to Tier 2 of the MTSS-RTI framework provided that Tier 1 supports have been completed and documented with fidelity. In addition, certain Level 3 offenses may be elevated to Tier 2 or Tier 3 intervention supports if safety concerns are present for the student or others (pages 13-14)**. If students have accumulated 2-4 out of school suspensions or an accumulation of 5 or more out of school suspension days, a Tier 2 behavior support plan should be created, implemented, and documented with fidelity. If the student accumulates 5 or more suspensions, a Tier 3 plan should be created, implemented, and documented with fidelity. Certain Level 3 violations may be elevated to Level 4 violations or higher based on the severity or context of the misconduct if it seriously disrupts the school environment, or presents threats to health, safety, or property.<br>***Examples of behaviors that affect an orderly environment:***<br><br>▪ Any level 1 or 2 that takes excessive teacher time and takes away from student learning.<br>▪ Talking back to adult<br>▪ Throwing items in classroom at others<br>▪ Lying<br>▪ Cheating<br>▪ Forgery<br>▪ Fighting (Simple Battery)<br>▪ Inappropriate language<br>▪ Pushing<br>▪ School disturbance<br>▪ Bullying, Harassment, Hazing<br>▪ Disrespect to peers/adults<br>▪ Leaving room without permission<br>▪ Banging on window<br>▪ Vandalizing school property<br>▪ Unauthorized electronic device usage including but not limited to cell phones and iPods<br>▪ Conduct outside of school hours or away from school<br>▪ Unsafe action<br>▪ Dress code violations that noticeably affect safety or respect for self and others<br><br>**Strategies for Managing Behaviors: Behavior Contract; Detention; In-School Intervention; Mediation; Mentoring; Discipline Warning Letter to Parents; Referral Process; Restorative Practice; Shadowing; Substance Abuse Education; and Violence Education.**<br><br>**Disciplinary Options may include but are not limited to: In-School Suspension for 1-3 days with Instructional Module. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 82-85.** |

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| **LEVEL 4** | Level 4 violations include infractions, which are serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, behavior that results in serious disruptions of the school environment and behavior that presents threats to health, safety, or property. Necessary interventions and positive behavioral interventions and supports will be provided and documented through the MTSS-RTI process**. Certain Level 4 offenses may be elevated to Tier 2 or Tier 3 of the MTSS-RTI framework provided that Tier 1 supports have been completed and documented with fidelity. In addition, certain Level 4 offenses may be elevated to Tier 2 or Tier 3 intervention supports if safety concerns are present for the student or others (pages 13-14)**. If students have accumulated 2-4 out of school suspensions or an accumulation of 5 or more out of school suspension days, a Tier 2 behavior support plan should be created, implemented, and documented with fidelity. If the student accumulates 5 or more suspensions, a Tier 3 plan should be created, implemented, and documented with fidelity **(pages 13-14)**. Certain Level 4 violations may be elevated to Level 5 violations or higher based on the severity or context of the misconduct.<br>***Examples of behaviors that affect an orderly environment:***<br><br>▪ Any level 1, 2 or 3 behavior that takes excessive teacher time and takes away from student learning.<br>▪ Talking back to adult<br>▪ Throwing items in classroom at others<br>▪ Lying<br>▪ Cheating<br>▪ Forgery<br>▪ Fighting (Simple Battery)<br>▪ Inappropriate language<br>▪ School disturbance<br>▪ Bullying, Harassment, Hazing<br>▪ Disrespect to peers/adults<br>▪ Leaving room without permission<br>▪ Banging on window<br>▪ Vandalizing school property<br>▪ Unauthorized electronic device usage including but not limited to cell phones and iPods<br>▪ Conduct outside of school hours or away from school<br>▪ Unsafe action<br>▪ Dress code violations that noticeably affect safety or respect for self and others<br><br>**Disciplinary Options may include but are not limited to: Targeted Behavioral Contract. Consequence: Out-of-School Suspension for 1-5 days. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 82-85.** |

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| **LEVEL 5** | Level 5 violations include infractions which are serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, behavior resulting in serious disruptions of the school environment, behavior that present threats to health, safety, or property. Student will be placed on a mandatory Probationary Contract which may result in expulsion if the student is found in violation of the contract, may result in expulsion. Necessary interventions and positive behavioral interventions and supports will be provided and documented through the MTSS-RTI process**. Certain Level 5 offenses may be elevated to Tier 2 or Tier 3 of the MTSS-RTI framework provided that Tier 1 supports have been completed and documented with fidelity. In addition, certain Level 5 offenses may be elevated to Tier 2 or Tier 3 intervention supports if safety concerns are present for the student or others (pages 13-14)**. If students have accumulated 2-4 out of school suspensions or an accumulation of 5 or more out of school suspension days, a Tier 2 behavior support plan should be created, implemented, and documented with fidelity. If the student accumulates 5 or more suspensions, a Tier 3 plan should be created, implemented, and documented with fidelity. Certain Level 5 violations may be elevated to Level 6 violations or higher based on the severity or context of the misconduct.<br>***Examples of Harmful and Illegal Behaviors:***<br><br>▪ Intentional/Unintentional Violence against school employees<br>▪ Stealing<br>▪ Fighting (Simple Battery)<br>▪ Battery<br>▪ Drugs<br>▪ Weapons<br>▪ School disturbance<br>▪ Biting<br>▪ Bullying, Harassment, Hazing<br>▪ Throwing furniture or other objects<br>▪ Stealing<br>▪ Threatening to do injury to person or property<br>▪ Sexual harassment<br>▪ Sexual behaviors<br>▪ Alcohol<br>**Disciplinary Options must include: School-based review of previous strategies and interventions implemented; Participation in GRIP Program (Growing Responsibly, Increasing Possibilities).**<br><br>**Consequence: Suspension for 6-10 days with a Probationary Contract. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 82-85.** |
| **LEVEL 6** | Level 6 violations include infractions which are of a serious and aggravated nature such that the **student shall be removed from class and will be subject to a required 10-day suspension served by the student and a District due process hearing** that may result in additional consequences, to include, but not limited to, additional suspension, in-school suspension, social restriction, community service and assignment to an identified program or alternative school. The Department of Public Safety, Social Worker, and other outside law enforcement or other agencies may investigate Level 6 violations and independent law enforcement investigations may result in state criminal or juvenile proceedings being initiated by such outside agencies against the student accused of a Level 6 violation. Certain Level 6 violations may be elevated to Level 7 violations or higher based on the severity or context of the misconduct. Level 6 infractions should be met with Tier 3 intervention supports through MTSS-RTI framework upon the student's return from suspension. At the re-entry conference, a Tier 3 behavior intervention plan should be created. The plan should then be implemented and documented with fidelity **(pages 13-14)**.<br>***Examples of Harmful and Illegal Behaviors:***<br><br>▪ Intentional/Unintentional Violence against school employees<br>▪ Stealing<br>▪ Fighting (Simple Battery)<br>▪ Battery<br>▪ Aggravated Assault<br>▪ Aggravated Battery<br>▪ Bystander Battery<br>▪ Drugs<br>▪ Weapons<br>▪ School disturbance<br>▪ Biting<br>▪ Bullying, Harassment, Hazing<br>▪ Throwing furniture or other objects<br>▪ Threatening to do injury to person or property<br>▪ Sexual harassment<br>▪ Sexual behaviors<br>▪ Alcohol<br>**Consequence: Long-Term Suspension. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 82-85.** |

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| **LEVEL 7** | Level 7 violations include infractions which are of a serious and aggravated nature such that the student shall be removed from class and will be subject to a required 10-day suspension served by the student and a District due process hearing that may result in additional consequences, to include, but not limited to expulsion, additional suspension, in-school suspension, social restriction, community service and assignment to an identified program or alternative school, but to continue beyond the current semester. The student may be excluded from ALL units of the District for a specified period of time through permanent expulsion if applicable. The Department of Public Safety, Social Worker, and other outside law enforcement or other agencies may investigate Level 7 violations, an independent law enforcement investigation may result in state criminal or juvenile proceedings being initiated by such outside agencies against the student accused of a Level 7 violation. Level 7 infractions should be met with Tier 3 intervention supports through MTSS-RTI framework upon the student's return from suspension. At the re-entry conference, a Tier 3 behavior intervention plan should be created. The plan should then be implemented and documented with fidelity **(pages 13-14)**.<br>***Examples of Harmful and Illegal Behaviors:***<br><br>▪ Intentional/Unintentional Violence against school employees<br>▪ Stealing<br>▪ Fighting (Simple Battery)<br>▪ Battery<br>▪ Aggravated Assault<br>▪ Aggravated Battery<br>▪ Bystander Battery<br>▪ Drugs<br>▪ Weapons<br>▪ School disturbance<br>▪ Biting<br>▪ Bullying, Harassment, Hazing<br>▪ Throwing furniture or other objects<br>▪ Threatening to do injury to person or property<br>▪ Sexual harassment<br>▪ Sexual behaviors<br>▪ Alcohol<br><br>**Consequence: Expulsion. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 82-85.** |

| ELEMENTARY MATRIX | Level of Consequences | | | | | | | Report | School Official to Contact |
|---|---|---|---|---|---|---|---|---|---|
| **Offense/Violation** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | | |
| 1-Tobacco and Other Tobacco Products | ● | ● | ● | ● | ● | | | | |
| 2-Electronic Communication Devices | ● | ● | ● | ● | ● | | | | |
| 3a-Weapons | | | ● | ● | ● | ● | ● | Police Report | SRO |
| 3b-Weapons | ● | ● | ● | ● | ● | | | | SRO |
| 4a-Intentional Physical Violence Not Causing Harm | | | ● | ● | ● | ● | ● | Incident Report | Student Relations/SRO |
| 4b-Intentional Physical Violence Causing Harm **Contact Student Relations Prior to Submitting Charge** | | | | | | ● | ● | Incident Report | Student Relations/SRO |
| 5a-Intent/Attempt/Sell/Distribute | | | ● | ● | ● | | | Police Report | SRO |
| 5b-Possession/Use/Under the Influence-1st Offense | | | ● | ● | ● | | | Police Report GRIP | SRO |
| 5b- Possession/Use/Under the Influence-2nd Offense & Subsequent Offenses | | | | | | ● | ● | Police Report | SRO |
| 5c-Possession and/or Distribution of Drug Related Paraphernalia-1st Offense | | | ● | ● | ● | | | Police Report GRIP | SRO |
| 5c-Possession and/or Distribution of Drug Related Paraphernalia-2nd Offense & Subsequent Offenses | | | | | ● | | | Police Report | SRO |
| 6a-Actual, Attempted or Threatened Destruction/Damage/Vandalism/Arson to School, Public or Private Property | | ● | ● | ● | ● | | | Incident Report | SRO |
| 6b-Actual, Attempted or Threatened Theft/Robbery/Burglary/Extortion/Possession of Stolen Property | | ● | ● | ● | ● | | | Incident Report | SRO |
| 6c-Textbooks, Media Center Materials, Computer Equipment/Use | | ● | ● | ● | ● | | | Incident Report | SRO as appropriate |
| 7a-Assault | | ● | ● | ● | ● | | | GRIP | |
| 7b-Simple Battery/Fighting/Hitting | | ● | ● | ● | ● | | | GRIP | |
| 7c-Battery | | | ● | ● | ● | | | Incident Report GRIP | |
| 7d-Aggravated Assault | | | | ● | ● | ● | ● | Incident Report GRIP | SRO |
| 7e-Aggravated Battery | | | | | | ● | ● | Incident Report GRIP | SRO/Student Relations |
| 7f-Bystander Battery | | ● | ● | ● | ● | | | GRIP | |
| 7g-Bullying/Hazing/Harassment | ● | ● | ● | ● | ● | | | Bullying Report/GRIP | |
| 8a-Rude or Disrespectful Behavior | ● | ● | ● | ● | ● | | | | |
| 8b-Refusal to Follow Instructions | ● | ● | ● | ● | ● | | | | |

| ELEMENTARY MATRIX | Level of Consequences | | | | | | | Report | School Official to Contact |
|---|---|---|---|---|---|---|---|---|---|
| **Offense/Violation** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | | |
| 9-Unexcused Absences/Truancy | Follow Attendance Protocol on pages 37-38. **Students will NOT be suspended for attendance-related infractions.** | | | | | | | Attendance contract, Social Worker referral, Referral to Juvenile Court, Solicitor-General's Office, DFACS | For guidance, contact the Social Worker |
| 10-Skipping Class/Required Activities | ● | ● | ● | ● | ● | | | | For guidance, contact the Social Worker |
| 11-Classroom Disturbance | | ● | ● | ● | ● | | | | |
| 12-General School Disturbance/Threats/Intimidation/Gang Related Activities | | | ● | ● | ● | | | Incident Report | SRO as appropriate |
| 13-Profanity/Obscenity | ● | ● | ● | ● | ● | | | | |
| 14-Failure to Accept Disciplinary Action | | ● | ● | ● | ● | | | | |
| 15-Chronic Tardiness | Follow Attendance Protocol on page 41. **Students will NOT be suspended for attendance-related infractions.** | | | | | | | Attendance contract, Social Worker referral, Referral to Juvenile Court, Solicitor-General's Office, DFACS | For guidance, contact the Social Worker |
| 16-Bus Misbehavior | ● | ● | ● | ● | ● | | | | |
| 17-Conduct Outside School Hours/Away from School **Contact Student Relations Prior to Submitting Charge** | | | | ● | ● | ● | ● | | Student Relations |
| 18-Gambling | | ● | ● | ● | ● | | | | |
| 19-Repeated Violations | | | | | | | | | |
| 19a-Repeated Violations/Chronic Misbehavior | | | ● | ● | ● | | | Resource Referral | |
| 19b-Violation of Local School/District-Wide | | | ● | ● | ● | ● | ● | Probation Contract | |
| 20-Parking/Traffic Violations | ■ | ■ | ■ | ■ | ■ | ■ | ■ | | |
| 21-Loitering/Trespassing/Breaking and Entering | ● | ● | ● | ● | ● | | | | |
| 22-Providing False Information | ● | ● | ● | ● | ● | | | | |
| 23-General Sexual Misconduct/Sexual Harassment/Sexual Batter | | | ● | ● | ● | | | | SRO/ For guidance, contact the Social Worker/Student Relations |
| 24-Student Identification Card Violation | ● | ● | ● | | | | | | |
| 25-Dress Code Violation | ● | ● | ● | ● | ● | | | | See details for Dress Code on pages 46 and 79. |
| 26-Unsafe Action | | | | | ● | ● | ● | | Student Relations |

| MIDDLE/HIGH MATRIX | Level of Consequences | | | | | | | Report | School Official to Contact |
|---|---|---|---|---|---|---|---|---|---|
| **Offense/Violation** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | | |
| 1-Tobacco and Other Tobacco Products | ● | ● | ● | ● | ● | | | | |
| 2-Electronic Communication Devices | ● | ● | ● | ● | ● | | | | |
| 3a-Weapons | | | | | | ● | ● | Police Report | SRO |
| 3b-Weapons | ● | ● | ● | ● | ● | ● | | | SRO |
| 4a-Intentional Physical Violence Not Causing Harm | | | | | | ● | ● | Incident Report | Student Relations/SRO |
| 4b-Intentional Physical Violence Causing Harm **Contact Student Relations Prior to Submitting Violation** | | | | | | ● | ● | Incident Report | Student Relations/SRO |
| 5a-Intent/Attempt/Sell/Distribute | | | | | | ● | ● | Police Report | SRO |
| 5b-Possession/Use/Under the Influence-1st Offense | | | | ● | ● | | | Police Report GRIP | SRO |
| 5b- Possession/Use/Under the Influence-2nd Offense & Subsequent Offenses | | | | | | ● | ● | | |
| 5c-Possession and/or Distribution of Drug Related Paraphernalia-1st Offense | | | | ● | ● | | | Police Report | SRO |
| 5c-Possession and/or Distribution of Drug Related Paraphernalia-2nd Offense & Subsequent Offenses | | | | | ● | | | Police Report GRIP | SRO |
| 6a-Actual, Attempted or Threatened Destruction/Damage/Vandalism/Arson to School, Public or Private Property | | ● | ● | ● | ● | ● | ● | Incident Report | SRO |
| 6b-Actual, Attempted or Threatened Theft/Robbery/Burglary/Extortion/Possession of Stolen Property | | ● | ● | ● | ● | ● | ● | Incident Report | SRO |
| 6c-Textbooks, Media Center Materials, Computer Equipment/Use | | ● | ● | ● | ● | ● | ● | Incident Report | SRO as appropriate |
| 7a-Assault | | ● | ● | ● | ● | ● | ● | GRIP | |
| 7b-Simple Battery/Fighting/Hitting | | ● | ● | ● | ● | ● | ● | GRIP | |
| 7c-Battery | | | | | ● | ● | ● | Incident Report/GRIP | |
| 7d-Aggravated Assault | | | | | | ● | ● | Incident Report/GRIP | SRO |
| 7e-Aggravated Battery | | | | | | ● | ● | Incident Report/GRIP | SRO/Student Relations |
| 7f-Bystander Battery | | | | | | ● | ● | GRIP | |
| 7g-Bullying/Harassment/Hazing | | ● | ● | ● | ● | ● | ● | Bullying Report/GRIP | |
| 8a-Rude or Disrespectful Behavior | ● | ● | ● | ● | ● | | | | |
| 8b-Refusal to Follow Instructions | ● | ● | ● | ● | ● | | | | |

| MIDDLE/HIGH MATRIX | Level of Consequences | | | | | | | Report | School Official to Contact |
|---|---|---|---|---|---|---|---|---|---|
| **Offense/Violation** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | | |
| 9-Unexcused Absences/Truancy | Follow Attendance Protocol on page 37-38. **Students will NOT be suspended for attendance-related infractions.** | | | | | | | Attendance contract, Social Worker referral, Referral to Juvenile Court, Solicitor-General's Office, DFACS | For guidance, contact the Social Worker |
| 10-Skipping Class/Required Activities | ● | ● | ● | ● | ● | | | | For guidance, contact the Social Worker |
| 11-Classroom Disturbance | | ● | ● | ● | ● | ● | ● | | |
| 12-General School Disturbance/Threats/Intimidation/Gang Related Activities | | | ● | ● | ● | ● | ● | Incident Report | SRO as appropriate |
| 13-Profanity/Obscenity | | ● | ● | ● | ● | ● | ● | | |
| 14-Failure to Accept Disciplinary Action | | ● | ● | ● | ● | ● | ● | | |
| 15-Chronic Tardiness | Follow Attendance Protocol on page 41. **Students will NOT be suspended for attendance-related infractions.** | | | | | | | Attendance contract, Social Worker referral, Referral to Juvenile Court, Solicitor-General's Office, DFACS | For guidance, contact the Social Worker |
| 16-Bus Misbehavior | ● | ● | ● | ● | ● | ● | ● | | |
| 17-Conduct Outside School Hours/Away from School **Contact Student Relations Prior to Submitting Violation** | | | | | ● | ● | ● | | Student Relations |
| 18-Gambling | | ● | ● | ● | ● | ● | ● | | |
| 19a-Repeated Violations/Chronic Misbehavior | | | ● | ● | ● | ● | ● | Resource Referral | |
| 19b-Violation of Local School/District-Wide | | | ● | ● | ● | ● | ● | Probation Contract | |
| 20-Parking/Traffic Violations | | ● | ● | ● | ● | ● | ● | | |
| 21-Loitering/Trespassing/Breaking and Entering | | ● | ● | ● | ● | ● | ● | | |
| 22-Providing False Information | | ● | ● | ● | ● | ● | ● | | |
| 23-General Sexual Misconduct/Sexual Harassment/Sexual Battery | | ● | ● | ● | ● | ● | ● | | SRO/ For guidance, contact the Social Worker/Student Relations |
| 24-Student Identification Card Violation | ● | ● | ● | ● | ● | | | | |
| 25-Dress Code Violation | ● | ● | ● | ● | ● | | | | See details for Dress Code on pages 46 and 79 |
| 26-Unsafe Action | | | | | ● | ● | ● | | Student Relations |

# OFFENSES AND CONSEQUENCES

***Multi-Tiered Systems of Support (MTSS) must be conducted prior to expelling or suspending a student in kindergarten through third grade for five (5) or more consecutive or cumulative days; unless student possessed a weapon, drugs or other dangerous instrument or the student's behavior endangers the safety of other students or school personnel.*** **Exceptional Education Student procedures must apply.** ***(O.C.G.A. § 20-2-740) Elementary schools that include sixth grade, must use the middle school consequences.***

## 1. TOBACCO AND OTHER TOBACCO PRODUCTS

Students will not possess or use any tobacco products (cigarettes, cigars, chewing tobacco, snuff, etc.), including electronic cigarettes, vapor pens/tanks, cannabidiol (CBD) oil, or similar products on school property or on a school bus or at any school event away from school. **No student, staff member or school visitor is permitted to use any tobacco product or electronic cigarettes, vapor pens/tanks or similar products at any time on any School District owned/leased property or at any school event, including during non-school hours, virtual school days, 24 hours a day, seven days per week (Board Policy JCDAA)**. Additionally, the use of vapor pens/tanks and juuls for "vaping" or "juuling" may be harmful due to the lack of known dangers they may pose on the health of children.

| **ELEMENTARY/MIDDLE/HIGH SCHOOL CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 1 - Conference** |
| | **Level 2 - Strategies (see pages 51-52)** |
| | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| **Maximum:** | **Level 5 - Suspension of 6 - 10 days with a contract** |

**Students in violation of this offense will be referred to the web-based ASPIRE (A Smoking Prevention Interactive Experience) program at www.mdanderson.org/aspire. A Certificate of Completion must be printed and presented to the referring administrator.**

## 2. ELECTRONIC COMMUNICATION DEVICES, INCLUDING CELLULAR PHONES, SMART PHONES, TABLETS, WALKIE-TALKIES AND SIMILAR DEVICES

Students will not use any electronic communication device, including but not limited to, cellular phones, smart phones, tablets, walkie-talkies, and similar devices during traditional and/or virtual instructional time or on school buses and must not interfere with the educational mission of the school or pose a safety hazard. The instructional day includes, but is not limited to, lunch periods, class changes, study halls, and any other structured or non-structured instructional activity that occurs during the normal school day. At all times, students are expected to adhere to the following rules relative to electronic communication devices: (1) Phones must be turned completely off (not on silent or vibrate mode) and put away out of view (as directed by the school) during instructional time (official start of school day to the end of the school day), (2) No text messaging is allowed, (3) Students with serious medical conditions or other unusual circumstances may be given special permission by the school principal to use an electronic device if it is determined to be essential for the health of the student. Even for approved instructional purposes, use of a personal electronic communication device such as a smartphone is optional; students will not be required to provide personal electronic communication devices and will be furnished with a device or an alternative means to conduct the activity.

Parents/guardians are asked to refrain from calling, e-mailing, or texting their student during instructional time. In the event of an emergency, the parent/guardian may contact the student via the school's phone system. POSSESSION OF A PERSONAL ELECTRONIC COMMUNICATION DEVICE ON SCHOOL PROPERTY IS A PRIVILEGE NOT A RIGHT. All violations of these expectations will result in confiscation of the device. Moreover, the confiscated device will be returned only to the parent/guardian. The school is not responsible for personal electronic devices on school property or at school sponsored events. Electronic devices may be confiscated by the school administrator or designee for unapproved use on school property or at school sponsored events, including the following**:**

(a) Purposely look for security problems, attempt to disrupt school technology resources, or engage in any activity that monopolizes or compromises school technology resources;
(b) Copying computer programs, software or other technology provided by the District for personal use; download unauthorized files; or use school technology resources for personal gain or private business enterprises;
(c) Attempting to, threaten to, or actually damage, destroy, vandalize, or steal private property or school property while using school technology resources on or off school grounds (The local school police officer must be notified of such incidents.);

(d) Using or participating in using personal or school technology resources to distribute or display inappropriate material. Inappropriate material does not serve an instructional or educational purpose and includes but is not limited to the following (See Rule 7G for bullying using technology):
- Profane, vulgar, lewd, obscene, offensive, indecent, sexually explicit, pornographic or threatening
- information/material;
- Advocates illegal or dangerous acts;
- Causes disruption to DeKalb County School District, its employees or students;
- Advocates violence;
- Contains knowingly false, recklessly false, or defamatory information; or
- Is otherwise harmful to minors as defined by the Children's Internet Protection Act. (The local school police officer must be notified of such incidents.)

(e) Refusing to comply with reasonable directions or commands of school staff regarding responsible use of technology, and/or use audio or visual recording devices without permission of a school administrator.

(f) Gaining or attempting to gain unauthorized access to the District's computer data, network, system, Internet connections, e-mail accounts, or intranet or to any third party's computer system, data, or network, such as:
- Malicious tampering, phishing, or hacking activities;
- Intentionally seeking information about passwords belonging to other users;
- Disclosing a user's password to the District's computer network, system, Internet connections, e-mail accounts, or intranet to other individuals. Students, however, may share their passwords with their parents.
- Modifying passwords belonging to others;
- Attempting to log in through another person's account;
- Attempting to gain access to material that is blocked or filtered by the District;
- Accessing, copying, or modifying another user's files without authorization;
- Disguising a user's identity;
- Using the password or identifier of an account that does not belong to the user; or
- Engaging in uses that jeopardize access into others' accounts or other computer networks or systems.

**NOTE: No one is allowed to take pictures or video of other persons at school without the express permission of the principal. At no time shall a student take any pictures, video or audio recordings of students or staff while on school property or at any school sponsored event or post any pictures, videos or audio recordings of students or staff on social media without their consent. Violation of this provision will result in the student losing the privilege of using an electronic communication device while on school property. Visitors or volunteers may also not take pictures or video of students other than their own child without the consent of the student's parent or guardian. Visitors and volunteers should consult with teachers about photo or video permissions that may have been obtained from the student's parent or guardian.**

Students must never send threatening/inappropriate messages and/or images via electronic communication devices or the internet/intranet at any time, including during virtual instructional time. This could result in very serious school, personal and/or criminal consequences. Go to http://www.dekalbschoolsga.org/bullying-harassment-hazing-awareness for further information on cyberbullying.

Student must not wear headphones with or without electronic devices during instruction time unless used for approved medical or instructional purposes only.

| **ELEMENTARY/MIDDLE/HIGH SCHOOL CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 1 - Conference** |
| | **Level 2 - Strategies (see pages 51-52)** |
| | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| **Maximum:** | **Level 5 - Suspension of 6 - 10 days with a contract** |

## 3. WEAPONS, EXPLOSIVES, HAZARDOUS OBJECTS AND OTHER DEVICES

**NOTE: Weapons present an immediate and real danger to students, faculty and staff, and can also damage the learning climate and reputation of a school. Federal law (Gun-Free School Zone Act;) states that school districts must have a policy requiring the expulsion of a student from school for at least one calendar year for possession of or for bringing a firearm or dangerous weapon to school, school-sponsored functions, on school property or school buses. (18 U.S.C. § 921(a)(25); O.C.G.A. § 16-11-127.1; O.C.G.A. §20-2-751.1) The possession of any dangerous weapon, hazardous object, or firearm in violation of O.C.G.A. § 16-5-21; 16-5-24; 16-11-127; 16-11-127.1; or 16-11- 132 will trigger the reporting requirements of O.C.G.A. § 20-2- 1184.**

**A.** Students shall not possess, handle, bring, transmit, or cause to be transmitted; use or threaten to use; sell, attempt to sell, or conspire to sell a firearm, a dangerous weapon or dangerous instrument/hazardous object/unauthorized item, either concealed or open to view, at school, on school property, at school-sponsored functions or school buses. There is no exception for students who have a valid legal license to carry a weapon.

**NOTE:** The definition of "weapon" for purposes of this Code of Conduct is one that includes, but is not limited to, the following items:

**Category I Weapon: Firearm/Dangerous Weapons**

Any loaded or unloaded firearm or a dangerous weapon.

Per O.C.G.A. §20-2-751.1, a student who is determined to have possessed a Category I weapon at school, shall be subject to expulsion from school for a period of not less than one calendar year; provided, however, that a hearing officer, administrator, superintendent, or local board of education shall have the authority to modify such expulsion requirement on a case-by-case basis, and is authorized to place a student determined to have brought a Category I weapon in an alternative educational setting.

A firearm includes a handgun, rifle, shotgun, or other weapon which will or can be converted to expel a projectile by the action of an explosive or electrical charge.

A dangerous weapon includes any weapon commonly known as a "rocket launcher," "bazooka," or "recoilless rifle" which fires explosive or nonexplosive rockets designed to injure or kill personnel or destroy heavy armor, or similar weapon used for such purpose. The term shall also mean a weapon commonly known as a "mortar" which fires high explosive from a metallic cylinder, and which is commonly used by the armed forces as an antipersonnel weapon or similar weapon used for such purpose. The term shall also mean a weapon commonly known as a "hand grenade" or other similar weapon which is designed to explode and injure personnel or similar weapon used for such purpose.

**Category II Weapon: Hazardous Objects**

Any pellet gun, paint pellet gun, or BB gun, antique firearm, nonlethal air gun, stun gun, Taser, or any similar weapon that does not meet the definition of a Category I weapon; any Bowie, Dirk, machete, switchblade knife, ballistics knife, any other knife having a blade of two or more inches; any razor blade (e.g., straight, regular, retractable, etc.); boxcutter; any bludgeon (e.g. billy club, PR-24, night stick, spring stick, blackjack, club); any firearm muffler or firearm silencer; "look-alike" bomb; any "martial arts" device or flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely (e.g., nunchakus, nun chuck, nun chahka, shuriken, or fighting chain, etc.); any disc of whatever configuration with at least two points or pointed blades which is designed to be thrown or propelled (e.g., Chinese star, oriental dart, throwing star, etc.); miscellaneous devices such as swords, sword/knife canes, ice picks, chains, bow and arrows, knuckles made of metal, thermoplastic, wood or other similar material, objects placed on fingers, in hands, or on fists or knuckles to provide a "loaded fist," etc., or any tool or instrument which the school administration could reasonably conclude as being used as a weapon or intended by the student to be used as a weapon and thus a violation of the intent of this Code of Conduct.

In addition to the above, Category II weapons include any item defined as a weapon or hazardous object as defined by O.C.G.A. § 16-11-127.1 and § 20-2-751, with the exception of firearms and dangerous weapons (See Category I).

**Category III Weapon: Knives/Other Weapons**

Any knife or instrument having a blade of less than two inches, any "look-alike" firearm, or plastic disposable razor or sling shot.

**Dangerous Instruments/Unauthorized Items**

Students shall not possess ammunition, BBs, paint pellets, $CO_2$ cartridges fireworks (other than "snap its", "poppers", or "pop-its" which may be addressed as a disruptive behavior), stink bombs, pepper spray, mace or similar instruments /items. These instruments/items are disruptive to the function of the school and may pose a safety risk.

**NOTE: A student must never touch or handle weapons at any time. Students should never take or agree to hold weapons, drugs, illegal or unknown items from other students. Tell an administrator if any of these items are found.**

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| **ELEMENTARY SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| | **Level 5 – Suspension of 6-10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7.** | |
| **MIDDLE/HIGH SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a District due process hearing held for Level 6-7.** | |

| ELEMENTARY/MIDDLE/HIGH SCHOOL CONSEQUENCES: CATEGORY I WEAPONS |
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| **Minimum:** Level 7 – Expulsion; one calendar year |
| **Maximum:** Permanent Expulsion |
| **A required 10-day suspension must be served and a due process hearing held for Level 7.** |

**B.** Students will not use, possess, or handle water pistols, other instruments that project water or other liquids, toy guns, matches, lighters, laser pointers, devices that emit an electrical shock, or other devices, which when used inappropriately, cause discomfort/harm to another person and/or disrupt the class, school or school event.

| ELEMENTARY SCHOOL CONSEQUENCES: |
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| **Minimum:** Level 1 - Conference<br>Level 2 - Strategies (see pages 51-52)<br>Level 3 - In-School Suspension of 1-3 days<br>Level 4 - Suspension 1-5 days |
| **Maximum:** Level 5 – Suspension of 6-10 days with a contract |
| **MIDDLE/HIGH SCHOOL CONSEQUENCES:** |
| **Minimum:** Level 1 - Conference<br>Level 2 - Strategies (see pages 51-52)<br>Level 3 - In-School Suspension of 1-3 days<br>Level 4 - Suspension 1-5 days<br>Level 5 – Suspension of 6-10 days with a contract<br>Level 6 – Long-Term Suspension |
| **Maximum:** Level 7 – Expulsion |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7.** |

## 4. INTENTIONAL PHYSICAL VIOLENCE AGAINST TEACHERS, BUS DRIVERS, SCHOOL OFFICIALS, OR OTHER SCHOOL EMPLOYEES

Students will not intentionally hit or attack any school employee to cause physical hurt, harm or injury.

### A. Intentional Physical Violence Not Causing Physical Harm/Injury

Students will not intentionally hit or attack a teacher, school bus driver, school official, or other school employee. Students will not intentionally hit, attack or make physical contact of an insulting or provoking nature with a teacher, school bus driver, school official, or other school employee. A due process hearing shall be held for such violation even for recommendation of short-term suspension, unless waived by the employee.

| ELEMENTARY SCHOOL CONSEQUENCES: |
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| **Minimum:** Level 3 - In-School Suspension of 1-3 days<br>Level 4 - Suspension 1-5 days<br>Level 5 – Suspension of 6-10 days with a contract<br>Level 6 – Long-Term Suspension |
| **Maximum:** Level 7 – Expulsion |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7.** |
| **MIDDLE/HIGH SCHOOL CONSEQUENCES:** |
| **Minimum:** Level 6 – Long-Term Suspension |
| **Maximum:** Level 7 – Expulsion |
| **A required 10-day suspension must be served and a District due process hearing held for Level 6-7.** |

### B. Intentional Physical Violence Causing Physical Harm

Students will not intentionally hit, attack or otherwise make intentional physical contact with a teacher, school bus driver, school official, or other school employee and cause physical hurt, harm or injury, unless in defense of themselves, as provided in O.C.G.A. §16-3-21.

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| **ELEMENTARY/MIDDLE/HIGH SCHOOL CONSEQUENCES:**<br>**Minimum: Level 6 – Long-Term Suspension**<br>**Maximum: Level 7 – Expulsion**<br>**A required 10-day suspension must be served and a District due process hearing held for Level 6-7.** |

**State Law indicates a student found by a preponderance of evidence to be in violation of committing an act of physical violence against a teacher, school bus driver, school official, or school employee causing physical hurt, harm or injury will be expelled from school for the remainder of the student's eligibility to attend public school (O.C.G.A. § 20-2-751.6).** The law applies to all students in grades K-12. The Hearing Officer may assign the student to an alternative education program for the period of the expulsion. If the student is in kindergarten through grade eight, the Hearing Officer may allow the student to re-enroll at some point when the student reaches the high school grades. Additionally, if the student is in kindergarten through grade six and there is no alternative educational program available, the Hearing Officer may permit the student, at a recommended time, to re-enroll in school.

## 5. ALCOHOL, DRUGS, AND OTHER ILLEGAL/CONTROLLED SUBSTANCES*

***As used in this *DCSD Code of Student Conduct*, "drugs" shall mean all substances, including but not limited to, alcohol and alcoholic beverages, marijuana, medical marijuana, prescription drugs, over-the-counter drugs, look-alike drugs, inhalants, pills, tablets, capsules, synthetic substances and all other legal and illegal drugs or controlled substances under state or federal law. Use of alcohol, marijuana and other drugs by minors is illegal and harmful.**

**NOTE: A student must never touch or handle drugs at any time. Students should never take or agree to hold weapons, drugs, illegal or unknown items from other students. Tell an administrator if any of these items are found.**

### A. Sale or Distribution of Drugs

Students will not sell, attempt to sell, or intend to sell, distribute, attempt to distribute, or intend to distribute, drugs or substances represented or believed by the seller, buyer, distributer or recipient to be drugs.

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| **ELEMENTARY SCHOOL CONSEQUENCES:**<br>**Minimum: Level 3 - In-School Suspension of 1-3 days**<br>**Level 4 - Suspension 1-5 days**<br>**Maximum: Level 5 - Suspension of 6 - 10 days with a contract** |
| **MIDDLE/HIGH SCHOOL CONSEQUENCES:**<br>**Minimum: Level 6 – Long-Term Suspension**<br>**Maximum: Level 7 – Expulsion**<br>**A required 10-day suspension must be served and a District due process hearing held for Level 6-7.** |

### B. Possession/Use/Under the Influence of Drugs

Students will not possess, use, attempt to use, or be under the influence of drugs or substances represented or believed by the student to be drugs. Students will not cause, invite, or induce any person to possess, use, attempt to use, or be under the influence of drugs or substances represented or believed by the student to be drugs. Students will not deliberately smell, inhale, or ingest any legal substances or will not cause, invite, or induce any person to smell, inhale or ingest any legal substances in a manner other than for its intended purpose, including but not limited to, fingernail polish, model airplane glue, hand sanitizer, etc.

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| **ELEMENTARY SCHOOL CONSEQUENCES:**<br>**Minimum: Level 3 - In-School Suspension of 1-3 days**<br>**Level 4 - Suspension 1-5 days**<br>**Level 5 – Suspension of 6-10 days with a contract**<br>**Level 6 – Long-Term Suspension**<br>**Maximum: Level 7 – Expulsion**<br>**A required 10-day suspension must be served and a due process hearing held for Level 6-7.** |
| **MIDDLE/HIGH SCHOOL CONSEQUENCES:**<br>**Minimum: Level 5 – Suspension of 6-10 days with a contract**<br>**Level 6 – Long-Term Suspension**<br>**Maximum: Level 7 – Expulsion**<br>**A required 10-day suspension must be served and a due process hearing held for Level 6-7.** |

**NOTE: The principal may request a referral to a District Due Process Hearing from the Superintendent/Designee for a possible long-term suspension/expulsion for any student whose presence may constitute a clear threat to the safety of others.**

**1st Offense: The student is suspended for 10 school days with a contract. If the parents/guardian and student accept the offer to attend the drug-education program, Growing Responsibly, Increasing Possibilities (GRIP), 5 days of the 10-day suspension shall be waived upon successful completion of the GRIP program and the contract will remain in effect. If the GRIP program is not successfully completed, the full 10-day suspension with a contract shall be imposed. This option is available for elementary, middle and high school students.**

**2nd Offense and subsequent offenses and/or if the student's conduct is a felony or designated felony possession: The student is suspended for ten (10) school days and is referred to a due process hearing, which may impose long-term suspension or expulsion, or assignment to an alternative school.**

**Prescribed Medications**

The parent of a student who has to use a prescribed medication at school must consult the school administrator and follow the appropriate School District procedures, including required medication documentation. Required student protocol, rules and documentation are provided in District Policy JGCD, Regulation JGCD-R(1) and Form JGCD-E(1). School approval must be given prior to the student possessing or using any medication, including over-the-counter medication. Students may not possess medical marijuana at school, including CBD or low-THC oil, on school property, school buses or at school-sponsored functions.

**NOTE:** Under state law, students with asthma, life-threatening allergies or diabetes may carry and use their inhalers, auto-injectable epinephrine, and necessary supplies and equipment to perform diabetes monitoring and treatment as needed, based upon school receipt of a doctor's prescription and parent's written permission. A student may be subject to disciplinary action if they use auto-injectable epinephrine or any other medications in a manner other than as prescribed.

### C. Possession and/or Distribution of Drug-Related Paraphernalia

A student will not possess or distribute drug-related paraphernalia, including items associated with the use, sale or distribution of drugs. As used in this *DCSD Code of Student Conduct*, "drug-related paraphernalia" includes, but is not limited to pipes, water pipes, clips, rolling papers, scales, small baggies, grinders, and other items used or related to drug use (i.e., vapor pens, vapor tanks, juuls, etc.)

*** This offense relates only to drug-related paraphernalia. Offenses related to possession, use, distribution, and sale of drugs, alcohol, or other substances are addressed in Offense 5A or 5B.**

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| **ELEMENTARY SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| **Maximum:** | **Level 5 - Suspension of 6 - 10 days with a contract** |
| **MIDDLE/HIGH SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 4 - Suspension 1-5 days** |
| **Maximum:** | **Level 5 - Suspension of 6 - 10 days with a contract** |

**1st Offense: The student is suspended for 10 school days with a contract with the option to attend the Growing Responsibly, Increasing Possibilities (GRIP) program to reduce the suspension to five days, as discussed above. This option is available for elementary, middle and high school students.**

**2nd and Subsequent Offenses: The student will be suspended for ten (10) school days.**

## 6. PROPERTY

### A. Actual, Attempted or Threatened Destruction/Damage/Vandalism/Arson to School, Public or Private Property

Students will respect all property and will not attempt to, threaten to, or destroy, damage, vandalize, deface, or set fire to school, public or private property located at the school.

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| **ELEMENTARY SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 2 - Strategies (see pages 51-52)** |
| | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| **Maximum** | **Level 5 – Suspension of 6-10 days with a contract** |
| **MIDDLE/HIGH SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 2 - Strategies (see pages 51-52)** |
| | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| | **Level 5 – Suspension of 6-10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7.** | |

**NOTE: The student must make restitution for any damage to school property caused by his/her behavior while on school property.**

**B. Actual, Attempted or Threatened Theft/Robbery/Burglary/Extortion/Possession of Stolen Property**

Students will respect all property rights and will not engage in, attempt or threaten theft; theft by deception; extortion; robbery; burglary; possession of stolen property or missing property. This applies to public, school, district and privately-owned property. Students will not engage in use, possession and/or distribution of stolen or counterfeit money/checks/money orders/bank or credit cards.

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| **ELEMENTARY SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 2 - Strategies (see pages 51-52)** |
| | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| **Maximum** | **Level 5 – Suspension of 6-10 days with a contract** |
| **MIDDLE/HIGH SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 2 - Strategies (see pages 51-52)** |
| | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| | **Level 5 – Suspension of 6-10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7.** | |

**NOTE: The student must make restitution for any loss or associated damage of school, district or personal property caused by his/her behavior while on school property. The student must make restitution for any financial loss caused by his/her distribution or use of stolen or counterfeit money, checks, money order, bank cards or credit cards.**

**C. Textbooks, Media Center Materials, Computer Equipment/Use**

Students will respect school related materials and will not lose, destroy, deface, damage, and/or inappropriately use textbooks, media center materials, or district-owned technology, including computer and computer-related equipment and materials. Technology misuse includes but is not limited to, inappropriate use/hacking of the Intranet or Internet.

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| **ELEMENTARY SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 2 - Strategies (see pages 51-52)** |
| | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| **Maximum** | **Level 5 – Suspension of 6-10 days with a contract** |
| **MIDDLE/HIGH SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 2 - Strategies (see pages 51-52)** |
| | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| | **Level 5 – Suspension of 6-10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7.** | |

**NOTE: Students must make restitution for any damage to school property caused by their behavior.**

**Any form of electronic bullying (cyberbullying/cyberstalking), threats and/or harassment using school equipment, school networks, e-mail systems or committed at school is strictly prohibited.)**

## 7. BULLYING/HAZING, ASSAULT, BATTERY AGAINST STUDENTS, SCHOOL PERSONNEL, SCHOOL VISITORS

Students will respect all persons' physical and mental health and well-being and will participate in creating a school climate free of violence of all types.

### A. Assault

Students will not verbally threaten and/or intimidate teachers, administrators, bus drivers, other school personnel, other students, or persons attending school-sponsored functions, with or without the use of physical contact; will not attempt to hurt any such persons without physical contact; and will not engage in verbal altercations and/or actions which cause such persons to be in reasonable fear of immediate bodily harm.

**NOTE: Threatening witnesses may result in expulsion.**

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| **ELEMENTARY SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 2 - Strategies (see pages 51-52)** |
| | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| **Maximum** | **Level 5 – Suspension of 6-10 days with a contract** |
| **MIDDLE/HIGH SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 2 - Strategies (see pages 51-52)** |
| | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| | **Level 5 – Suspension of 6-10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7.** | |

### B. Simple Battery/Fighting/Hitting

Students will not engage in fighting, hitting, kicking, shoving, pushing, biting, spitting on or making physical contact with teachers, administrators, bus drivers, other school personnel, and/or other students or persons.

**NOTE: If the incident involves intentional physical contact with a school employee not causing physical harm/injury, see Offense #4a.**

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| **ELEMENTARY SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 2 - Strategies (see pages 51-52)** |
| | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| **Maximum** | **Level 5 – Suspension of 6-10 days with a contract** |
| **MIDDLE/HIGH SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 2 - Strategies (see pages 51-52)** |
| | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| | **Level 5 – Suspension of 6-10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7.** | |

### C. Battery

Students will not make physical contact causing substantial physical harm or visible bodily harm including but not limited to substantially blackened eyes; substantially swollen lips or other facial or bodily parts; substantial bruises to body parts or other substantial injury to teachers, administrators, bus drivers, other school personnel, other students, or persons in school or attending school-related functions. Visible bodily harm is any bodily harm capable of being perceived by another person.

**NOTE: If the incident involves intentional physical injury to a School District employee causing physical harm/injury, see Offense #4b.**

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| **ELEMENTARY SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| **Maximum:** | **Level 5 - Suspension of 6 - 10 days with a contract** |
| **MIDDLE/HIGH SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 5 – Suspension of 6-10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7.** | |

## D. Aggravated Assault

Students will not use or make threats with a deadly weapon or hazardous object, which is likely to or does cause serious bodily harm to a teacher, administrator, bus driver, other school personnel, students, or other persons in school or attending school-related functions.

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| **ELEMENTARY SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a District due process hearing held for Level 6-7.** | |
| **MIDDLE/HIGH SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a District due process hearing held for Level 6-7.** | |

## E. Aggravated Battery

Students will not maliciously cause bodily harm to a teacher, administrator, bus driver, other school personnel, students, or other persons attending school-sponsored functions, by depriving such person of a member of his/her body, by rendering a member of his/her body useless, or by seriously disfiguring his/her body or a member thereof.

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| **ELEMENTARY MIDDLE/HIGH SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a District due process hearing held for Level 6-7.** | |

**NOTE: If the incident involves intentional physical injury to a School District employee causing physical harm/injury, see Offense #4b.**

## F. Bystander Battery

Students who observe any type of fight will immediately notify a teacher or other adult and will not become involved in a fight that the student does not start. A student who does not start a fight but becomes involved in it will be charged with Bystander Battery. This offense includes, but is not limited to, hitting or kicking another student while that student is fighting another student. **Note: For information about situations that constitute self-defense, see page 54.**

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| **ELEMENTARY SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 2 - Strategies (see pages 51-52)** |
| | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| **Maximum** | **Level 5 – Suspension of 6-10 days with a contract** |
| **MIDDLE/HIGH SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a District due process hearing held for Level 6-7.** | |

## G. Bullying/harassment/hazing

Students will not threaten, intimidate, harass, make physical contact with or subject another student to any other form of physical or emotional hurt, including hazing associated with membership in extracurricular organizations (sports teams, band, etc.). School officials will address each act of bullying/harassment/hazing that is reported or of which they otherwise become aware.

**Bullying/Harassment/Hazing**

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.
Bullying means an act that is:

**(1)** Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so; in light of a real or perceived power imbalance;
**(2)** Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
**(3)** Any intentional written, verbal, or physical act by a person with real or perceived power over another person which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
  **(A)** Causes another person visible bodily harm;
  **(B)** Has the effect of substantially interfering with a student's education;
  **(C)** Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
  **(D)** Has the effect of substantially disrupting the orderly operation of the school.

Bullying applies to acts which occur on school property, on school vehicles, at designated school bus stops, or at school related functions or activities or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system.

**Examples of bullying include but are not limited to:**

- Verbal assaults such as unwanted teasing or name-calling;
- Threats, taunts and intimidation through words and/or gestures;
- Direct physical contact such as hitting or shoving;
- Physical violence and/or attacks:
- Cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or using e-mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim;
- Cyberbullying or the willful, hostile and repeated harassment and intimidation of a person using digital technologies, including, but not limited to, email, blogs, social networking websites (*e.g.*, Instagram, Twitter, Facebook, etc.), chat rooms, texts, and instant messaging;
- Rumors or spreading of falsehoods;
- Stalking;
- Public humiliation;
- Social isolation;
- Extortion or manipulation, including incitement and/or coercion;
- Using cameras or camera phones to take embarrassing or unauthorized photographs of students or school employees and distributing them to others or posting them online;
- Sending abusive or threatening text messages or instant messages; and
- Using websites to circulate gossip and rumors to other students.

**Cyberbullying**

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior. (www.stopbullying.gov)

**Examples of cyberbullying include but are not limited to:**

- Cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by using e-mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim;
- Cyberbullying or the willful, hostile and repeated harassment and intimidation of a person using digital technologies, including, but not limited to, email, blogs, social networking websites (*e.g.*, Instagram, Twitter, Facebook, etc.), chat rooms, gaming, texts, and instant messaging.

**Please refer to Offense #17 for cyberbullying violations that occur away from school or after school hours.**

**Harassment**

**Students will not harass or subject another student to any other form of physical, verbal or nonverbal harassment.**

Harassment may be defined as offensive behavior (physical, verbal, social, emotional, and/or relational) that targets a specific person or persons. Harassment includes, but is not limited to, behavior that targets another based on race, religion, gender, disability, or national origin. (The word "intentionally" was removed from both sentences.

**Examples of harassment include but are not limited to:**

- Harassment or intimidation motivated by any actual or perceived characteristic including race, color, ethnicity, religion, gender, disability, age, gender identity, sexual orientation, ancestry, national origin, physical attributes, socioeconomic status, physical or mental ability, or by any other distinguishing characteristic;
- Public humiliation;
- Social isolation.

**Hazing**

**Students will not haze or subject another student to any other form of physical, verbal or nonverbal hazing (O.C.G.A. § 16-5-61).**
Hazing may be defined as the practice of rituals and other activities involving harassment, abuse or humiliation used as a way of initiating or raising the rank of a person into a group. ***Hazing happens regardless of a person's willingness to participate.***

**Examples of hazing include but are not limited to:**

- Physical or verbal harm/degradation/abuse;
- Theft/Destruction of personal property for the purpose of bullying, harassing, or intimidating;
- Public humiliation;
- Intimidation/domination.

School officials will address each act of bullying/harassment/discrimination/hazing that is reported or of which they otherwise become aware.

**Disciplinary action after the first incident of bullying may include, but is not limited to, the following:**

- Counseling;
- Loss of a privilege;
- Reassignment of seats in the classroom, cafeteria, or school bus;
- Reassignment of classes;
- Detention;
- In-school suspension;
- Out-of-school suspension (through appropriate due process hearing);
- Expulsion (through appropriate due process hearing); and
- Assignment to an alternative school (through appropriate due process hearing).

**A student who has engaged in bullying should be given an age-appropriate consequence which will include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances.**

**Students in grades six through twelve found to have committed the offense of bullying for the third time in a school year shall at a minimum be assigned to an alternative school through appropriate due process hearing by disciplinary Hearing Officers, panels, or tribunals (O.C.G.A. § 20-2-751.4).**

**Schools should clearly communicate to <u>all parties</u> that any retaliation following or related to a report of bullying is strictly prohibited and may result in strong disciplinary action.**

It should be noted that bullying does not involve actions that are solely the result of a mutual conflict. Please refer to other offense codes for violations that do not constitute bullying. For more information on bullying, harassment and hazing violations, please see pages 65-70, 73-76, and 92-93.

| | |
|---|---|
| **ELEMENTARY SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 1 - Conference** |
| | **Level 2 - Strategies (see pages 51-52)** |
| | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| **Maximum:** | **Level 5 – Suspension of 6-10 days with a contract** |
| **MIDDLE/HIGH SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 2 - Strategies (see pages 51-52)** |
| | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| | **Level 5 – Suspension of 6-10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7.** | |

## 8. RUDE/DISRESPECTFUL BEHAVIOR AND/OR REFUSAL TO CARRY OUT INSTRUCTIONS

### A. Rude or Disrespectful Behavior

Students will be courteous and not use inappropriate language, behavior, or gestures, including vulgar/profane language, toward teachers, administrators, bus drivers, other school personnel, other students, or persons attending school-related functions.

| | |
|---|---|
| **ELEMENTARY/MIDDLE/HIGH SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 1 - Conference** |
| | **Level 2 - Strategies (see pages 51-52)** |
| | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| **Maximum:** | **Level 5 - Suspension of 6 - 10 days with a contract** |

### B. Refusal to Follow Instructions of Faculty or Staff Member/Insubordination

Students will follow the instructions of teachers, school administrators, other staff members (e.g., will not refuse to leave an area, refuse to stop aggressive behavior, refuse to stop disruptive behavior), or rules set forth in the DCSD Code of Student Conduct (e.g., dress code, bus rules, classroom rules, local school rules, etc.)

| | |
|---|---|
| **ELEMENTARY/MIDDLE/HIGH SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 1 - Conference** |
| | **Level 2 - Strategies (see pages 51-52)** |
| | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| **Maximum:** | **Level 5 - Suspension of 6 - 10 days with a contract** |

## 9. UNEXCUSED ABSENCES AND/OR TRUANCY

Students will attend school unless their absence is explicitly excused and will not participate in truancy. Excused absences are defined by District Policy JB which also requires submission of appropriate documentation. Georgia law allows absences to be excused as follows: personal illness; serious illness or death in the family; religious holiday; instances in which attendance could be hazardous as determined by the DeKalb County School District; registering to vote/voting in a public election; tests and physical exams for

military service and the National Guard; and other such absences as provided for by law or by the local Board of Education. Georgia law also provides for special treatment of absences in the following circumstances:

- Georgia law provides up to 5 days of excused absences for students whose parents are in the armed forces and who are called to duty or home on leave from overseas deployment in a combat zone.
- Students serving as Pages of the Georgia General Assembly will be counted as present for days missed from school for such service**.**
- Students volunteering to work as poll officers in the Student Teen Election Program (STEP) will be counted present for up to two (2) days of service in that program.
- Foster care students attending court proceedings related to their foster care shall be credited as present for any day(s) or portion of a day missed from school for that purpose.

| **2023-2024 Attendance Protocol**<br>***The Attendance Protocol/Consequences are subject to change at any time.** | |
|---|---|
| **Number of Absences** | **Action** |
| **1-2** | Teacher notifies (phone call, email, parental contact) the parent of absences and documents the outcome in Infinite Campus teacher contact log. |
| **3** | The Attendance Protocol Manager (APM), attendance secretary, registrar, or principal's designee will send an attendance warning letter, email, newsletter, or call the parent/guardian informing them of their child's absence. |
| **4-5** | The Attendance Protocol Manager (APM) should meet with the school attendance team (SAT) regularly and complete necessary attendance interventions. The APM, SAT, and or member of the SAT will complete a student interview, parent conference (via phone or in person), and complete the Attendance Intervention Summary Form. * *Members of the SAT should include an administrator, school counselor, school social worker, student support person, and any other principal designee.* |
| **6** | The APM will send a six-day unexcused attendance letter to the parent/guardian, informing them of consequences of continued absences. |
| **8** | An Infinite Campus referral should be submitted to the school social worker, accompanied by any documented attempts to the parent/guardian, six-day letter, and the Attendance Intervention Summary Form. |

**NOTE: State law provides that any parent/guardian who does not comply with compulsory attendance mandates (O.C.G.A § 20-2-690.1) shall be guilty of a misdemeanor and, upon conviction thereof, shall be subject to a fine not less than $25.00 and not greater than 100.00, imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day of absence from school in violation of this section after the child's school system notifies the parent/guardian of five unexcused days of absence shall constitute a separate offense. State law also requires students 16-17 years of age to have written permission from their parent or guardian to withdraw/drop out of school (O.C.G.A. § 20-2-690.1).**

**NOTE: Students <u>WILL NOT</u> be suspended for attendance-related infractions <u>only</u>.**

***Poor attendance can keep children from reading proficiently by the end of third grade, which is shown to negatively affect their chances of graduating on time. ~American Graduate***

## 10. SKIPPING CLASS OR REQUIRED ACTIVITIES

Students will attend school and activities as directed and will not skip classes or required school activities. If students do not report to class/required school activity or leave school or school property without permission from an administrator, they are in violation of this offense.

**The following applies to all skips:**

| **School Action Per Occurrence***<br>***The Attendance Protocol/Consequences are subject to change at any time.** | |
|---|---|
| **Number of Skips** | **Action** |
| **1 - 2** | Student receives a warning. Teacher is responsible for contacting the parent(s). |
| **3 - 6** | Student receives 1 day detention or comparable consequence. Referred to the counselor who is responsible for contacting the parent(s). |
| **7 - 10** | Student receives a discipline referral and 1 day in-school suspension (ISS) or comparable consequence. School to schedule a student/parent conference for the purpose of signing an attendance contract. |
| **11+** | Student receives a discipline referral and ISS or comparable consequence. Parent contacted and referral to counselor and social worker. Student is given choice of ten (10) days ISS, alternative school/program placement, or comparable consequence. |

**NOTE: Students <u>WILL NOT</u> receive out-of-school suspension for attendance-related infractions <u>only.</u>**

## 11. CLASSROOM DISTURBANCE

Students will avoid any behavior that disrupts class instruction, distracts students and/or teachers, or creates a dangerous or fearful situation for students and/or staff including but not limited to talking, loud interruptions, repeated defiance, etc.

| | |
|---|---|
| **ELEMENTARY SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 2 - Strategies (see pages 51-52)** |
| | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| **Maximum:** | **Level 5 – Suspension of 6-10 days with a contract** |
| **MIDDLE/HIGH SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 2 - Strategies (see pages 51-52)** |
| | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| | **Level 5 – Suspension of 6-10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7.** | |

## 12. SCHOOL DISTURBANCE

Students will respect the school as a place of learning and will not engage in acts that cause or may cause a material and substantial disruption of the school and/or threaten the safety or well-being of other students. Prohibited acts include, but are not limited to, walk-outs, sit-downs, **rioting/chaos**, trespassing, inciting disturbances, pranks, **terroristic threats**, **gang-related activities**, threats to the school, **bomb threats**, **pulling fire alarm**, **calling 911**, and actual violence during period of disruption, etc.

### A. General School Disturbance

Students will not engage in acts that cause or may cause disruption of the school and/or threaten the safety or well-being of other students. Prohibited acts include, but are not limited to walkouts, sit-downs, picketing, trespassing, inciting disturbances, and/or food fights, etc.

### B. Threats/Intimidation

Students will not engage in acts of school-wide threats and/or intimidation. Prohibited acts include, but are not limited to threatening pranks, terroristic threats, bomb threats, rioting/chaos, pulling fire alarm, calling 911, and actual violence during period of disruption, etc.

### C. Gang Related Activities

Students will not engage in acts of gang-related activities and affiliations. Prohibited acts include wearing, displaying or possessing gang-related apparel, accessories, tattoos or other markings; conveying membership or affiliation with a gang; gang-related solicitation; violence; threats; activity that interferes with the orderly operation of schools; defacement of school or personal property by painting, tagging, marking, writing, or creating any form of graffiti, etc.

| | |
|---|---|
| **ELEMENTARY SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| **Maximum:** | **Level 5 – Suspension of 6-10 days with a contract** |
| **MIDDLE/HIGH SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| | **Level 5 – Suspension of 6-10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7.** | |

The DeKalb County School District believes that school should be a safe place for students to learn and grow. Distractions caused by gangs and similar organizations are a direct threat to the safety and security of students and disrupt the learning environment.

Therefore, the DeKalb County School District **strictly prohibits** all activities related to gangs and other organizations that engage in unlawful or delinquent behavior. The School District provides support for students affected by gang activity. A student **will not**, by use of violence, force, coercion, threat of violence, or gang activity, cause disruption or obstruction to the educational process. "Gang-related activities" are acts by a group of students or an individual student representing the group, which can or may cause danger/disruption to the school environment and/or threaten the safety of students, faculty, or other employees of the school district. Prohibited behavior includes, but is not limited to:

- Displaying gang signs and symbols on personal and school property
- Wearing clothing that symbolizes gang affiliation (shirts, hats, bandanas, belts, jewelry, etc.);
- Displaying gang hand-signs, tattoos / brands, and/or other adornments which symbolize gang affiliation;
- Defacing school property with gang graffiti (furniture, walls, buses, buildings, structures, etc.);
- Using electronic devices (computers, cellular phones, camera/video phones, video cameras, camcorders, MP3 players, etc.) for the purpose of documenting, disseminating, or transmitting gang activity, threats, and/or planned violent behavior;
- Engaging in any criminal offense involving violence, possession of a weapon and/or use of weapon which includes, but is not limited to, gang recruitment, intimidation, and premeditated/planned school disturbances that may place students, faculty and staff in reasonable fear of receiving bodily injury.

A gang is a formal or informal organization, association, or group consisting of three or more persons who engage in activities that threaten the safety of students, staff, volunteers, visitors, or others; that compromise the general school order or its activities; and/or that interfere with the School District's educational mission. Individuals associated with a gang may share a common name or common identifying signs, symbols, tattoos, graffiti, or attire or other distinguishing characteristics.

Students who participate in gang-related activities, as defined in this section, will be charged with Offense #12 Gang Related Activity. Upon being found in violation of this offense, the student will be referred to a District due process hearing, which may result in suspension, referral to an alternative school or expulsion. In addition, the student will be referred to mandatory gang prevention counseling. Parents, law enforcement and other appropriate persons will be notified any time a student is suspected of being involved in gang-related activity. Students who participate in gang-related activities may be subject to consequences set forth in state law (O.C.G.A. §§ 16-15-3, 16-15-4). **Students who feel bullied, threatened or unsafe at school because of gang activity should report their concerns to a teacher, counselor, principal, assistant principal, or the Georgia Department of Education's anonymous hotline number to report gang-related activity by calling 1-877-SAY-STOP (1-877-729-7867)** or the **DeKalb County School District Alert Line at 1-888-475-0482.** Students who want to leave a gang should contact a principal or a staff member whom they trust for guidance and support services. The school or School District may provide students and parents with information on community organizations that assist students in leaving gangs.

## 13. PROFANITY/OBSCENITY

Students will respect themselves and others and will not engage in conduct that includes, but is not limited to, cursing; profane, vulgar, obscene, offensive words or gestures; possession of obscene material/pornography; and profane, vulgar, or obscene comments or actions. Offensive language may include, but is not limited to, disparaging statements on the basis of national origin, disability, race, ethnicity, gender, sex, gender identity, age, pregnancy status, and/or sexual orientation.

| | |
|---|---|
| **ELEMENTARY CONSEQUENCES:** | |
| **Minimum:** | **Level 1 - Conference** |
| | **Level 2 - Strategies (see pages 51-52)** |
| | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| **Maximum:** | **Level 5 - Suspension of 6 - 10 days with a contract** |
| **MIDDLE/HIGH SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 2 - Strategies (see pages 51-52)** |
| | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| | **Level 5 – Suspension of 6-10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7.** | |

## 14. FAILURE TO ACCEPT DISCIPLINARY ACTION

Students will accept disciplinary action and not refuse or fail to serve detention, in-school suspension, or any other disciplinary action imposed by a teacher or school administrator.

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|---|---|
| **ELEMENTARY SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 2 - Strategies (see pages 51-52)** |
| | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| **Maximum:** | **Level 5 – Suspension of 6-10 days with a contract** |
| **MIDDLE/HIGH SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 2 - Strategies (see pages 51-52)** |
| | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| | **Level 5 – Suspension of 6-10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7.** | |

## 15. CHRONIC TARDINESS

Students will attend school and school activities on time and will not demonstrate chronic tardiness. Being repeatedly late to school, class, or a school activity constitutes a violation of this section.

**The following applies to all unexcused tardies:**

| Number of Tardies | School Action Per Occurrence*<br>*The Attendance Protocol/Consequences are subject to change at any time. |
|---|---|
| **1 - 2** | Student receives a warning. Teacher is responsible for contacting the parent(s). |
| **3 - 6** | Student receives one day detention or comparable consequence. Referred to the counselor who is responsible for contacting the parent(s). |
| **7 - 10** | Student receives a discipline referral and 1 day in-school suspension (ISS) or comparable consequence. School to schedule a student/parent conference for the purpose of signing an attendance contract. |
| **11+** | Student receives a discipline referral and ISS or comparable consequence. Parent contacted and second discipline and counselor referral completed. Student is given choice of ten (10) days ISS, alternative school/program placement, or comparable consequence. |

**NOTE: Students <u>WILL NOT</u> receive out-of-school suspension for attendance-related infractions <u>only.</u>**

***If a student is 10 minutes late to school each day, this adds up to missing more than 33 hours of class time.***
***~American Graduate***

## 16. BUS MISBEHAVIOR

**NOTE: See Bus Expectations/Bus Stop Rules/Bus Matrix (pages 4-51)**

Students will do their part to ensure safe and orderly bus operations. Students must adhere to the following rules: A. Students shall be prohibited from acts of any physical violence as defined by O.C.G.A. 20-2-751.6, bullying as defined by subsection (a) of O.C.G.A. 20-2-751.4, physical assault or battery of other persons on the school bus, verbal assault of other persons on the school bus, disrespectful conduct toward the school bus driver or other persons on the school bus, and other unruly behavior; B. Students shall be prohibited from using any electronic devices during the operation of a school bus, including but not limited to cell phones, audible electronic devices, or similar devices without headphones; or the use of any other electronic device in a manner that might interfere with the school bus communication equipment or the school bus driver's operation of the school bus; C. Students shall be prohibited from using mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the school bus driver's operation of the school bus. Violations that occur involving the school bus and/or incidents that occur while students are on the way to school (bus stop/neighborhood) or returning from school (bus stop/neighborhood) may result in direct intervention by the school. (See Bus Referral Matrix Page 48)

Per O.C.G.A. 20-2-751.5, if a student is found to have engaged in bullying, physical assault or battery of another person on the school bus, a meeting should be held between student's parent/guardian and school officials to form a school bus behavior contract for the student. Such contract shall provide for progressive age-appropriate discipline, penalties, and restrictions, and may include but shall not be limited to assigned seating, ongoing parental involvement, and suspension from riding the bus.

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|---|
| **ELEMENTARY CONSEQUENCES:**<br>**Minimum: Level 1 - Conference**<br>**Level 2 - Strategies (see pages 51-52)**<br>**Level 3 - In-School Suspension of 1-3 days**<br>**Level 4 - Suspension 1-5 days**<br>**Maximum: Level 5 - Suspension of 6 - 10 days with a contract** |
| **MIDDLE/HIGH SCHOOL CONSEQUENCES:**<br>**Minimum: Level 1 - Conference**<br>**Level 2 - Strategies (see pages 51-52)**<br>**Level 3 - In-School Suspension of 1-3 days**<br>**Level 4 - Suspension 1-5 days**<br>**Level 5 – Suspension of 6-10 days with a contract**<br>**Level 6 – Long-Term Suspension**<br>**Maximum: Level 7 – Expulsion**<br>**A required 10-day suspension must be served and a due process hearing held for Level 6-7.** |

## 17. CONDUCT OUTSIDE OF SCHOOL HOURS OR AWAY FROM SCHOOL

The following applies to student behavior including conduct that occurs outside of school hours; off school or district property and transportation; during virtual instructional days, weekends, holidays or school breaks; and with or without the use of district-owned/provided technology, software and networks.

### A. Off-Campus Misconduct

Students will not engage in any off-campus behavior that could result in the student being criminally charged with a felony (or punishable as a felony if committed by an adult) and which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process.

### B. Cyberbullying

Cyberbullying applies to the use of electronic communication, *whether such electronic act originated on school property or with school equipment*, if the electronic communication:

(1) is directed specifically at students or school personnel;
(2) is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school; and
(3) creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose.

Electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system.

| |
|---|
| **ELEMENTARY CONSEQUENCES:**<br>**Minimum: Level 4 - Suspension 1-5 days**<br>**Maximum: Level 5 - Suspension of 6 - 10 days with a contract** |
| **MIDDLE/HIGH SCHOOL CONSEQUENCES:**<br>**Minimum: Level 5 – Suspension of 6-10 days with a contract**<br>**Level 6 – Long-Term Suspension**<br>**Maximum: Level 7 – Expulsion**<br>**A required 10-day suspension must be served and a due process hearing held for Level 6-7.** |

**NOTE: A student attempting to enroll/re-enroll into school who is or may be criminally charged with a felony or a designated felony as defined by O.C.G.A. § 15-11-63 must be referred directly to the Department of Student Relations and subject to the Student Placement Protocol as described on pages 57-58.**

## 18. GAMBLING

Students will not engage in acts of gambling including, but not limited to, betting money or other items on card games, dice games, or the outcome of games or activities, and/or possession of gambling materials or paraphernalia.

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|---|---|
| **ELEMENTARY CONSEQUENCES:** | |
| **Minimum:** | **Level 2 - Strategies (see pages 51-52)** |
| | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| **Maximum:** | **Level 5 – Suspension of 6-10 days with a contract** |
| **MIDDLE/HIGH SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 2 - Strategies (see pages 51-52)** |
| | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| | **Level 5 – Suspension of 6-10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7.** | |

## 19. REPEATED VIOLATIONS/CHRONIC MISBEHAVIOR/VIOLATION OF PROBATION

### A. Repeated Violations/Chronic Misbehavior

Students will address any misconduct by working to improve their behavior and will not engage in behavior that repeatedly or chronically disrupts or disturbs the educational process, the orderly operation of school, school activities, school buses, or other school operations that constitutes a violation of the *DCSD Code of Student Conduct*. A "chronic disciplinary problem student" is defined by law as a student who exhibits a pattern of behavioral characteristics which interfere with the learning process of students around them, and which are likely to recur. This may be demonstrated by repeated violations of the *DCSD Code of Student Conduct*, but may also be shown by other behaviors of the student. Before a student may be charged with such a violation, the student must be warned of possible consequences and have three documented referrals including, but not limited to a school counselor, school social worker, and/or other appropriate resource personnel. In addition, the parents/guardian must be contacted about the misbehavior, be given an opportunity to observe their child in school and be given an opportunity to participate in developing a student discipline correction plan.

**When a student is identified with a Chronic Disciplinary Problem:**

1. The principal shall notify the student's parent or guardian of the discipline problem by telephone AND by certified or first-class mail or statutory overnight delivery; AND
2. The parent or guardian shall be invited to observe the student in a classroom setting; AND
3. At least one of the parents or guardians shall be requested to attend a conference with the principal or their designee to devise a disciplinary and corrective action plan/probation contract; AND
4. Before a student may be charged with a violation of this section the school must further document that the student has been warned of possible consequences of their chronic behavior, that a disciplinary and corrective action plan/probation contract had been implemented prior to the violation (or documentation that the parent or guardian did not co-operate in the process), and support provided to the student by at least three separate referrals to three different resources: school counselors, social workers, mentors, MTSS/RTI, Positive Behavioral Supports, Restorative Practices, GRIP, or other interventions in the student's behavior plan; AND
5. Before any chronic disciplinary problem student is permitted to return from suspension or expulsion, the school to which the student is to be readmitted should request by telephone call and by either certified mail with return receipt requested or first-class mail that at least one (1) parent or guardian schedule and attend a conference with the principal or designee to devise a disciplinary and behavioral correction plan/probation contract. At the discretion of the principal or designee, a teacher, counselor, or other person may attend the conference. The principal will note the conference in the student's permanent file. Failure of the parent or guardian to attend such conference shall not preclude the student from being readmitted to the school.

| | |
|---|---|
| **ELEMENTARY SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| **Maximum:** | **Level 5 – Suspension of 6-10 days with a contract** |
| **MIDDLE/HIGH SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| | **Level 5 – Suspension of 6-10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7.** | |

### B. Violation of Local School and/or District-Wide Probation

Students will follow school rules and will not disregard District and local school rules while they are on local school or District-wide probation. Failure to follow **all** District and local school rules could result in possible long-term suspension or expulsion.

| | |
|---|---|
| **ELEMENTARY/MIDDLE/HIGH SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| | **Level 5 – Suspension of 6 -10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7.** | |

## 20. PARKING AND TRAFFIC VIOLATIONS

Students will adhere to all traffic and parking rules and will not violate parking and traffic guidelines if they drive a vehicle to school. Students who choose to park a vehicle on school property must purchase a parking permit, display the decal sticker on their vehicle, park in their assigned spot, and comply with all parking and traffic regulations issued by the school or School District. Parking on school property without a permit or with an expired permit, engaging in reckless or careless operation of a vehicle on or near school property or near a school bus, or failing to comply with all parking and traffic regulations issued by the school or School District will constitute a violation of the *DCSD Code of Student Conduct*. **Parking permits must be renewed upon expiration.**

| | |
|---|---|
| **HIGH SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 2 - Strategies (see pages 51-52)** |
| | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| | **Level 5 – Suspension of 6-10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7.** | |

**NOTE: Penalty may include revocation of parking permit or towing of vehicle off campus at the student's expense.**

## 21. LOITERING OR GOING ON ANY SCHOOL CAMPUS WITHOUT AUTHORIZATION/TRESPASSING/BREAKING AND ENTERING

Students will respect school property and will not enter the premises of a school other than their own school, unless prior permission is received from an administrator of the school to be visited, or unless the school is hosting a school-related function, such as an academic or athletic activity. A student will not enter or remain in any school or district building on weekends or after school hours without authorization or permission.

**NOTE: When a student refuses to leave any school property and/or returns to any school property after being instructed by school staff or law enforcement staff to leave the property, the student will be in violation of this section and the matter may be handled by law enforcement.**

| |
|---|
| **ELEMENTARY CONSEQUENCES:**<br>**Minimum: Level 1 - Conference**<br>**Level 2 - Strategies (see pages 51-52)**<br>**Level 3 - In-School Suspension of 1-3 days**<br>**Level 4 - Suspension 1-5 days**<br>**Maximum: Level 5 - Suspension of 6 - 10 days with a contract** |
| **MIDDLE/HIGH SCHOOL CONSEQUENCES:**<br>**Minimum: Level 2 - Strategies (see pages 51-52)**<br>**Level 3 - In-School Suspension of 1-3 days**<br>**Level 4 - Suspension 1-5 days**<br>**Level 5 – Suspension of 6-10 days with a contract**<br>**Level 6 – Long-Term Suspension**<br>**Maximum: Level 7 – Expulsion**<br>**A required 10-day suspension must be served and a due process hearing held for Level 6-7.** |

## 22. PROVIDING FALSE INFORMATION

Students will act ethically and honestly and will not engage in an act of providing false information including, but not limited to, falsifying school records, forging signatures, making or providing false statements, to teachers, administrators or other School District personnel, cheating, bribery, or using an unauthorized computer user ID or password. **Students are prohibited from falsifying, misrepresenting, omitting or erroneously reporting information to legal authorities, teachers, administrators or other School District personnel regarding instances of alleged inappropriate behavior by a teacher, administrator, or other School District employee.**

| |
|---|
| **ELEMENTARY CONSEQUENCES:**<br>**Minimum: Level 1 - Conference**<br>**Level 2 - Strategies (see pages 51-52)**<br>**Level 3 - In-School Suspension of 1-3 days**<br>**Level 4 - Suspension 1-5 days**<br>**Maximum: Level 5 - Suspension of 6 -10 days with a contract** |
| **MIDDLE/HIGH SCHOOL CONSEQUENCES:**<br>**Minimum: Level 2 - Strategies (see pages 51-52)**<br>**Level 3 - In-School Suspension of 1-3 days**<br>**Level 4 - Suspension 1-5 days**<br>**Level 5 – Suspension of 6-10 days with a contract**<br>**Level 6 – Long-Term Suspension**<br>**Maximum: Level 7 – Expulsion**<br><br>**A required 10-day suspension must be served and a due process hearing held for Level 6-7.** |

## 23. GENERAL SEXUAL MISCONDUCT/SEXUAL HARASSMENT/SEXUAL BATTERY

Students will show respect for self and others and will not engage in inappropriate bodily contact of a sexual nature. This offense prohibits sexual conduct between or among students and between or among a student and School District employees or visitors on school property or at any school activity or event, including, but not limited to, consensual sexual contact, nonconsensual sexual contact, sexual assault, unwelcome sexual advances or comments, request for sexual favors and/or indecent exposure.

Reports or complaints of sexual harassment under Title IX should be promptly reported to the principal or Title IX coordinator per District Policy JCAC. Additional information regarding the District's Title IX contacts and reporting, formal complaint and investigation procedures can be found at: https://www.dekalbschoolsga.org/hr/employee-relations/ and by emailing titleixcoordinator@dekalbschoolsga.org.

**A. General Sexual Misconduct**

Students will not willingly participate in any form of sexual activity, expose one's intimate body parts, take part in any inappropriate public displays of affection, lewd behavior (i.e., "moon"), etc.

**B. Sexual Harassment**

Students will not engage in any sexual remarks or unwelcome comments directed towards or not directed towards individuals, physical advances, requests for sexual favors or otherwise violate the District Sexual Harassment Policy.

Reports or complaints of sexual harassment under Title IX should be promptly reported to the principal or Title IX coordinator per District Policy JCAC. Additional information regarding the District's Title IX contacts and reporting, formal complaint and investigation procedures can be found at: https://www.dekalbschoolsga.org/hr/employee-relations/ and by emailing titleixcoordinator@dekalbschoolsga.org.

**C. Sexual Assault or Battery**

Students will not engage in any indecent behavior including, but not limited to rape, statutory rape, fondling, child molestation, sodomy, making physical contact with the intimate parts of the body of another without that person's consent or other offenses outlined within Georgia code, Chapter 16, Title 6.

| | |
|---|---|
| **ELEMENTARY SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| **Maximum:** | **Level 5 – Suspension of 6-10 days with a contract** |
| **MIDDLE/HIGH SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 2 - Strategies (see pages 51-52)** |
| | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| | **Level 5 – Suspension of 10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7.** | |

## 24. STUDENT IDENTIFICATION CARD VIOLATION

Students will participate in ensuring that their presence on school grounds is permitted and not be present on school grounds or attend any school event without proper student identification whenever required. If mandated by the local school, DeKalb County high school students must carry ID cards while on school property and at any school event. A suspected non-student with no ID card will be asked to leave the school grounds, with police assistance if needed. Students who are not in possession of their ID cards are in violation of this section. Students must pay for replacement ID cards**.**

| | |
|---|---|
| **ELEMENTARY CONSEQUENCES:** | |
| **Minimum:** | **Level 1 - Conference** |
| | **Level 2 - Strategies (see pages 51-52)** |
| **Maximum:** | **Level 3 - In-School Suspension of 1-3 days** |
| **MIDDLE/HIGH SCHOOL CONSEQUENCES:** | |
| **Minimum:** | **Level 1 - Conference** |
| | **Level 2 - Strategies (see pages 51-52)** |
| | **Level 3 - In-School Suspension of 1-3 days** |
| | **Level 4 - Suspension 1-5 days** |
| **Maximum:** | **Level 5 - Suspension of 6 - 10 days with a contract** |

## 25. STUDENT DRESS CODE VIOLATION

Students are expected to wear clothing that is suitable for school and adheres to the student dress code. Students are not permitted to wear any look alike garments that are illegal (i.e., bullet-proof vests, etc.) on school grounds or at school events. **ALL** students are expected to wear clothing that limits safety concerns and that adheres to the student dress code found on pages 79-80 of this handbook and any additional requirements listed in local school regulations.

**The following penalties apply to <u>ALL</u> student dress code violations:**

| Number of Offenses | Actions of the School |
|---|---|
| **First Offense** | Verbal reprimand; parent contacted to bring suitable clothing or student may change into other suitable clothing if available. |
| **Second Offense** | Required parent conference; parent must bring suitable clothing or student may change into other suitable clothing if available. |
| **Third Offense** | For repeated dress code violations, the student will be charged with violating Rule #25 Student Dress Code, Rule #8B – Refusal to Follow Instructions of Faculty or Staff Member/Insubordination and Rule #19 Repeated Violations |

| | |
|---|---|
| | and subject to the listed consequences. The student will be required to comply with a behavior contract specific to the DCSD Student Dress Code. |

## 26. UNSAFE ACTION

Students will show respect for the health and wellbeing of themselves and of others and will not commit any action that has the potential to cause danger or physical harm to themselves or to others, to include exiting or opening the door of a moving school bus, exiting a school bus by way of the emergency exit (when an emergency does not exist), attempting to elude school officials by running through a parking lot or any traffic area, climbing on the roof of buildings, being in construction areas, boiler rooms, attics or elevator shafts, any knockout style punches to an unsuspecting victim, or **TikTok Challenges**, failure to wear Personal Protective Equipment (PPE) when required, or any action that has the potential for physical harm to self or others. This rule will only apply when the unsafe behavior does not meet the standards of any other violation.

**ELEMENTARY/MIDDLE/HIGH SCHOOL CONSEQUENCES:**
**Minimum: Level 5 – Suspension of 6-10 days with a contract**
**Level 6 – Long-Term Suspension**
**Maximum: Level 7 – Expulsion**
**A required 10-day suspension must be served and a due process hearing held for Level 6-7**

# *DeKalb County School District Transportation Student Bus Expectations*

| *BUS* | *BE SAFE* | *BE RESPONSIBLE* | *BE RESPECTFUL* |
|---|---|---|---|
| **Waiting for the Bus** | Stand 12 ft. away from the road on the sidewalk<br><br>Be watchful of traffic<br><br>Wait for Driver directions | Arrive 10 minutes early<br><br>Line up appropriately<br><br>Wait in a quiet and orderly manner | Keep hands, feet and objects to self and out of aisle<br><br>Stay off private property |
| **Entering the Bus** | Allow bus to stop completely<br><br>Board bus in an orderly manner<br><br>Hold the handrail | Be seated quickly and slide over<br><br>Remain seated | Greet the bus driver<br><br>Be respectful of others and their property<br><br>Use inside voice |
| **Riding the Bus** | Stay seated at all times<br><br>Keep aisles and emergency exits clear<br><br>Keep self and objects inside the bus<br><br>Silence at railroad crossings | Keep food and drink in your bag<br><br>Keep bus clean<br><br>Follow Driver directions<br><br>Practice orderly conduct | Keep hands, feet and objects to self and out of aisle<br><br>Ask permission to open windows<br><br>Use appropriate language and topics<br><br>Use inside voice |
| **Exiting the Bus** | Remain seated until bus stops<br><br>Leave bus in an orderly manner<br><br>Cross in front of bus Hold the handrail | Leave at your assigned bus stop<br><br>Take belongings with you<br><br>Leave the bus stop in an orderly manner | Keep arm's length between you and person in front of you |
| **Evacuation of the Bus** | Stay quiet<br><br>Listen for directions from Driver<br><br>Leave belongings on bus | Follow Driver directions<br>Help others when appropriate | Exit quickly and safely |

# BUS AND BUS STOP RULES

Students are expected to observe the following rules for safety and courtesy on the bus and at the bus stop.

## AT THE BUS STOP

- Arrive at the assigned stop ten (10) minutes before bus pickup
- Stand on the sidewalk or the edge of the street by the curb
- Stay off private property
- Do not stand on the part of the road reserved for vehicles
- Be respectful and watchful of traffic
- Wait in a quiet and orderly manner

## WHEN THE BUS ARRIVES

- Allow the bus to come to a complete stop
- Board the bus in a quiet and orderly manner

## ON THE BUS

- Remain seated at all times until time to get off bus
- Remain silent at railroad crossings
- Cooperate with the driver and practice orderly conduct
- Do not bully, harass or haze other students
- No profanity or obscene behavior
- No smoking
- No eating or drinking
- No vandalism
- No body parts outside bus
- No radio, tapes, or electronic audio/video devices without headphones
- No cell phone use at any time
- No live animals
- No unsafe objects or weapons
- No throwing of items from the bus or on the bus

## LEAVING THE BUS

- Remain seated until the bus comes to a complete stop
- Leave the bus in an orderly manner
- Leave at your assigned bus stop
- Cross in front of the bus
- Leave the bus stop in an orderly manner

Violations that occur involving the school bus and/or incidents that occur while students are on the way to or returning from school, whether at the bus stop or in the surrounding neighborhood may result in direct intervention by the school. (See Bus Matrix Page 50)

# BUS REFERRAL MATRIX FOR ALL STUDENTS

| INAPPROPRIATE BEHAVIOR OR VIOLATION OF BUS RULES | First Offense | Second Offense | Third Offense | Fourth and Succeeding Offense |
|---|---|---|---|---|
| **Delaying the bus schedule** | Level 1 (All) | Level 2 (All) | Level 3 (All) | Level 4 (All) |
| **Not sitting in the seat** | Level 1 (All) | Level 2 (All) | Level 3 (All) | Level 4 (All) |
| **Playing radio, tape, CD, IPOD, MP3 without earphones** | Level 1 (All) | Level 2 (All) | Level 3 (All) | Level 4 (All) |
| **Disrupting the bus** (Excessive Noise) | Level 1 (All) | Level 2 (All) | Level 3 (All) | Level 4 (All) |
| **Using inappropriate language** (Cursing, name calling directed toward student or adult) | Level 1 (All) | Level 2 (All) | Level 3 (All) | Level 4 (All) |
| **Bullying/Harassment/Discrimination/ Hazing** | Level 2 (All) | Level 3 (All) | Alternative School* (MS/HS) | Alternative School* (MS/HS) |
| **Hitting other students** | Level 2 (All) | Level 3 (All) | Level 4 (All) | Level 5 (All) |
| **Throwing objects in the bus** | Level 2 (All) | Level 3 (All) | Level 4 (All) | Level 4 (All) |
| **Throwing objects out of the bus window** (Without damage to property) | Level 2 (All) | Level 3 (All) | Level 4 (All) | Level 4 (All) |
| **Vandalism** (Includes vandalism resulting from an object being thrown from the bus) Damage under $100 | Level 4 (All) Damage under $100 | Level 5 (All) | Level 5 (ES) Level 6 (MH) | Level 5 (ES) Level 6 (MH) |
| **Fighting** (NO HITTING ZONE) | Level 4 (ES) Level 5 (MH) | Level 5 (ES) Level 6 (MH) | Level 5 (ES) Level 6 (MH) | Level 5 (ES) Level 6 (MH) |
| **Violating the alcohol/drug policy** (Possession/Use) | Level 5 (All) | Level 5 (ES) Level 6 (MH) | Level 5 (ES) Level 6 (MH) | Level 5 (ES) Level 6 (MH) |
| **Violating the alcohol/drug policy** (Distribution) | Level 5 (ES) Level 6 (MH) | Level 5 (ES) Level 6 (MH) | Level 5 (ES) Level 6 (MH) | Level 5 (ES) Level 6 (MH) |
| **Vandalism** (Includes vandalism resulting from an object being thrown from the bus) Damage over $100 | Level 5 (ES) Level 6 (MH) Damage over $100 | Level 5 (ES) Level 6 (MH) | Level 5 (ES) Level 6 (MH) | Level 5 (ES) Level 6 (MH) |
| **Exiting or opening the emergency exit while in route** | Level 5 (ES) Level 6 (MH) | Level 5 (ES) Level 6 (MH) | Level 5 (ES) Level 6 (MH) | Level 5 (ES) Level 6 (MH) |
| **Assault** | Level 5 (ES) Level 6 (MH) | Level 5 (ES) Level 6 (MH) | Level 5 (ES) Level 6 (MH) | Level 5 (ES) Level 6 (MH) |
| **Multiple Assault** (Physical assault by 2 or more students acting together) | Level 5 (ES) Level 6 (MH) | Level 5 (ES) Level 6 (MH) | Level 5 (ES) Level 6 (MH) | Level 5 (ES) Level 6 (MH) |
| **Inciting to Riot/Chaos** | Level 5 (ES) Level 6 (MH) | Level 5 (ES) Level 6 (MH) | Level 5 (ES) Level 6 (MH) | Level 5 (ES) Level 6 (MH) |
| **Possession of a Weapon, other than a Firearm** | Level 5 (ES) Level 6 (MH) | Level 5 (ES) Level 7 (MH) | Level 5 (ES) Level 7 (MH) | Level 5 (ES) Level 7 (MH) |
| **Possession of a Firearm** | **Expulsion (All)** | **Expulsion (All)** | **Expulsion (All)** | **Expulsion (All)** |

***O.C.G.A**. § **20-2-751.4**

Consequences for Levels 1, 2, 3, & 4 are bus specific and do not include a school suspension.
Consequences for Levels 5, 6 & 7 require a bus suspension and a school suspension.
(ES)-Elementary School Students Only, (MH) Middle and High School Students, (All)-Elementary, Middle and High School Students

# EXPLANATION OF BEHAVIORAL STRATEGIES, DISCIPLINARY OPTIONS, AND CONSEQUENCES

## SCHOOL- INITIATED CONSEQUENCES

Each school is responsible for following the *DCSD Code of Student Conduct* and applying the appropriate consequence levels and corrective strategies.

**Level 1 Conference:** *Administrator and/or teacher communicate(s) with the student's parent or counselor by phone, email, written notes, or person to person about the discipline concern.*

Staff members may conduct a conference among any combination of the following:
Teacher/Student
Teacher/Parent
Teacher/Counselor
Teacher/Student/Administrator
Teacher/Student/Counselor/Parent
Administrator/Student
Administrator/Parent
Telephone Conference with Administrator/Parent
Telephone Conference with Teacher/Parent
Other parties as deemed necessary

**Level 2 Strategies:** *ALL strategies should be age appropriate and behavior specific*.
Build relationships that support academic achievement
Discussion about expectations; Review classroom procedures and expectations
Eye contact
Proximity; High levels of supervision
Verbal warning; Pre-teaching of expectations
Mentoring
Consultation with grade level teams/school counselor/school psychologist/case manager for students with disabilities for classroom/individual behavior management ideas
Restorative practices
Teach Pro-Social behaviors; and Use of safe place for students to retreat to help self-regulate
For dress code: Parents/guardians may be asked to bring clothing or school may provide alternative clothing for student to wear.

**Level 3 Strategies:** *ALL strategies should be age appropriate and behavior specific*.

*Programs may be available based upon DeKalb County School District budgetary mandates.

| | |
|---|---|
| **Targeted Behavioral Contract** | A written contract or plan for the student with stated goals, objectives and outcomes for the student to develop necessary skill to address the stated behavior concern |
| **Detention** | Detaining a student for disciplinary reasons before or after school hours (including Saturdays) |
| **In-School Intervention** | May include, but is not limited to, Saturday School, work assignment, behavior essays or transportation restriction |
| **Probationary Contract** | Written statement which lists steps to be taken to improve behavior and describes the support to be provided by school staff and/or parent/guardian as well as the date the contract will be reviewed and must be signed by the student and parent/guardian |
| **Lockout** | Designated area on campus where students who are disruptive in class or tardy to class are assigned for the remainder of the period in which the infraction occurred |
| **Mediation** | Referral to conflict mediation |
| **Mentoring** | An agreed upon adult or student who provides consistent support, guidance, and help to a student who is needs a positive role model. |
| **Discipline Warning Letter to Parents** | Write-up for the discipline offense with a defined period of good behavior to prevent suspension |
| **Progress Report** | A progress report or assignment sheet which gives the student and parent the opportunity to track the student's academic and behavioral progress in each of his/her class for a specified period of time |
| **Referral** | Referral to School Counselor, Student Support Team, Student Support Services, School Social Worker, IEP Review, Attendance Staff, or other appropriate personnel |
| **Restricted Activity** | Denial of participation in school activities and extra-curricular events or the use of common areas or other parts of the school |
| **Restorative Practice** | A structured process guided by a trained facilitator in which the participants in an incident examine the intended and unintended impact of their actions and decide on interpersonal remedies to repair harm and restore relationship |

| | |
|---|---|
| **Shadowing** | Parent/guardian attends class with their child at school for an agreed upon time during the school day. |
| **Staffing** | Meeting of school personnel and perhaps other individuals to consider the behavior of the student and make recommendations |
| **Substance Abuse Education & Conflict Resolution** | Required participation in ***GRIP Program (Growing Responsibly, Increasing Possibilities)** |
| **Time-Out** | Temporary denial of a student's right to attend class |

# ADDITIONAL STRATEGIES - SCHOOL DETERMINES USE

Anecdotal Record (Teacher Record) Behavior Checklist
Referral to Communities in Schools
Counseling
Limit Movement (Provide Supervision)
Referral to School Psychologist
Moving the Student's Seat in Class/on the Bus
Review for Possible Exceptional Ed. Placement
Parent Visit the School and Shadow the Student
Review for Possible 504 Plan
Parent Accompany Student to the Bus Stop
Tutoring
Referral to School Nurse
Written Disciplinary Assignments
Schedule Change
*Modification of the School Day
Revisit IEP/Section 504 Plan for Additional Modifications
Involvement of Outside Agency (Initiated by parent)
Evaluation

**Used only after demonstrated exhaustion of intervention supports through Tier 3 were provided and documented with fidelity, or an IEP or 504 plan was created and indicates that this is an agreed upon accommodation*.

## SCHOOL- INITIATED CONSEQUENCES

**NOTE:** *Suspensions may consist of in-school, out-of-school or bus suspensions as deemed appropriate by school administrators.*

**Level 3** **In-School Suspension (1-3 days): School initiated suspension**

**Level 4** **Suspension of 1-5 days; School initiated suspension**

**Level 5** **Suspension of 6-10 days (with contract); School initiated suspension with Targeted Behavioral Contract**

**Level 6** **Long-Term Suspension/District Due Process Hearing Required**

**Level 7** **Expulsion/District Due Process Hearing Required**

# DEFINITIONS OF TYPES OF DISCIPLINE

## IN-SCHOOL SUSPENSION

"In-school suspension" means the removal of a student from regular classes and assignment to an in-school suspension setting in the local school. The student's teachers send class assignments to in-school suspension. **The student may not attend or participate in extracurricular activities while assigned to in-school suspension.**

A teacher may request that a student who has been assigned to in-school suspension be allowed to attend their class (such as lab classes). The granting of this request is limited to cases where it is extremely important that a class not be missed or where a class cannot be made up at a later date. The principal has the final decision.

For minor offenses, in lieu of in-school suspension, and upon student or parent request, students may be given the option of school service (i.e., picking up trash on the school grounds, cleaning lunchroom tables, etc.), provided the school service is age-appropriate, supervised, and does not include restroom duties.

## OUT-OF-SCHOOL SUSPENSION

"Short-term suspension" means the removal of a student from school (or school bus) for 1-10 school days, as imposed by the school administrator.

School work missed during 1-3 day suspensions may be made up when the student returns to school. For suspensions of 4-10 school days, parents/guardians may request schoolwork and pick up the schoolwork during school hours. A student on short-term suspension is not allowed on school property and may not participate in any school activities or school functions.

"Long-term Suspension" means the removal of a student from school (or school bus) for more than ten school days but not beyond the current school semester. A District due process hearing is required for imposition of long-term suspension. A student on long-term suspension who has not been referred to an alternative school may not receive homework, make up work, or take semester exams unless allowed to do so by the Hearing Officer, Superintendent/Designee or the Board of Education. A student on long-term suspension is not allowed on school property and may not participate in any school activities or school functions.

In some cases (limited to one per student per academic year), the principal may temporarily postpone a student's suspension if the offense was committed at a critical time in the academic calendar (i.e., immediately before final exams). This **does not** apply to offenses that are violations of state or federal law or that involve weapons, violence, or drugs.

## EXPULSION

"Expulsion" means the removal of a student from school (or school bus) for a specified period of time beyond the current semester. A District due process hearing is required for imposition of expulsion. During an expulsion, a student may or may not be allowed to attend an alternative school or virtual school.

## ALTERNATIVE SCHOOL

A student who is removed from his/her local school for more than ten (10) school days may be assigned to an alternative school for instruction, academic support, and counseling. Alternative school enables a student to take academic classes that allow the student to keep up with the course credit requirements toward graduation. **The student must attend and successfully complete their alternative school assignment and may not return to their local school or any other school or attend any extracurricular activities while attending an alternative school pursuant to a long-term suspension or expulsion.**

Students cannot withdraw/leave the DeKalb County School District to circumvent an assignment to an alternative school. Students who are assigned to an alternative school must attend and successfully complete that program before returning to the designated local school. Students who leave the School District and return at a later date will automatically be assigned to an alternative school to complete the original assignment unless the student was enrolled in a comparable alternative setting as approved by the Superintendent or Designee. Also, the student may be allowed to return to their previous school on an early re-admission upon the decision of the hearing officer.

## PROBATION

"Probation" means that a student is placed on a trial period during which the student is expected to maintain good behavior. A student found by a preponderance of evidence to be in violation of certain offenses may be placed on probation by a school administrator, Hearing Officer, the Disciplinary Action Review Committee, or the Board of Education. Violation of a local school or School District rule while on probation may result in further disciplinary action, including a possible referral to a District due process hearing. A student placed on district-wide probation may be subject to further disciplinary action up to expulsion.

## RESTRICTIONS ON SCHOOL ACTIVITIES

Students who are suspended or expelled will not be allowed to participate in any school-sponsored activities, including the prom or graduation exercises if these occur during the period of suspension or expulsion. A parent or guardian may, for good cause, petition the school principal for permission for the student to participate in school-sponsored activities. If denied permission by the principal, the parent or guardian may appeal to the appropriate Regional Superintendent for the final decision.

## ACCESSORY

Based on a preponderance of evidence, a student may be found to be an accessory to a violation of the *DCSD Code of Student Conduct* if the student assists, plans, participates, advises, incites, counsels, and/or encourages other individuals to violate the *DSCD Code of Student Conduct*. A student accessory is subject to the same penalties as the students who are actively involved in committing such offenses.

## SELF-DEFENSE

A student's use or threatened use of force may be justified when and to the extent that they reasonably believe that such threat or force is necessary to defend themselves or a third person against such other's imminent use of unlawful force. O.C.G.A. §16-3-21. Such actual/threatened use of force may be unreasonable in instances where School District personnel were in the immediate area to intervene. However, the student must not use more force than appears reasonably necessary in the circumstances. Self-defense is not available as a defense where the use of force continued after staff intervention. *When a student is claiming self-defense, it is the student's responsibility to prove that they acted in self-defense.* If self-defense is accepted as a valid justification under the circumstances, the student is found not in violation by a preponderance of evidence and no discipline is imposed for that offense.

## RESTROOMS AND LOCKER ROOMS

All offenses listed in this *DCSD Code of Student Conduct* apply to student behavior in school restrooms and locker rooms. Students are expected to help keep restrooms clean and safe. Also, students are expected to report disruptive, unsafe, and/or unclean conditions in restrooms to an administrator.

***No cell phones, camcorders, video recorders, or cameras are allowed in locker rooms. It should be noted that no one is allowed to take pictures or video of other persons in any area of the school without the express permission of the principal*.**

## STUDENT DISCIPLINE PROCEDURES

Students are entitled to certain due process measures before being suspended/expelled from public school. The extent of the procedural protections depends on how long the suspension/expulsion from school will last. **For example, for suspensions of ten school days or less, the United States Supreme Court has held that only minimal due process is required**.

**The DeKalb County School District has adopted a set of procedural safeguards that afford students <u>greater due process than the law requires</u>. The procedures are described in the following sections.**

## SCHOOL ADMINISTRATIVE DUE PROCESS FOR SUSPENSION

School administrative due process for suspension is held before a student is given in-school suspension, out-of-school suspension, or bus suspension up to ten (10) days or other appropriate consequences. If the violation warrants further suspension beyond the ten (10) days, it must be referred by the school principal with a recommendation for long-term suspension or expulsion.

At the school administrative due process for suspension meeting, the student is informed verbally of the offense with which the student is charged, who made the charge(s), who witnessed the offense, and what disciplinary action is proposed to be taken. The student is provided with an opportunity to tell their side of the story. The student's parent/guardian will be contacted if disciplinary action is taken. Witnesses (when applicable) are asked to submit verbal and/or written accounts of the incident as soon as possible after the incident.

## DISCIPLINE TEAM MEETING (DTM)

When a Principal recommends a long-term out of school suspension/expulsion, and the disciplinary hearing may potentially be waived, a Discipline Team Meeting (DTM), which consists of the principal/designee, the student behavioral specialist and/or another

representative from the system office of student discipline, and the parent/guardian, will be offered to the parent/guardian within five (5) school days of the first day of suspension. The student may be invited where practicable. The principal/designee will notify the office of the Student Support Team Coordinator, or Superintendent's designee, as soon as practicable after the investigation of the occurrence. The principal/designee should furnish the following documents to the MTSS/RTI Coordinator or Superintendent's designee, before or at the time of the Discipline Team Meeting DTM: witness/student statements; a current copy of the student's permanent record; a copy of the student's test record card; current status of the student's academic and conduct grades in all classes (progress reports); days present and absent (excused and unexcused absences); number of tardies and class cuts; detention assignments with reasons; anecdotal report citing discipline, attendance and academic records, and interventions offered at the local school including SST referral, counseling sessions and parent/guardian conferences with dates, reasons, and results; copy of police report; special education, Section 504 or SST status (active enrollment or referral for any of these programs); SST reports; copy of the currently approved suspension letter that includes the school administrations' recommendation for consequences, and any other information or evidence relevant to the incident.

The purpose of this meeting is for the team to discuss the investigation completed by the school, the discipline procedures afforded, and any information provided by the student and/or the parent/guardian. As this is a parent conference, the student's or parents' legal counsel may not attend. The MTSS/RTI Coordinator and/or another representative from the district office of student discipline may set a reasonable time limit for the DTM, and may end the DTM if it is evident that resolution is not imminent. If the parent/guardian and school are able to reach an agreement about the disciplinary outcome, the agreement is approved by the Director of Student Relations, and the parent/ guardian waives the hearing in writing, then the hearing will be canceled. If the parent/ guardian disagrees with the disciplinary outcome and the end result of the DTM, or the parent/guardian does not attend the DTM, then the hearing will proceed as scheduled. Discipline Team Meetings can be conducted using various modes of communication. If the DTM does not occur or does not occur as discussed in this Code, the hearing will proceed as scheduled.

## DISTRICT DUE PROCESS HEARING

In-person and virtual District due process hearings are conducted by a Hearing Officer who hears evidence concerning violation of student misconduct, which, if proven, may require discipline greater than a ten (10) school-day suspension. The Hearing Officers are appointed by the Superintendent and should have no prior knowledge of the violation. If a Hearing Officer does have prior knowledge of the violation prior to the hearing, it may proceed if Hearing Officer affirms that they can hear evidence and come to a decision without bias.

When a school principal recommends a student to the District due process hearing, the recommendation is reviewed by the appropriate Hearing Officer, who decides whether to hold a hearing. All hearings must be held no later than ten school days after the disciplinary action or school-initiated arrest by a School Resource Officer (SRO) unless the School District and parents/guardians mutually agree to an extension. If a hearing is to be held, the student and parent/guardian will be provided verbal and written notice of the date, time and place of the hearing, violations and a list of possible witnesses.

District due process hearings are confidential and not open to the public. The student, his/her parent or guardian or a parent representative with written parent permission, and their witnesses may attend the hearing, but other relatives or friends of the student will not be allowed to attend. The proceedings are recorded electronically. The School District may summon witnesses to testify on its behalf at the hearing. The student and parent/guardian may also bring witnesses. The Hearing Officer will make determinations regarding whether witnesses have relevant testimony to the charges considered. If the student or parent/guardian wants School District personnel or other students to testify at the hearing, they should contact school administration, which will arrange the issuance of summonses for these persons. The parent/guardian must contact the school within 48 hours of the hearing so that parental consent can be requested for the student asked to testify. Witnesses testifying in a District due process hearing will not be allowed to have an attorney present at the hearing unless that witness is or may be charged in the incident.

The evidence presented at a District due process hearing may include physical evidence, such as drugs or weapons; witness testimony; photographs; recordings; and relevant documents, such as witness statements, investigation reports, and the student's current discipline and academic record. The School District bears the burden of proving the violations against the student by a "preponderance of the evidence." The student has the right, at his/her own expense, to be represented by counsel at the District due process hearing. The parent/guardian must give the Department of Student Relations notice at least 48 hours before the hearing that they will have legal representation during the due process hearing and the attorney must provide an Entry of Appearance to the Department of Student Relations at least 48 hours before the hearing. Failure to give notice may result in the hearing being postponed and reset for a later date so that the school can make any necessary arrangements and/or schedule District attorney. The School District is not usually represented by an attorney at District due process hearings, but in some cases an attorney is used.

The District due process hearing is not required to be identical to a courtroom trial, and the strict rules of the Georgia Evidence Code do not apply. All parties may offer relevant information to assist the Hearing Officer with determining whether the student is in violation of an offense and whether discipline must be imposed. The Hearing Officer is authorized to make the final decision regarding relevancy of information provided. Based upon a preponderance of the evidence presented at the hearing, the Hearing Officer will determine whether school rules have been violated and identify the discipline to be imposed.

After the presentation of evidence by both sides, each side is given an opportunity to make a closing argument. The hearing then ends, and the Hearing Officer will deliberate privately to decide whether a violation has occurred and an appropriate discipline if the student is found in violation by a preponderance of evidence. If the student is found not in violation of school rules, the student shall be allowed to return to school. If the student is found in violation, the Hearing Officer may impose discipline ranging from sending the accused back to school on probation to expulsion from the School District. Parents/guardians may contact the office the next school day to receive the decision. A letter will be sent to the student's parent/guardian within ten days after the hearing is held. The student's parent/guardian may appeal the Hearing Officer's decision to the Board of Education by submitting a written request to the Superintendent of DeKalb County School District at ***5823 Memorial Drive, Stone Mountain, Georgia, 30083.*** This request must be made within twenty (20) calendar days from the date the decision is rendered.

## APPEAL TO DEKALB BOARD OF EDUCATION

The student's parent/guardian may appeal the Hearing Officer's decision to the Board of Education by submitting a written request to the Superintendent of DeKalb County School District at 5823 Memorial Drive, Stone Mountain, Georgia, 30083. This request must be made within twenty (20) calendar days (including weekends, public and legal holidays) from the date the decision is rendered by the Hearing Officer. The written notice of appeal should set forth the reasons, together with any supporting arguments, as to why the Hearing Officer's decision is alleged to be incorrect. The notice should further specify what portion or portions of the record support the appellant's contentions. No new evidence will be allowed.

The DeKalb Board of Education will review the record and shall render the decision in writing within ten (10) days excluding weekends and public and legal holidays from the date the request for appeal is received. The decision of the DeKalb Board of Education will be based solely on the record created during the District due process hearing. The DeKalb Board of Education will not consider any new evidence or hear any oral arguments; however, written arguments concerning the merits of the appeal may be submitted. The DeKalb Board of Education has the power to affirm, reverse, or modify the Hearing Officer's decision. The DeKalb Board of Education's decision will be final, unless an appeal is made to the State Board of Education by filing a notice of appeal in writing with the DeKalb County School District superintendent within thirty (30) calendar days of the DeKalb Board of Education's decision. The appeal shall set forth: the question in dispute; the decision of the local board; and a concise statement of the reasons why the decision is being appealed. The contents of this notice of appeal and the procedure to be followed before the State Board of Education of Georgia are specified in O.C.G.A. § 20-2-1160 and State Board Rule 160-1-3-.04.

A transcript of the District due process hearing will be made only if there is an appeal. The student's parent/guardian or attorney may request an audio copy of the hearing at the Department of Student Relations or may order a copy of a written transcript at their own expense.

## DISTRICT DUE PROCESS WAIVER

A parent/guardian and student may choose to waive their District due process hearing and accept the appropriate consequences for the incident by completing and signing a District Due Process Hearing Waiver. By submitting this waiver, the parent/guardian and student agree to the decision and waive any future challenges and appeals relative to that incident.

## STUDENTS WITH DISABILITIES

The discipline procedures for students that receive special education services under IDEA and students with disabilities covered under Section 504 are the same as above with the following additional steps:

**Special circumstances for students with disabilities (weapons, drugs, & or serious bodily harm)**

1. The local school administrative staff should determine if a student was in possession of a weapon, drugs, or inflicted serious bodily harm to another individual. If yes, proceed to A & B.

   **A. The Exceptional Education Director/District 504 Coordinator should be notified immediately of the above triggers.**
   - **The Exceptional Education/Section 504 District personnel will investigate the situation and provide guidance to the local school.**
   - **District personnel and local school personnel will collaborate to determine a plan of action.**

   **B. Exceptional Education/504 Coordinator will contact the local school if an emergency change in education location is needed.**

2. The Special Education teacher(s), the IEP case manager or the Section 504 chairperson is notified of the occurrence.
3. If a student with disabilities is referred to a District due process hearing, a school administrator contacts the school's Lead Teacher for Special Education/Section 504 Chair to schedule a Manifestation/Determination meeting.
4. If it is determined that the behavior is not a manifestation for the disability, a recommendation is made by the school principal for a District due process hearing, subject to the education rights of the student under IDEA 2004. **If the behavior is a manifestation of the disability, any further placement decisions will be made by the IEP Review Committee or Section 504 Team.**

## STUDENT PLACEMENT PROTOCOL FOR STUDENTS RETURNING AFTER INCARCERATION, DETENTION, OR OTHER SPECIAL CIRCUMSTANCES

Students who have been out of school due to incarceration or detention often need a period of transition before returning to their local school. Moreover, there may be circumstances in which a current student's presence at school may pose a serious and significant danger to the persons and/or property at the school. A protocol has been established for determining whether a student returning from a period of incarceration or detention due to alleged or adjudicated criminal conduct should be placed in an alternative school program or returned to the student's local school. The DeKalb County School District affords these students an opportunity to rebuild their academic and social skills so that the transition to their local school will go smoothly. The primary considerations in making this determination are the educational needs of the returning student and the safety of other students and staff.

In many cases, the conduct at issue is very serious, ranging from property offenses to serious sexual violations or weapon possession, or other violent acts. Students adjudicated for these offenses may be placed on a safety plan by the Department of Juvenile Justice (DJJ) or the Juvenile Court. These plans may impose certain restrictions on the returning student; for example, the student may not be allowed around children of a certain age, around the victim or children with the victim's profile, or may have to be supervised by an adult at all times.

In some cases, students have been expelled or suspended from DeKalb or another school district or private school, and the term of suspension or expulsion has not yet been completed. (O.C.G.A. § 20-2-751.2) In other cases, students may seek readmission or enrollment that have been suspended or expelled for being convicted of, being adjudicated to have committed, being indicted for, or having information filed for the commission of any felony or any delinquent act that would be a felony if committed by an adult. (O.C.G.A. § 20-2-768) This brings other questions into play, such as whether the student should be excluded altogether for the remainder of the expulsion or suspension or offered an alternative placement.

Before these students return to school, they will be referred to the Department of Student Relations. Department personnel will gather and review all appropriate information, including any information that the student's parents may wish to provide, and make a placement determination. The parents and student may be present for this review and may provide input. Attorneys will not be allowed to attend.

Parents who disagree with the placement determination made by the Department of Student Relations will have three school days following the determination to request a review by the Disciplinary Action Review Committee (DARC). The DARC operates under the auspices of the Department of Student Relations and is authorized to consider and rule on special requests from parents/guardians and school administrators pertaining to student discipline-related situations. The DARC will meet and make a placement determination based upon a review of the information from the Department of Student Relations and any additional information provided by all other parties. Parents who disagree with the placement determination made by the Disciplinary Action Review Committee will have three (3) school days following the determination to request a District due process hearing, pursuant to O.C.G.A. § 20-2-754.

The protocol described above may be used in other types of student placement situations as deemed appropriate by Student Relations administrators. **All placement determinations will be made on a case-by-case basis.** Various factors, including age, length of incarceration, nature of charges, existing discipline order, potential safety concerns or disruption of the educational process, present/prior discipline history, etc. may be used in making placement determinations at all levels. For example, the following general categories of serious violent offense set forth below will result in the school administrator's referral to the Department of Student Relations. By way of example, these general categories include but are not limited to the following:

- Assault resulting in serious injury
- Assault involving use of a weapon
- Death by other than natural causes (homicide)
- Kidnapping
- Rape
- Robbery with a dangerous weapon (armed robbery)
- Robbery without a dangerous weapon
- Sexual assault (not involving rape or sexual offense)
- Sexual Offense
- Taking indecent liberties with a minor

Additionally, an offense involving accusations of manufacturing, selling or trafficking large quantities of controlled substances is to be included.

All principals will continue to follow the *DCSD Code of Student Conduct* when a student's disciplinary infraction occurs within the school's jurisdiction. The normal disciplinary procedures will be followed in these instances.

**This protocol does not apply to students with disabilities. Students with disabilities will be referred directly to the Department of Exceptional Education or the Section 504 Coordinator for students with 504 plans.**

## SEARCHES

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search a student, student lockers, student desks and tables, or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search.

As used in this *DCSD Code of Student Conduct*, the term "unauthorized" means any item dangerous to the health or safety of students or school personnel, or disruptive of any lawful function, mission or process of the school, or any item described as unauthorized in school rules available beforehand to the student.

A student's failure to permit a search or seizure as provided in this *DCSD Code of Student Conduct* will be considered grounds for disciplinary action.

All searches by school employees shall be reasonably related to the objectives of the search and not excessively intrusive in light of the student's age and gender and the nature of the infraction.

## PERSONAL SEARCHES

A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school official has reasonable suspicion to believe that the search will reveal a violation of the law, the student conduct behavior code, or local school rules.

If a pat-down search of a student's person is conducted, it will be conducted in private by a school official of the same sex and with an adult witness present, when feasible. If the school official has reasonable grounds for suspecting that the student has on his or her person an item immediately dangerous to the student or to others, the student should be isolated, a school resource officer should be notified, and appropriate disciplinary action should be administered.

In appropriate circumstances, searches may include the use of electronic devices such as hand-held metal detectors or walk-through metal detectors. *Searches may also include the use of drug detection canines.*

## LOCKER, DESK, AND TABLE SEARCHES

Student lockers, desks, and tables are school property and remain at all times under the control of the school. Principals of each school where lockers are issued should ensure that each student receives written notice prior to the issuance of the locker that lockers are subject to inspection and search by school officials. Each school shall maintain duplicate keys or records of all locker combinations and avoid any practices that would lead students to believe that lockers are under their exclusive control.

Periodic general inspections of lockers, desks, and tables may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant. The School District may use K-9 Units to check lockers, desks, and tables. Items brought to school or placed in lockers, desks or tables are subject to
reasonable searches.

## AUTOMOBILE SEARCHES

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and visual inspections from the outside of student vehicles on school property. State law does not authorize a student to have a firearm secured in a vehicle parked on school premises.

The interiors of student vehicles may be inspected whenever a school authority has reasonable grounds for suspecting that illegal, unauthorized, or contraband materials are contained inside. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

Notice of the foregoing right to search shall be given to students who park on school property; however, failure to give such notice will not preclude school officials from conducting searches of vehicle interiors when otherwise authorized.

## SEARCH RESULTS

If a search reveals a violation of federal, state, or local law, law enforcement authorities may be notified so that they may take appropriate action.

# KEEPING WEAPONS OUT OF SCHOOL

The DeKalb County School District is proactively working to help keep your child safe while in school. In this effort, the District recently selected and installed Evolv Technology as the new weapons screening system. This system allows your child to enter school at the pace of life without waiting in long lines or experiencing the intrusiveness of metal detectors. All visitors entering the school building will be subject to this screening process. This system evaluates items passing through, not the students, to determine if there is a threat.

## KEEPING SCHOOLS SAFE

Every student wants and deserves a safe and secure school. For that reason, school districts and schools have rules against weapons and violence at school, on any school bus, and at any school-sponsored function.

Students may be expelled for bringing weapons to school. Also, bringing certain weapons to school is a "designated felony" under Georgia law. This means that student offenders under the age of 17 may be arrested and placed in a youth detention center for carrying or possessing a weapon at school, on a school bus, or at any school-sponsored function. For students aged 17 or over, these offenses amount to a felony and may result in a felony conviction and imprisonment.

Schools across the nation are required by federal law to have a student discipline policy that mandates a **minimum one calendar year expulsion** for bringing a firearm to school or for being in possession of a firearm on school property (including school buses). Consequently, DeKalb has a policy that requires a minimum one calendar year expulsion from all DeKalb schools for possession of a firearm.

## WHAT OTHER WEAPONS MAY RESULT IN EXPULSION?

Having any type of knife, razor blade (including box cutters), chain, pipe, martial arts device, mace, BB gun or pellet gun, and other items such as ammunition at school, on the school bus or other school property, or at school functions is a violation of the *DCSD Code of Student Conduct* and may result in expulsion. (For a full and complete list of weapons, see pages 27=29.)

## INFORMATION FOR STUDENTS: SO, WHAT CAN YOU DO?

Take pride in your school and show respect for yourself and your friends by participating in keeping your school and friends safe.

- **Do not, for any reason, bring a weapon to school, or accept a weapon from another student, or allow another student to place a weapon in your locker, desk, vehicle, or personal belongings.**
- **Tell your friends not to bring weapons to school for any reason, not to show off, not for protection, not for any reason.**
- **If you hear about or see a weapon at school or on a school bus, inform a teacher or administrator immediately (you may ask that your name not be used).**

## WHY GET INVOLVED IN MAKING SCHOOLS SAFER?

Students should get involved because the problems that weapons at school can cause are serious and will not completely go away without student involvement. Students across the nation have said "enough is enough." These students are taking a more active interest in keeping their schools safe and free of weapons. These students let it be known that weapons will be reported, regardless of who brings them to school.

## A SPECIAL MESSAGE TO STUDENTS 17 YEARS OLD OR OLDER

If you are 17 years old or older and you are caught with a weapon at school or on the bus or in your vehicle at school, you may be **charged with a felony**. A felony conviction gives you a record, one that may keep you from being accepted in colleges, technical schools, and the armed services. It may also keep you from getting a job or voting.

### *DCSD Code of Student Conduct*

The *DCSD Code of Student Conduct* makes it very clear to all students that weapons cannot be brought to school. The *DCSD Code of Student Conduct* also includes important information and advice to students about weapons and other dangerous items.

## IT'S IMPORTANT TO REMEMBER

When the weapons laws of Georgia are violated, the student may be:

**ARRESTED**
**PLACED IN A POLICE CAR**
**TAKEN TO JAIL OR A DETENTION CENTER**
**SENTENCED TO JAIL**
**PENALIZED WITH SUBSTANTIAL COURT FINES**
**PLACED ON PROBATION**
**EXPELLED FROM SCHOOL**

## PREVENTION AND INTERVENTION

What are school districts doing to keep weapons out of schools? Several strategies are being used, such as:

- Distributing the *DCSD Code of Student Conduct to* all students to let them know that weapons are against the law and against school rules;
- Informing students that lockers, desks, tables, vehicles, and personal belongings are subject to being searched by school officials;
- Informing parents that most weapons come to school from home;
- Randomly conducting firearm and drug searches using gunpowder and drug-sniffing dogs;
- Restricting or limiting the use of book bags at school;
- Expelling students who have brought weapons to school or on a school bus;
- Installing more surveillance cameras and increasing the use of metal detectors.

**Responsibility** is knowing what is expected of you.
**Responsibility** is having high expectations of yourself and others.
**Responsibility** is making responsible choices.
**Responsibility** is making the right decision when the wrong decision is easier.
**Responsibility** is the measure of maturity.

# STUDENT RIGHTS AND RESPONSIBILITIES

## RESPONSIBILITIES

### 1. Parent(s)/Guardian Responsibilities

Through dissemination of the *DCSD Code of Student Conduct* each school will inform the parent of the following expectations:

1. To assume legal responsibility for the behavior of the child as determined by law and community practice and to ensure that the child is familiar with the discipline policy and regulations.

2. To teach the child self-discipline, respect for authority and for the rights of others.

3. To make sure that the child attends school regularly and that the school receives notification of the reason for absences when the child cannot attend school.

4. To work to the best of their ability to provide the necessary materials and a positive home learning environment for the child to succeed in school.

5. To maintain communication with the school and provide the school with a current telephone number through which they may be reached during the school day.

6. To respond quickly to school to get the child when called upon.

7. To be available for conferences when requested.

8. To cooperate with the school staff to develop strategies to benefit the child.

### 2. Student Responsibilities

1. To be aware of and to abide by District-wide policies, regulations and school guidelines regarding acceptable behavior.

2. To be responsible for one's own behavior.

3. To conduct oneself in a manner which is conducive to learning and does not interfere with the teacher's right to teach or the student's right to learn.

4. To respect the personal, civil and property rights of all members of the school community.

5. To refrain from the use of physical force, verbal abuse or harassment, blackmail, stealing, vandalism, and other illegal activities.

6. To seek clarification from school personnel concerning the appropriateness of any action or behavior.

7. To attend school and classes regularly, on-time and be prepared with the necessary learning materials.

8. To know and follow the policies and regulations for every event considered part of the school program regardless of the time or place.

9. To comply immediately with any staff member's reasonable request to carry out school rules.

# RELEASE OF STUDENT INFORMATION

Notification of Rights under the Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

**(1)** The right to inspect and review the student's education records within 45 days of the day the DeKalb County School District receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

**(2)** The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the District to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

**(3)** The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the DeKalb County Board of Education; a person or company with whom the District has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, educational consultant, volunteer, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer, or as otherwise required by law.

**(4)** The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

## RELEASE OF DIRECTORY INFORMATION

FERPA requires that the District, with certain exceptions, obtain the written consent of a parent, guardian, or eligible student (i.e., a student over 18 years of age) prior to the disclosure of personally identifiable information from a child's education records. However, the District may disclose appropriately designated "directory information" without written consent, unless the parent, guardian, or eligible student has advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include this type of information from a child's education records in certain school publications. Examples include:

- A playbill, showing a student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Information posted on the school's or the District's website;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without the prior written consent of a parent, guardian, or eligible student. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, federal law requires the District to provide military recruiters, upon request, with the following information—names, addresses and telephone listings—unless the parent, guardian, or eligible student has advised the District that they do not want their student's information disclosed without their prior written consent.

A parent, guardian, or eligible student who does not want directory information to be disclosed from the student's education records without prior written consent must notify the District in writing annually within a reasonable time period after receiving this notice. The District has designated the following information as directory information: student's name, address, and telephone listing, date of birth, electronic mail (e-mail) address, dates of attendance, grade level, major field of study, photograph, audio recordings, video recordings, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received, and the most recent educational institution previously attended. Such notification should be sent to the student's principal within ten (10) days of receipt of this handbook.

## COMPLAINTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT

The Protection of Pupil Rights Amendment (PPRA) affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. Parents and eligible students who need assistance or who wish to file a complaint under PPRA should do so in writing to the following address: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington D.C., 20202-5920. Informal inquiries may be sent to the Family Policy Compliance Office via the following email address: PPRA@ED.Gov. The Family Policy Compliance Office website address is: www.ed.gov/fpco.

# STUDENT COMPLAINT PROCEDURES

## COMPLAINTS OF BULLYING, HARASSMENT, HAZING, OR DISCRIMINATION

Pursuant to federal and state laws, students are entitled to a Complaint Procedure to address allegations of discrimination and harassment (including bullying). Accordingly, the School District has established both informal and formal procedures for resolving any complaints of discrimination, harassment, or bullying on the basis of race, color, religion, national origin, sex (including sexual harassment), sexual orientation, gender identity, disability, or age. Allegations of discrimination should be reported immediately to any school employee, administrator, or counselor at the school, center or any school event. A student may also make a direct report via mail or in person to the attention of: Title IX Officer, 1701 Mountain Industrial Blvd., Stone Mountain, Georgia 30083 or by dialing 678-676-0310. The school administrator or the Title IX Officer shall assist the student with formalizing and processing the complaint, which should include a statement of facts, identification of witnesses and any other information necessary to fully describe the matter.

Formal complaints should be filed within 30 calendar days of the alleged incident. All policies and/or procedures mandated by any agency of the State of Georgia, or the United States, will be followed. As per O.C.G.A. § 20-2-751.5 (17), it is unlawful for a student to falsify, misrepresent, omit, or erroneously report information regarding instances of alleged inappropriate behavior by a teacher, administrator or other school employee, including during off-school hours. Please refer to page 92 for the Bullying/harassment/hazing flowchart and page 93 for the Bullying/harassment/hazing Report Form in the *DCSD Code of Student Conduct.*

## REPORTING OF SEXUAL HARASSMENT UNDER TITLE IX

Sexual harassment under Title IX is defined as conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the District conditioning the provision of a District aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal access to the District's educational program or activity; or
3. "Sexual assault" - an offense classified as forcible or non-forcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation; or
   "Dating Violence"- sex-based violence committed by a person-
   A. who is or has been in a social relationship of a romantic or intimate nature with the victim; and
   B. where the existence of such a relationship shall be determined based on a consideration of the following factors:
      i. The length of the relationship.
      ii. The type of relationship.
      iii. The frequency of interaction between the persons involved in the relationship; or

   "Domestic Violence"- sex-based violence which includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or "Sex-based Stalking" - engaging in a course of conduct directed at a specific person that would cause a reasonable person to-
   A. fear for his or her safety or the safety of others; or
   B. suffer substantial emotional distress.

The District's Policy regarding Title IX complaints is Policy JCAC. Additional information regarding DeKalb County School District Title IX procedures is available at: https://www.dekalbschoolsga.org/hr/employee-relations/.

Student's principal serves as the Title IX Site Coordinator and Title IX reports/complaints may be directed to them. The District's Title IX Coordinator is:

**Marissa Key**
*Executive Director of Employee Relations; Title IX Coordinator*
DeKalb County School District 1701 Mountain Industrial Blvd
Stone Mountain, Georgia 30083
678.676.0105
titleixcoordinator@dekalbschoolsga.org

Title IX complaints and/or reports will be addressed through the following grievance process.

**GRIEVANCE PROCESS:**

Reports or complaints made to the District regarding alleged sexual harassment in violation of Title IX shall be processed in accordance with the following process:

1. Reports or complaints may be verbal or written and may be made at any time (including during non-business hours) in person, by mail, by telephone, or by electronic mail using the contact information posted on the school and/or District website.

2. Any student, applicant for admission, or other person wishing to report or file a complaint alleging a violation as described above shall promptly notify either the principal at his/her school or the Title IX Coordinator designated and authorized by the District. Any employee who receives information alleging sexual harassment of a student shall report it to the principal or Title IX Coordinator. If the alleged offending individual is the principal, the report or complaint should be made by the complainant to the Title IX Coordinator.

3. The Title IX Coordinator or designee shall promptly contact the complainant to discuss the availability of supportive measures as defined in this policy, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. The District shall treat complainants and respondents equitably by following this grievance process before punishing the respondent or providing remedies to the complainant. Remedies will be designed to restore or preserve equal access to the District's education program or activity. Such remedies may include the same individualized services described as "supportive measures." However, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

4. **Formal Complaint** - Upon receipt of a complaint, District will within 10 days send written notice to both parties to include:

    a. District's grievance process, and

    b. Notice of the allegations potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice shall include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice shall inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice shall inform the parties of any provision in the student code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process. The notice shall describe the range of or list the possible disciplinary sanctions and remedies that the District may implement following any determination of responsibility.

    c. If, during an investigation, the District decides to investigate allegations about the complainant or respondent that are not included in the notice provided pursuant to paragraph (4)(B), the District shall provide notice of the additional allegations to the parties whose identities are known.

5. **Dismissal of a Formal Complaint**
   The District shall investigate all allegations in the formal complaint. The District will dismiss allegations of conduct that do not meet the definition of sexual harassment or did not occur in a district education program or activity, or against a person in the United States. This dismissal will only apply to Title IX allegations. Such dismissal does not prohibit the District from addressing allegations under another provision of the District's policies.

   The District, may also dismiss a formal complaint if:
    a. the complainant informs a Title IX Coordinator in writing of their wish to withdraw the formal complaint or any allegations therein;

    b. the respondent is no longer employed by the District; or

    c. there are circumstances preventing the District from gathering sufficient evidence to reach a determination regarding the allegations.

   The District will simultaneously provide parties with a written notice of dismissal including the reasons for the dismissal.

6. **Consolidation of Formal Complaints**
   The District may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations

of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references to the singular "party," "complainant," or "respondent" include the plural, as applicable.

7. **Investigation of a Formal Complaint**

After providing written notice to the parties of the receipt of a formal complaint, the District shall have 30 days to investigate. When investigating a formal complaint, and throughout the grievance process, the District shall

a. Assume the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility and not place such burdens on the parties provided that the District cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the District obtains that party's voluntary, written consent to do so;

b. Provide both parties with an equal opportunity to present fact and expert witnesses and other inculpatory and exculpatory evidence, and an opportunity to fully review and respond to all evidence on the record;

c. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;

d. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the District may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;

e. Send written notice of investigative interviews, meetings or hearings to the parties when their participation is expected including the date, time, location, participants, and the purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate;

f. Provide parties, and their advisors, an opportunity to inspect and review any non-privileged evidence directly relating to the allegations, including the evidence which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. Prior to completion of the investigative report, the District shall send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties should have at least 10 days to inspect, review, and submit a written response to evidence, which the investigator will consider prior to completion of the investigative report.

g. District will send parties, and their advisors, an investigative report that fairly summarizes relevant evidence, in electronic or hard format, with at least 10 business days for the parties to respond. The parties may elect to waive the full 10 days. District may elect to respond in writing in the investigation report to the parties' submitted responses and/or to share the responses between the parties for additional responses. Relevant elements of the parties' written responses may be incorporated into the final investigation report, as well as any additional relevant evidence and necessary revisions. Rationales for any changes made after the review and comment period will be documented.

h. Students shall cooperate with the investigation. Failure to do so may result in disciplinary action in accordance with the Student Code of Conduct.

If at any point in the investigation of reported sexual harassment of a student, the investigator determines that the reported harassment should more properly be termed abuse, the reported incident or situation shall be referred pursuant to the District protocol for child abuse investigation. Reported sexual harassment determined not to be sexual harassment as defined under Title IX may be investigated in accordance with Student Code of Conduct.

8. **Questions**

After the District has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision-maker(s) shall afford a 10-day period for each party to have the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern

specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The District shall not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege. The decision-maker(s) shall explain to the party proposing the questions any decision to exclude a question as not relevant.

9. **Determination Regarding Responsibility** –
The decision maker, who cannot be the same person(s) as the Title IX Coordinator or investigator(s), shall, issue a written determination regarding responsibility within ten (10) days of the conclusion of the question and answer period. To reach this determination, the District shall apply the preponderance of the evidence standard to formal complaints against students, to formal complaints against employees and to all complaints of sexual harassment. The written determination shall include:

   a. Identification of all allegations potentially constituting sexual harassment as defined in this regulation;

   b. A description of the procedural steps taken from receipt of the formal complaint through the determination, including any notifications to the parties, interviews with the parties and witnesses, site visits, and methods used to gather other evidence;

   c. Findings of fact and conclusions about whether the alleged sexual harassment occurred; and

   d. The rationale for the result as to each allegation, any disciplinary sanctions imposed on the respondent and what, if any, remedies will be provided to the complainant.

   This information will be sent simultaneously to both parties along with the appeal process. The Title IX Coordinator is responsible for the effective implementation of any remedies.

10. **APPEALS PROCESS:**
Appeals of the written determination or of a dismissal can be made by either party within 10 days after the decision on the following bases:

   1. A procedural issue that affected the outcome;

   2. Newly discovered information or evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome, or

   3. Title IX Coordinator(s), investigator(s), or decision-maker(s) had a conflict of interest or bias that affected the outcome.

   As to all appeals, the District shall:

      a. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;

      b. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;

      c. Ensure that the decision-maker(s) for the appeal complies with the training standards set forth in this policy;

      d. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;

      e. Issue a written decision describing the result of the appeal and the rationale for the result; and

      f. Provide the written decision simultaneously to both parties within ten (10) days of the receipt of appeal.

## INFORMAL RESOLUTION

The informal resolution process allows the District the discretion to offer and facilitate an informal resolution process such as mediation or restorative justice so long as the parties provide voluntary, informed written consent to attempt informal resolution. Parties can only engage in the informal resolution process when a formal complaint is filed. The District cannot require parties to engage in the informal resolution process. Parties can withdraw the informal resolution process, and resume the investigation process regarding the formal complaint, at any time prior to reaching a resolution. Informal resolution is unavailable for allegations of employee on student sexual harassment.

Prior to informal resolution, the District will:

1. Provide to the parties a written notice disclosing: The allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
2. Obtain the parties' voluntary, written consent to the informal resolution process.

## REPORTING ACTS OF SEXUAL ABUSE OR SEXUAL MISCONDUCT OF STUDENT BY STAFF

*Title IX also applies to acts of sexual harassment by staff towards students and is addressable under the previous grievance process.*

*Further, O.C.G.A. § 20-2-751.7.(a) provides that: "The Professional Standards Commission shall establish a state-mandated process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student which shall not prohibit the ability of a student to report the incident to law enforcement authorities. Each local school system shall be required to implement and follow such state-mandated process and shall include the mandated process in student handbooks and in employee handbooks or policies." The following is the reporting process:*

**A.** Any student *(or parent or friend of a student)* who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other School District employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.

**B.** Any teacher, counselor, volunteer or administrator receiving a report of sexual abuse or sexual misconduct of student by a teacher, administrator, or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee, and shall submit a written report of the incident to the school principal or principal's designee within 24 hours. *If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the superintendent or the superintendent's designee.*

**C.** Any school principal or principal's designee receiving a report of sexual abuse as defined in O.C.G.A. § 19-7-5 shall make an oral report immediately to the school social worker, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The school social worker's Child Protection Report may be submitted via telephone, fax, or in written form (preferred method for the school district is written report) to a child welfare agency providing protective services, as designated by the Department of Human Services, or, in the absence of such agency, to an appropriate police authority or district attorney.

Reports of acts of sexual misconduct against a student by a teacher, administrator, or other employee not covered by O.C.G.A. § 19-7-5 shall be investigated immediately by school or system personnel. To protect the integrity of the process and to limit repeated interviews with the student, the designated system personnel is required to take a written statement from the student prior to any other person. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the designated Regional Superintendent, Chief Officer of Public Safety, and Coordinator of School Social Work. The Superintendent and the Professional Standards Commission Ethics Division must also be notified of any validated acts of sexual misconduct.

## GENDER EQUITY IN SPORTS GRIEVANCE PROCEDURES

The DeKalb County School District prohibits discrimination in its elementary and secondary athletic programs, in accordance with the Georgia Gender Equity in Sports Act. The following grievance procedures are provided to allow for prompt and equitable resolution of written student complaints, including those brought by a parent or guardian on behalf of a student.

### DEFINITIONS:

- "Days" means calendar days.
- A "grievance" is a complaint that alleges the DeKalb County School District has taken an action that is in violation of O.C.G.A. § 20-2-315 (Gender Equity in Sports Act).
- "Grievant" is the person initiating the complaint.
- "Student" means a person enrolled in a school or instructional program operated by the DeKalb County School District.

**PROCEDURES:**

Grievances may be brought only by the affected student or by the affected student's parent or guardian and shall proceed in the following manner:

- Within ten (10) days of the time that the grievant knows, or reasonably should know, about the grievance (or within ten (10) days of the publication of this procedure, whichever is later), the grievant shall present the written grievance form to the Superintendent who shall note the date received.
- The written grievance shall: (1) name the grievant and the affected student; (2) state the situation or conditions giving rise to the grievance; (3) identify the specific provisions of the law or the implementing regulations alleged to have been violated; and (4) indicate the specific relief sought.
- The Superintendent shall cause the grievance to be investigated. Within 30 days after the grievance is presented, the Superintendent shall give a written response to the grievance, setting forth the essential facts and rationale for the decision.
- The grievant may appeal the Superintendent's decision to the DeKalb County Board of Education. The appeal must be in writing and submitted to the DeKalb County Board of Education within 35 days of the date of the response from the Superintendent. The Board may review all materials related to the grievance and render a decision in writing no less than 45 days after receipt of the written grievance form.
- The grievant shall have the right to appeal any decision by the DeKalb County Board of Education to the State Board of Education pursuant to O.C.G.A. § 20-2-1160.

Any student and/or parent or guardian of a minor child who feels that an action of the DeKalb County School District is in violation of O.C.G.A. § 20-2-315 (Gender Equity in Sports Act) may file a complaint by completing a form and forwarding it to Employee Relations, Division of Human Resources, 1701 Mountain Industrial Blvd., Stone Mountain, GA 30083. Forms may be obtained from the Office of the Executive Director of Athletics, 5829 Memorial Drive, Stone Mountain, Georgia 30083 or at www.dekalbschoolsga.org/athletics/downloads.

# INTERNET AND TECHNOLOGY USAGE

The DeKalb County School District provides technologies, networks, and internet access to support the educational mission of the District and to enhance the curriculum and learning opportunities for students and employees in compliance with the Children's Internet Protection Act (CIPA) of 2000. All guidelines, regulations, policies, and rules are applicable to all telecommunication services and equipment provided by the District including, but not limited to, the following:

- Computer workstations and notebook computers;
- Smart phones, tablets, e-readers, and other mobile devices;
- Internet services;
- Telephone services; and
- Cellular phone services

The DeKalb County School District believes that information and interaction available on the Internet provides valuable educational information. It is not always possible for the District to control access to material that may be considered controversial or inappropriate; therefore, the user may accidentally or purposefully encounter controversial material. It is the user's responsibility to avoid initiating access to such material.

Use of the Internet must be in support of educational research and consistent with the District's educational goals and objectives. Use of any other District's network or educational resources must be in compliance with rules, policies, and guidelines for the network. Users must abide by all rules and procedures specified and deemed necessary at the site from which access to the Internet is made. Transmission of any material in violation of any United States, state law, or state regulation is prohibited which includes, but is not limited to, (1) copyrighted material, (2) threatening, pornographic, or obscene material, or (3) material protected by trade secret. Use of District resources including the network for (1) private financial gain, commercial advertising, or solicitation activities by or for-profit institutions or (2) political lobbying is prohibited. All illegal activities are strictly prohibited.

The use of the Internet is a privilege, not a right. Any student user not complying with the District's Internet Acceptable Use Agreement shall lose Internet privileges for at least one week. Student infractions may result in appropriate disciplinary action in addition to suspension or termination of access privileges.

Any user identified as being a security risk or as having a history of problems with other computer systems may be denied access to the Internet. The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages suffered by any user including loss of data resulting from delays, non-deliveries, incorrect deliveries, or service interruptions caused by its own negligence or user errors or omissions. Use of any information obtained via the Internet is at the risk of the user. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Use of the School District's Internet and technology resources obligates students to observe the following terms:

- Students **will observe** the standard of courtesy and behavior consistent with the practices and policies of the DeKalb County Board of Education when sending or publishing messages or transmitting data or other information on the Intranet.
- Students **will use the internet system** for instructional purposes only as it relates to classroom and co-curricular assignments and activities.
- Students **will exhibit** appropriate online behavior, including interacting with other individuals on social networking websites and chat rooms.
- Students **will make** every effort to safeguard any information from unauthorized users.
- Students **will not initiate** or participate in any form of cyberbullying.
- Students **will not send or receive** inappropriate or offensive messages or pictures from any source. For example, students will not post, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially or religiously offensive, sexist, or illegal material.
- Students **will not post** messages and attribute them to another user.
- Students **will not violate** network security by entering the system under a User ID other than their own, share their user IDs, passwords, or user accounts with others.
- Students **will not disclose**, use, or disseminate personal information of other minors/students.
- Students **will not use the internet system** for any purpose that violates federal or state law.
- Students **will not transmit or download** information or software in violation of copyright laws.

- Students **will not disconnect** network components, alter programs or data, or purposely infect any computer with a virus.
- Students **will not engage in unauthorized use** of the network, intentionally delete or damage files and data belonging to other users, or violate copyright law.

**Students are strongly cautioned that sending inappropriate messages and/or images via electronic communication devices or the internet/intranet at any time could result in very *serious school, personal and/or criminal consequences.***

***Students will observe the standard of courtesy and behavior consistent with the practice and policies of the DeKalb County Board of Education, including but not limited to Board Policy IFBGB entitled "Web Pages," when sending or publishing messages or transmitting data or other information on the Intranet.***

# SUPPLEMENTAL SAFETY AND DISCIPLINE INFORMATION

## BULLYING, HARASSMENT, AND HAZING

DeKalb County School District has also implemented a **District Alert Line (1-888-475-0482)** to report weapons, violence, bullying, harassment, and/or drugs.

Students cannot be expected to reach their full academic potential in an environment of fear and intimidation. All schools in the DeKalb County School District have an obligation to provide a safe, healthy, and positive learning environment for their students and to promote mutual respect and acceptance among students, staff and volunteers.

The District expressly prohibits the bullying, harassing, and hazing of any student, by any means or method, at school, on school property, or at school-related activities; while traveling including to or from school on a school bus; off-campus when the behavior results in a disruption to the school environment; or by use of data or software that is accessed through a District computer, computer system, computer network, or other electronic technology of the District.

Pursuant to state law, this policy also applies to acts of cyberbullying which occur through the use of electronic communication, whether such electronic act originated on school property or with school equipment, if the electronic communication:

1. Is directed specifically at students or school personnel;

2. Is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school and;

3. Creates a reasonable fear of harm to any student's or school personnel's person or property or has a high likelihood of succeeding in that purpose.

For purposes of this policy, electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system.

All staff, students, and parents or guardians will receive a verbatim copy of this policy and accompanying administrative regulation prohibiting bullying, harassment, discrimination, and hazing at the beginning of the school year as part of the Code of Student Conduct.

The District strictly prohibits retaliation against any person involved in a report of bullying, harassing, and hazing or participates in an investigation of bullying, harassing, and hazing. Schools shall keep reports of bullying, harassing, and hazing confidential to the extent consistent with a thorough investigation.

School officials are expected to intervene immediately when they see a bullying, harassing, and hazing incident occur or upon receipt of any report of bullying, harassment, and hazing.

An employee who fails to comply with the requirements of this policy and accompanying administrative regulation may be subject to disciplinary action, up to and including termination of employment.

At an appropriate time during or after the investigation of a report, the parent or guardian of both the accused and the victim must be notified. If the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately.

Upon being found in violation, a student who has committed the offense of bullying, harassment, and hazing should be given an age-appropriate consequence which shall include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances.

Detailed guidelines and procedures for reporting and addressing student bullying, harassment, and hazing shall be implemented in accordance with the accompanying administrative regulation.

**Administrative Regulation: Bullying/Harassment/Hazing**
**Descriptor Code JCDAG-R(1)**

The District expressly prohibits the bullying, harassment, and hazing of any student, by any means or method, at school, on school property, or at school-related functions; while traveling to or from school on a school bus; off-campus when the behavior results in a

disruption to the school environment; or by use of data or software that is accessed through a District computer, computer system, computer network, or other electronic technology of the District.

**A. Definitions**

- Bullying – Unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both students who are bullied and who bully others may have serious, lasting problems.

- Harassment – Unwelcome conduct based on real or perceived race, color, national origin, sex, religion, disability, sexual orientation, gender Identity or gender expression. It may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Unlike bullying, harassment does not always involve a real or perceived power imbalance. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school.

- Hazing – Bullying and intimidation in association with rituals to join an extracurricular group/activity or to raise a student's rank/status within the organization.

**B. Prohibited Behaviors**

Examples of prohibited behaviors include, but are not limited to:
- Verbal assaults such as unwanted teasing or name-calling;
- Rumors or spreading of falsehoods;
- Threats, taunts and intimidation through words and/or gestures;
- Public humiliation;
- Social isolation;
- Harassment Stalking;
- Direct physical contact such as hitting or shoving;
- Physical violence and/or attacks;
- Theft of money and/or personal possessions for the purpose of bullying, harassing, or intimidating;
- Extortion or manipulation, including incitement and/or coercion;
- Destruction of school or personal property; Any form of electronic bullying or cyberbullying using school equipment, school networks, or e-mail systems or committed at school;
- The use of cameras or camera phones to take embarrassing photographs of students or school employees and distributing them to others or posting them online;
- Sending abusive or threatening text messages or instant messages; and using websites to circulate gossip and rumors to other students;
- Cyberbullying or the willful, hostile and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (e.g., TikTok, Snapchat, Twitter, Instagram, Kik, Facebook, etc.), chat rooms, texts, and instant messaging;
- Cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim;

All staff, students, and parents or guardians will receive a verbatim copy of this policy prohibiting bullying/harassment/hazing at the beginning of the school year as part of the *DSCD Code of Student Conduct*.

**C. Reporting Incidents of Bullying/Harassment/Hazing**

Bullying/Harassment/Hazing may be reported by a student, parent, guardian, or other stakeholder to an administrator, teacher, counselor, or other staff member at the student's school. At the option of the person reporting the incident, the report may be made either by name or anonymously and either verbally or in writing. Reporting forms may be found in the Code of Student Conduct, on the District's website, and at each District school. Reports of bullying/harassment/hazing also may be made by using the District's Alert Line at 1-888-475-0482 or by calling the Georgia Department of Education's School Safety Hotline at 1-877 SAY-STOP (1-877-729-7867).

Any employee to whom bullying/harassment/hazing is reported must promptly document the report and forward it to the principal or designee. Any employee who witnesses an incident of bullying/harassment/ hazing or who otherwise learns that a student is being bullied/harassed/hazed must promptly, but no later than one (1) day following the receipt of a concern, submit a written report to the principal or designee. The principal or designee shall ensure that proper documentation is maintained throughout the investigation and

resolution of the matter. If the report is made by the alleged target/victim, the principal or designee will contact the parent or guardian immediately upon receipt of the report.

If the reporting student or the parent or guardian of the student feels that the school is not taking appropriate steps to investigate or address the problem even after consulting the school principal, the student or the parent or guardian should contact the appropriate Regional Superintendent or his or her designee.

Students who believe that another student at their school is being bullied/harassed/hazed are urged to inform a teacher, counselor, administrator, or other staff member.

The District strictly prohibits retaliation against any person who reports bullying/harassment/hazing or participates in an investigation of bullying/harassment/hazing. Incidents of retaliation should be reported using the same process as used for the original complaint and will be investigated and resolved by school or district personnel.

Where complainants request confidentiality, schools shall share details of reports of bullying/harassment/ hazing with only those individuals who need to know consistent with the District's obligation to respond promptly and appropriately to reports of misconduct, or as otherwise required by law.

An employee who fails to comply with the requirements of Board Policy JCDAG and this accompanying regulation may be subject to disciplinary action, up to including termination of employment.

**D. Responding to Incidents of Bullying/Harassment/Hazing**

School officials are expected to intervene immediately when they see a bullying/harassment/hazing incident occur or upon receipt of any report of bullying/harassment/hazing. The following actions will be taken when bullying/harassment/hazing is reported.

1. Investigation – Upon receipt of any report of bullying/harassment/hazing, the principal or designee will direct an immediate investigation involving appropriate personnel. The investigation should begin no later than the following school day. The investigation shall include interviewing the alleged perpetrator(s), victim(s), identified witnesses, teacher(s), and staff members and reviewing video surveillance, if available. School counselors, school social workers, and other support staff should be utilized for their expertise as determined by the circumstances of the matter. The school shall keep confidential the results of the investigation, except with respect to the District's notification, reporting, or other legal obligations.

2. Notification – At an appropriate time during or after the investigation of a report, the parent or guardian of both the accused and the victim must be notified, but no later than three (3) days after completion of the investigation. If the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately.
   At the conclusion of the investigation, both the victim and the offending student must be notified of the results of the investigation. Victims may request information about the sanction imposed upon a student who was found to have engaged in harassment when the sanction directly relates to the victim. This includes an order that the harasser stay away from the harassed student, or that the harasser is prohibited from attending school for a period of time, or transferred to other classes. Schools will not disclose any other information in the offending student's "education record," including information about sanctions that do not relate to the harassed student.

3. Interim Measures – The school will take steps to protect the complainant as necessary, including taking interim steps before the final outcome of the investigation.

4. Disciplinary Action – Upon a finding of guilt, a student who has committed the offense of bullying/harassment/hazing will be given an age-appropriate consequence which shall include, at minimum and without limitation, counseling, disciplinary action or other consequence as appropriate under the circumstances. Disciplinary action after the first incident of bullying/harassment/hazing may include but is not limited to the following:

   - Loss of a privilege;
   - Reassignment of seats in the classroom, cafeteria, or school bus;
   - Reassignment of classes;
   - Detention;
   - In-school suspension;
   - Out-of-school suspension (through appropriate due process hearing);
   - Expulsion (through appropriate due process hearing);
   - Assignment to an alternative school (through appropriate due process hearing).

5. Follow Up and Aftercare – Follow up is important to the accused, the victim, and in some circumstances, the broader school community. Each school must provide after-care and follow up to individuals and groups affected by the bullying/harassment/hazing. Where necessary, counseling and other interventions should be provided to address the social-emotional, behavioral, and academic needs of students who are victims of bullying/harassment/hazing and students who commit an offense of bullying/harassment/hazing. Schools must also assess school climate to determine whether additional staff training or student instruction is needed. Where appropriate, the school should also reiterate the prohibition on retaliation and how to report such misconduct.

Pursuant to state law, students in grades six through twelve found to have committed the offense of bullying/harassment/hazing for the third time in a school year shall at a minimum be assigned to an alternative school through appropriate due process by disciplinary hearing officers, panels, or tribunals.

## MANDATORY REPORTING OF STUDENT CRIMES

School administrators, teachers and other school-based employees will report crimes, as required by law (O.C.G.A. § 20-2-1184).

Victims of the following alleged student misconduct must file a written complaint or report with the school administration and with central administration, describing the alleged incident and the injury or damage sustained: (1) an alleged assault or battery by a student upon any teacher, other school official or employee; (2) an alleged assault or battery by a student upon another student; (3) substantial damage alleged to be intentionally caused by a student on school property to personal property belonging to a teacher, other school official, employee, or student, if, in the discretion of the school principal, the alleged damage could justify the expulsion or long-term suspension of the student.

## ILLEGAL/DANGEROUS/SUSPICIOUS ITEMS

**Students are to notify an administrator or other staff member immediately when illegal, suspicious, or dangerous items, or other items banned from school, are found. Students will not touch or handle such items, or receive or accept such items from other students.**

## HOTLINE TO REPORT BULLYING, VIOLENCE, WEAPONS, AND DRUGS

Sponsored by the Georgia Department of Education, the HOTLINE provides a 24-hour reporting system for students to report weapons, violence (**including bullying**), or drugs anonymously by calling **1-877-SAY-STOP (1-877-729-7867)** or the **DeKalb County School District Alert Line at 1-888-475-0482**. Information is recorded and shared with the local school district and local law enforcement. An investigation is conducted upon receipt of the report.

## SCHOOL RESOURCE OFFICERS

School Resource Officers (SRO) are POST-certified police officers assigned to schools to maintain safety and security at the assigned school, ensure the initiation of prevention and intervention programs, act as positive role models for students, serve as liaisons with other law enforcement personnel and agencies, help develop the Safe School Plan, and work to foster a better understanding of legal issues and the judicial process. However, SROs are not disciplinarians. They are not to be used as a substitute for an administrator in the daily administration of the student discipline program. The administrative staff works with the SRO to use their law enforcement expertise and experience but should refrain from assigning SROs or other law enforcement agency personnel to duties and stations that limit or encumber their effectiveness. As School District employees, SROs follow the professional requirements of all employees.

As mandated by state law in Georgia, students will be charged and arrested for possession of weapons, as defined in O.C.G.A. § 16-11-127.1, for possession of drugs, as defined in O.C.G.A. § 16-13-24 through O.C.G.A. § 16-13-32, for any felony or designated felony, as described in Title 16 of the Criminal Code of Georgia Annotated, and for causing bodily injury to others, damage to public or private property, and/or causing a major school disturbance, including, but not limited to, making terroristic threats.

School administrators are required to immediately report suspected violations of the law to SROs or other law enforcement personnel. When an SRO, other law enforcement or emergency agency is on a school campus for the purpose of responding to a request for intervention, investigation, serving a warrant, or in response to an emergency, the school administrative staff follows the responder's recommendations. In all cases involving an SRO, as in all other serious situations at the school, the parents/guardians are notified in a timely manner.

**Parents and guardians are encouraged to inform their children of the consequences, including potential criminal penalties, of underage sexual conduct and crimes for which a minor can be tried as an adult (O.C.G.A. § 20-2-735). Information on this may be found on the DeKalb District Attorney's website at http://www.dekalbda.org.**

## CAMPUS SECURITY PERSONNEL

Campus Security Personnel (CSP) maintain the security of the school by monitoring campus activity and undertaking necessary precautions vital to the protection of the staff and students to preserve an environment suitable for the education process by patrolling school buildings and grounds to ensure security. CSP are assigned to all secondary schools and several elementary schools.

## TEENAGE/ADULT DRIVERS RESPONSIBILITY ACT (TAADRA)

Effective July 1, 2015, schools will certify that a student is enrolled in and not under expulsion from a public or private school to be eligible for a driver's license or learner's permit. Schools will use the **Certificate of School Enrollment** form and the **Certificate of Eligibility for Restoration of Driving Privileges Form**.

## CHRONICALLY DISRUPTIVE STUDENTS

Students who chronically disrupt class are addressed through a MTSS-RTI process using a tiered process of interventions and continuous monitoring of progress. Progressive consequences range from Tier 1 of the MTSS-RTI process for the initial disruptions to Tier 3-SST for continuously disruptive behavior. The initial focus of the MTSS-RTI process is developing and implementing interventions to modify the identified behavior problems.

Chronically disruptive students may be placed on probation with a signed contract. The administrative staff, in conjunction with resource personnel and the parents, should collectively devise a discipline correction plan. Chronically disruptive students must be referred to and receive interventions from resource personnel (i.e., counselor, social worker, school psychologist, SST chair, Instructional Support Specialist, or student support specialist) prior to a referral to a District due process hearing.

## STUDENT SUPPORT TEAM

The Student Support Team (SST) is a problem-solving team at the Tier 3 level of interventions and/or student assessment that seeks interventions for students with academic, behavior, or other types of problems. SST levels of interventions are implemented when they are necessary as part of the progression through the tiers of intervention.

Once the student reaches Tier 3-SST, interventions are implemented and documented with fidelity for cycles of 4-6 weeks. At each 4-6 week interval, an SST problem-solving meeting is held (parents are to be invited) during which the student's response to intervention is assessed based on the data collected during the intervention period. If the interventions at SST-Tier 3 were done with fidelity and were not successful, based on data documented during the intervention period by the intervention providers, additional alternative interventions and modifications are developed and implemented for an additional cycle of 4-6 weeks. Intervention providers may include the Assistant Principal for discipline, school counselor, teachers, or other staff. After two or more cycles of Tier 3 intervention have been completed and documented with fidelity and the child continues to struggle, the SST may request parent permission to complete a psychoeducational evaluation to determine the student's cognitive and academic strengths and weaknesses and/or behavioral/social and emotional status. If the child makes progress in response to the Tier 3-SST interventions (intense support), he or she may matriculate back to Tier 2 (moderate intensity support) and, if progress continues, return to Tier 1 Core Instruction.

If the student continues to experience difficulties and based upon the student's responses to the implemented interventions, a referral to Special Education may be warranted. If such a special education referral is made, a Parental Consent for Evaluation (PCE) is obtained, and all available data is reviewed as part of the evaluation process. Data can include SST/RTI records, including all data and all evaluations previously completed. A special education eligibility meeting is then held to determine the student's eligibility for special education services.

## PLACEMENT REVIEW PROCEDURES FOR REMOVING STUDENTS FROM CLASS

Based on state law (O.C.G.A. § 20-2-738), a teacher may remove from class a student who **repeatedly or substantially** interferes with the teacher's ability to conduct instructional activities, provided the student has previously been reported or the teacher determines that the behavior of the student **poses an immediate threat** to the safety of the student's classmates or the teacher. In the case of immediate removal from the classroom, the teacher will submit a written referral by the end of the school day or at the beginning of the next school day to the principal or other school administrator. The administrator will, within one school day after the student's removal from class, send the student's parents a written notice that the student was removed from class, a copy of the teacher's referral, and information regarding how the parent may contact a school administrator. When a teacher removes a student from class, as prescribed above, the administrator will discuss the matter with the teacher by the end of the school day or at the beginning of the next school day. The administrator will give the student oral or written notice of the basis for the removal from class. If the teacher withholds his or her consent to the student's return to the same class, or the student's misbehavior precludes returning to school (such as committing a major

violation of the *DCSD Code of Student Conduct*), the administrator determines the consequences for the student by the end of the first day, which may include in-school suspension or out-of-school suspension for up to ten days. Suspensions or expulsions of longer than ten days may be imposed only by the Hearing Officer or Board of Education.

If the teacher withholds his or her consent to the student's return to the same class and the administrator does not impose other disciplinary action, the administrator will convene the Local Placement Review Committee by the second day after the removal from the classroom, and the committee will render a decision whether the student should or should not return to the teacher's classroom. The committee's decision will be made no later than three days after the removal from class. In the interim, the administrator will make a temporary placement for the student (other than in the classroom from which the student was removed, unless the teacher gives permission). Any teacher who removes more than two students from his or her total enrollment in any school year who are subsequently returned to the class by the Local Placement Review Committee because such class is the best available alternative may be required to complete professional development to improve classroom management or other skills, based on classroom observations and documentation.

Each school and center principal shall establish at least one Local Placement Review Committee, composed of three members. The school faculty will select two teachers and one alternate, and the principal will select one staff member to serve on the committee (schools may have more than one Local Placement Review Committee, at the discretion of the principal, but each committee must have three members selected as stated above). The selection of the committee should proceed as follows: (1) principal asks for volunteers and nominations; (2) a secret ballot is taken at a faculty meeting; (3) results are tabulated by a teacher; (4) results of the ballot are shared with the faculty. The Local Placement Review Committee (by simple majority vote) determines the placement of a student when a teacher withholds his or her consent to the return of the student to the teacher's class when an administrator has not imposed disciplinary action (provided the teacher has met the reporting requirements enumerated above or if the student poses a threat). The committee is authorized to (1) return the student to the teacher's class upon determining that such placement is the **best** or **only** alternative; or (2) refer the student to the administrator for other appropriate action.

The decision of the committee shall be in writing and will be made within three school days after the teacher withholds consent to the return of the student. If the Local Placement Review Committee decides not to return the student to the class from which he or she was removed, the administrator may place the student into another appropriate classroom, in-school suspension, or out-of-school suspension. In-school suspension or out-of-school suspensions may be for up to ten days. Any and all disciplinary action will be sent to the parents in writing, by either letter or copy of the *Student Discipline Referral* form, with a note to the parent to confirm receipt of the notice.

## PREVENTION/INTERVENTION

Prevention/Intervention has several programs in place for students, including peer mediation, conflict resolution classes, drug education classes, parenting classes, character education, in-school suspension/life skills training, bullying awareness activities, and other programs and activities.

GRIP **(Growing Responsibly, Increasing Possibilities)** is a substance abuse and conflict resolution education program that is provided for first-time violators of the Drug/Substance offenses (possession or use) in this *DCSD Code of Student Conduct*. Violators of offense #5a (distribution/sale/intent), or students charged with felony possessions or multiple offenses are not eligible, unless otherwise indicated by the Hearing Officer or the DeKalb Board of Education. Additionally, GRIP helps students resolve conflict, cope with peer pressure, manage anger, and communicate with others. Students who have been involved in a fight may be referred to GRIP. GRIP is offered on Saturdays to applicable students. Parents are also asked to participate in the classes to reinforce the effort to resolve issues peacefully between and among students.

## SAFE SCHOOL AUDITS

The DeKalb County School District is committed to ensuring a safe and orderly learning environment. Research studies have indicated that supervision of students is vitally important in the prevention and reduction of violent and criminal behaviors. Adult supervision is necessary for students to feel safe at school. Therefore, the purpose of Safe School Audits is to monitor adult supervision of students, especially during transitional times; assess students' understanding of the rules for appropriate behavior according the *DCSD Code of Student Conduct*; ensure staff understanding of procedures to follow if a campus crisis occurs; and to conduct randomly selected student surveys regarding whether the student feels safe at school.

The Safe School Audits goal is for students and staff to learn and work in a safe and orderly environment. Objectives for conducting the audits are: (1) provide school-based data to local school administrators regarding supervision of staff during transitional periods of the school day; (2) gather and report information on students' feelings about safety at school; (3) provide information on staff awareness of procedures to be followed during a crisis; and (4) building and environment checks.

Trained Safe School Administrators will conduct random Safe School Audits throughout the year. Upon entering a school building, the team leader will notify the principal of the team's presence. Audit team members, equipped with a school map, bell schedule, and audit checklist will proceed to designated areas on the school's campus to observe and document information gathered during the audit. The process generally takes about thirty-five (35) minutes to complete. The audit will be scored according to a prescribed procedure for elementary and secondary schools. Results will be shared with the Superintendent, Deputy Superintendent, School Leadership and Operational Support, Regional Superintendents, Principals, and Assistant Principals.

To ensure that Safe School Audits are conducted with fidelity, a Safe School Audit training module will be developed. Campus identified personnel will be trained and tested in the use and understanding of the Safe School Audit process. Additionally, school administrators, school personnel, and students will receive professional learning on the Safe School Audit process. It is expected that the use of the Safe Schools Audit will result in a reduction of discipline referrals and suspensions.

## STUDENT DRESS CODE

The atmosphere of a school must be conducive to learning. While the focus of the DeKalb Code of Student Conduct is behavior expectations, students clothing can affect their safety and their appearance can positively or negatively impact the climate of a school. Students must adhere to the school district's dress code requirements. Students who fail to comply with the dress code requirements, as enumerated below, may be charged with Rule #25 –Student Dress Code Violation, Rule #8B – Refusal to Follow Instructions of Faculty or Staff Member/Insubordination and Rule #19 Repeated Violations and subject to the listed consequences.

**DeKalb County School District Dress Code**
**The Dress Code is enforced at all school district sponsored events.**

As a reasonable accommodation, exceptions for religious reasons, medical conditions, disabilities, or other extraordinary reasons may be granted on a case-by-case basis. Exceptions must be approved by the principal. This is not an exhaustive list of dress wear.

| All Students Must | All Students Must Not |
|---|---|
| • Wear suitable clothing that maintains a safe and orderly environment promoting respect, care for self, and others.<br>• Wear a shirt of opaque (non-see through) fabric that covers all undergarments including during any movement while sitting or standing.<br>• Wear bottoms of opaque (non-see through) fabric that covers all undergarments including during any movement while sitting or standing.<br>• Wear clothing that corresponds with the demands and purpose of the activity in which the student participates.<br>• Wear protective clothing, headgear, eyewear, etc. required for specific programs, classes, or activities.<br>• Wear shoes at all times. Footwear that interferes with freedom, movement, or safety are prohibited. | • Wear pajamas, pajama shirts, bottoms, or sleepwear of any kind.<br>• Wear house shoes, bedroom slippers of any kind, or footwear that interferes with freedom, movement, or safety.<br>• Wear headgear of any kind (religious practices, medical conditions, disabilities, specific school activities are excluded).<br>• Wear clothing, jewelry, tattoos, piercings, or other body ornaments that disrupt the educational process or endanger the health or safety of other students, staff or visitors.<br>• Wear clothing, insignia, symbols, tattoos, piercings, jewelry, or adornments worn or carried on or about a student which promote gangs or the use of controlled substances, drugs, alcohol, or tobacco.<br>• Wear clothing, tattoos, or other adornments which show offensive and/or vulgar words, pictures, diagrams, drawings, or includes words or phrases of a violent nature, a disruptive nature, a sexual nature, politically/socially controversial words or graphics or words or phrases that are derogatory regarding a person's ethnic background, color, race, national origin, religious belief, sexual orientation, or disability. |

**NOTE: Local schools that offer school choice options may add additional requirements such as school uniforms. Students/Parents are urged to review individual local school handbooks for any additional requirements related to student dress. Any local dress code requirements must align to the DCSD student dress code.**

## CODE OF SPORTSMANSHIP

Sportsmanship can be defined in one word: RESPECT. Respect for ourselves, our schools, and guests to our schools helps build a positive image not only with the community, but also with all those who participate in competitive activities in our schools.

### Responsibilities of Participants:

- Use appropriate language;
- Treat opponents with the respect due them as guests or hosts;
- Exercise self-control at all times;
- Respect the officials' judgment and interpretation of the rules;
- Accept the responsibility of representing your school in a positive manner;

- Act in a manner that will create a positive attitude in the audience;
- All players who are involved in a fight and any substitutes who leave the bench area during a fight and are ejected from the current contest will be subject to the sit-out rule;
- Players are expected to exhibit good sportsmanship before and after a contest, even if the game officials do not have jurisdiction. Behaviors such as taunting, fighting, etc. are forbidden.

**SECLUSION AND RESTRAINT**

Georgia Board of Education Rule 160-5-1.35 provides guidelines for use of restraint in Georgia schools. The DeKalb policy is provided below.

# BOARD POLICY SECLUSION AND RESTRAINT
# DESCRIPTOR CODE: JGF (2)

The DeKalb County Board of Education establishes the following standards for the safe administration of physical restraint with regard to enrolled students.

1. The use of chemical restraint, mechanical restraint, or prone restraint, as defined by Georgia Department of Education Rule 160-5-1-.35, is prohibited within the DeKalb County School District.

2. The use of seclusion, as defined by Georgia Department of Education Rule 160-5-1-.35, is prohibited within the DeKalb County School District.
    a. Seclusion does not include situations in which a staff member trained in the use of de-escalation techniques or restraint is physically present in the same unlocked room as the student.
    b. Seclusion does not include "time-out," defined as a behavioral intervention in which the student is temporarily removed from the learning activity but in which the student is not confined.
    c. Seclusion does not include in-school suspension, detention, or a student-requested break in a different location in the classroom or in a separate unlocked room.

3. Physical restraint may be utilized only when the student is an immediate danger to themselves, or others and the student is not responsive to less intensive behavioral interventions including verbal directives or other de-escalation techniques.
    a. Physical restraint does not include: providing limited physical contact and/or redirection to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing guidance to a location, or providing comfort.
    b. Physical restraint shall not be used:
        i. as a form of discipline or punishment, or
        ii. when the student cannot be safely restrained, or
        iii. when the use of the intervention would be contraindicated due to the student's psychiatric, medical, or physical conditions as described in the student's educational records.
    c. All physical restraint must be immediately terminated when the student is no longer an immediate danger to themselves or others or if the student is observed to be in severe distress or breathing appears impaired.

4. Before any staff member may implement physical restraint, he or she should have completed an approved training program.
    a. Approved training programs will address a full continuum of positive behavioral intervention strategies as well as prevention and de-escalation techniques and restraint.
    b. Schools and programs shall maintain written or electronic documentation on training provided and the list of participants in each training. Copies of such documentation will be made available to the Georgia Department of Education or any member of the public upon request.
    c. If a staff member who has not completed an approved training program has to physically restrain a student to prevent injury to a student or others in an emergency situation when staff members trained in physical restraint are not available, he or she should ask other students, if present, to request assistance immediately.

5. Whenever possible, the use of physical restraint on a student shall be monitored by another staff member or administrator. The use of physical restraint shall be documented by staff or faculty participating in or supervising the restraint for each student in each instance in which the student is restrained.

6. Whenever physical restraint is used on a student, the school or program where the restraint is administered shall notify the student's parent or legal guardian within one school day after the use of restraint.

7. This policy does not prohibit a staff member from utilizing time-out, as defined in paragraph (2) above, or any other classroom management technique or approach, including a student's removal from the classroom that is not specifically addressed in this rule.

8. This policy does not prohibit a staff member from taking appropriate action to diffuse a student fight or altercation.

9. Deciding whether the use of physical restraint is necessary to protect students or others from imminent harm or bodily injury, and taking the actions deemed necessary to protect students or others from imminent harm or bodily injury, are actions that involve the performance of discretionary, not ministerial, duties.

10. In some instances, in which a student is an immediate danger to themselves or others, the school or program must determine when it becomes necessary to seek assistance from law enforcement and/or emergency medical personnel. Nothing in this policy shall be construed to interfere with the duties of law enforcement or emergency medical personnel.

11. School officials must notify a student's parent or guardian immediately when emergency medical or law enforcement personnel remove a student from a school or program setting.

# NOTICE OF RIGHTS OF STUDENTS AND PARENTS UNDER SECTION 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

For more information regarding Section 504, or if you have questions or need additional assistance, contact DeKalb County School District's Section 504 Office:

Watina F. April
Shadow Rock Center
1040 King Way Drive
Lithonia, GA 30058
(678) 676-1817
watina_f_april@dekalbschoolsga.org

**The implementing regulations for Section 504 as set out in 34 CFR Part 104 provide parents and/or students with the following rights:**

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33

2. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33

3. Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to his or her needs. 34 CFR 104.34

4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34

5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35

6. You have the right to not consent to the school district's request to evaluate your child. 34CFR 104.35

7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35.

8. You have the right to ensure that the school district will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social or cultural backgrounds, medical records, and parental recommendations. 34 CFR 104.35

9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least environment and comparable facilities. 34 CFR 104.35

10. If your child is eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35

11. You have the right to notice prior to any actions by the school district regarding the identification, evaluation, or placement of your child. 34 CFR 104.36

12. You have the right to examine your child's educational records. 34 CFR 104.36

13. You have the right to an impartial hearing with respect to the school district's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36

14. You have the right to receive a copy of this notice and a copy of the school district's impartial hearing procedure upon request. 34 CFR 104.36

15. If you disagree with the decision of the impartial hearing officer (school board members and other district employees are not considered impartial hearing officers), you have a right to a review of that decision according to the school district's impartial hearing procedure. 34 CFR 104.36.

16. You have the right to, at any time, file a complaint with the United States Department of Education's Office for Civil Rights.

# SECTION 504 PROCEDURAL SAFEGUARDS

## OVERVIEW:

Any student or parent or guardian ("grievant") may request an impartial hearing due to the District's actions or inactions regarding a child's identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the District's Section 504 Coordinator; however, a grievant's failure to request a hearing in writing does not alleviate the District's obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the Section 504 Coordinator. The Section 504 Coordinator will assist the grievant in completing the written Request for Hearing.

## HEARING REQUEST:

The Request for the Hearing must include the following:

**A.** The name of the student;

**B.** The address of the residence of the student;

**C.** The name of the school the student is attending;

**D.** The decision that is the subject of the hearing;

**E.** The requested reasons for review;

**F.** The proposed remedy sought by the grievant; and

**G.** The name and contact information of the grievant.

Within ten (10) business days from receiving the grievant's Request for Hearing, the Section 504 Coordinator will acknowledge the Request for Hearing in writing and schedule a time and place for a hearing. If the written Request for Hearing does not contain the necessary information noted above, the Section 504 Coordinator will inform the grievant of the specific information needed to complete the request. All timelines and processes will be stayed until the Request for Hearing contains the necessary information noted above.

## MEDIATION:

The District may offer mediation to resolve the issues detailed by the grievant in this or her Request for Hearing. Mediation is voluntary and both the grievant and District must agree to participate. A waiver form must be signed to toll time limits for the scheduling for a formal hearing, if necessary. The grievant may terminate the mediation at any time. If the mediation is terminated without an agreement, the District will follow the procedures for conducting an impartial hearing without an additional Request for Hearing.

## HEARING PROCEDURES:

**A.** The Section 504 Coordinator will obtain an impartial review official who will conduct a hearing within 45 calendar days from the receipt of the grievant's Request for Hearing unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official.

**B.** Upon a showing of good cause by the grievant or the District, the impartial review official, at his or her discretion, may grant a continuance and set a new hearing date. The request for a continuance must be in writing and copied to the other party.

**C.** The grievant will have an opportunity to examine the child's educational records prior to the hearing.

**D.** The grievant will have the opportunity to be represented by legal counsel at his or her own expense at the hearing and participate, speak, examine witnesses, and present information at the hearing. If the grievant is to be represented by legal counsel at the hearing, he or she must inform the Section 504 Coordinator of that fact in writing at least ten (10) calendar days prior to the hearing. Failure to notify the Section 504 Coordinator in writing of representation by legal counsel shall constitute good cause for continuance of the hearing.

**E.** The grievant will have the burden of proving any claims he or she may assert. When warranted by circumstances or law, the impartial Hearing Officer may require the District to defend its position/decision regarding the claims (i.e., a recipient shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the

recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. 34 C.F.R. §104.34). One or more representatives of the District, who may be an attorney, will attend the hearing to present the evidence and witnesses, respond to the grievant testimony and answer questions posed by the review official.

**F.** The impartial review official shall not have the power to subpoena witnesses, and the strict rules of evidence shall not apply to hearings. The impartial review official shall have the authority to issue pre-hearing instructions, which may include requiring the parties to exchange documents and names of witnesses to be present.

**G.** The impartial review official shall determine the weight to be given any evidence based on its reliability and probative value.

**H.** The hearing shall be closed to the public.

**I.** The issues of the hearing will be limited to those raised in the written or oral request for the hearing.

**J.** Witnesses will be questioned directly by the party who calls them. Cross-examination of witnesses will be allowed. The impartial review official, at his or her discretion, may allow further examination of witnesses or ask questions of the witnesses.

**K.** Testimony shall be recorded by court reporting or audio recording at the expense of the District. All documentation related to the hearing shall be retained by the District.

**L.** Unless otherwise required by law, the impartial review official shall uphold the action of the District unless the grievant can prove that a preponderance of the evidence supports his or her claim.

**M.** Failure of the grievant to appear at a scheduled hearing unless prior notification of absence was provided and approved by the impartial review official or just cause is shown shall constitute a waiver of the right to a personal appearance before the impartial review official.

**DECISION:**

The impartial review official shall issue a written determination within twenty (20) calendar days of the date the hearing concluded. The determination of the impartial review official shall not include any monetary damages or the award of any attorney's fees.

**REVIEW:**

If not satisfied with the decision of the impartial review official, any party may pursue any right of review, appeal, cause of action or claim available to them under the law or existing state or federal rules or regulations.

# Special Education: A Parent's Guide to Understanding Rights and Responsibilities

This guide is designed to help you understand your rights and responsibilities regarding special education. It should not be used as a substitute for the full version of the Parents' Rights outlined in the Individuals with Disabilities Education Act (IDEA) and the Rules of the Georgia State Board of Education (Ga. Bd. Of Educ. R.) pertaining to Special Education. (See Ga. Bd. Educ. R. 160-4-7-.09 PROCEDURAL SAFEGUARDS/PARENTS' RIGHTS.) To view the full version of the Georgia Parents' Rights please go to the Georgia Department of Education web site at **www.gadoe.org** and select *Offices & Divisions*, then *Curriculum & Instruction,* then *Special Education Services and Supports*. You will then look under *Dispute Resolution* or *Family Engagement Information & Resources* to find Parent Rights. The full version of these rights is available in multiple languages and is also presented in video format. This table represents a condensed guide to parental procedural safeguards. To view a complete listing of Parental Rights under IDEA, contact your student's case manager or visit: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Parents%20Rights/Parents%20Rights%20Sample%201%20updated%20032420.pdf.

| **RECORDS:** | **EVALUATION PROCEDURES:** |
|---|---|
| ➢ You have a right to look at your child's education records.<br>➢ You may also have the records interpreted or explained to you.<br>➢ You may request to have something in the record changed or removed if you feel it should not be in your child's record.<br>➢ You have the right to add information, comments, data or any other relevant written material to your child's record.<br>➢ You may ask for and receive copies of the Individualized Education Program (IEP) and/or any of your child's records. The school district may charge a fee for the copies but may not charge a fee for searching for and retrieving documents.<br>➢ With your written permission, you may have a person acting on your behalf inspect and review the records. | ➢ Your child has the right to a full and complete evaluation to determine if they have a disability and is in need of special education and/or related services.<br>➢ You have the right to have your child assessed in all areas of the suspected disability.<br>➢ The school district must test your child according to procedures outlined in the IDEA and Georgia Special Education Rules.<br>➢ Evaluations must consist of more than one test, and those tests must be given in the language that the child normally uses, unless the parent and school agree otherwise, and at least once every three years.<br>➢ Your will be involved in the decision about eligibility and what programs and services your child needs during the re-evaluation. |
| **CONFIDENTIALITY OF INFORMATION:** | **LEAST RESTRICTIVE ENVIRONMENT:** |
| ➢ Your child's educational records are private.<br>➢ You can ask to have copies of only your child's records.<br>➢ School employees involved with your child may see your child's records and do not require your permission.<br>➢ No one else may see the results of your child's records without your permission. | ➢ You have the right to have your child taught in classrooms and participate in all school programs and activities with other children without disabilities, of the same age and grade, to the greatest extent appropriate for your child.<br>➢ School district personnel must make accommodations and modifications so that your child can participate in all school programs and activities to the greatest extent appropriate. |
| **INDEPENDENT EVALUATION:** | **SURROGATE PARENTS:** |
| ➢ If you disagree with the school's evaluation, you may have your child tested by a professional evaluator not employed by the school district, at public or private expense. Contact the school system to find out the procedures for accessing this right.<br>➢ Upon request, the school district must provide you a list of independent evaluators so that you may choose one to test your child.<br>➢ The school district must consider the results of an independent evaluator. | ➢ When the school cannot find the child's parents of the child is a ward of the state, the school system will assign a surrogate (substitute) parent who will represent the child regarding the child's rights and interests for any evaluation, meeting, or educational decisions for special education services.<br>➢ Surrogate parents will receive special training and will act as the parent by giving consent and participating in IEP/other meetings. |

- The IEP team uses the results of the test to determine if your child has a disability or needs special education.
- The surrogate parent has the same rights and responsibilities as a parent in special education in matters relating to a student.

**NOTICE/PARENT PARTICIPATION:**

- You must be notified of your parental rights.
- You must be invited to attend meetings about your child such as eligibility, reevaluation, or IEP meetings.
- You are to receive copies of all documents about your child's education program and can have them explained to you.
- Copies can be in your native language, Braille, or explained in sign language. If needed, the school district will provide a translator or interpreter.
- You must be given opportunities to participate in any decision-making meeting regarding your child's special education.
- You must be invited to any meeting that is held to discuss your child's disability, evaluations, re-evaluations, placement of your child, and his/her IEP and its contents.
- You are entitled to have IEP meetings held at a time and place mutually convenient to you and other members of the IEP Team.
- You have the right to excuse or not to excuse a member of your child's IEP Team from attending and IEP meeting. The school district cannot excuse a required member without your permission.

**COMPLAINTS, MEDIATION, HEARINGS:**

- You have the right to ask for mediation or a due process hearing if you disagree with what the school has planned for your child.
- The school system can also ask for mediation or a due process hearing.
- The parent and the school system must both agree to try mediation before mediation will be scheduled.
- When you request a due process hearing, you have the right to participate in a resolution session that provides an opportunity for parents and school systems to resolve any issues in a due process complaint so that the parents and systems can avoid a due process hearing and provide immediate benefit to the child.
- When you request a due process hearing, you have the right to an impartial due process hearing conducted by an administrative law judge (ALJ)/ hearing officer.
- You may file a formal written complaint with the Georgia Department of Education to conduct an investigation about any concerns, problems, or disagreements related to the IDEA or Georgia Special Education Rules. The complaint can be faxed to the Division for Special Education Services and Supports at 404-651-6457(fax) or mailed to the Division for Special Education Services and Supports at 1871 Twin Towers East, 205 Jesse Hill Jr. Drive SE, Atlanta, GA 30334.

**CONSENT:**

- The school cannot test/evaluate or re-evaluate your child without your permission/consent.
- The school cannot place your child in special education or change your child's program placement without your permission/consent.
- The school district cannot release your child's records without your permission/consent except to certain individuals identified in law.
- You have the right to <u>not</u> give your permission/consent.
- You have the right to take away your consent to special education and related services once you have given permission; you must do it in writing. Revoking consent means your child will no longer receive any special education services.

**DISCIPLINE PROCEDURES AND RIGHTS:**

- The school system must follow certain procedures when students with disabilities exhibit behaviors that cause the IEP Team to find other settings and/or ways to educate the child.
- Schools may remove students to alternative programs when there is a potential danger to the child, students, or school personnel.
- Regardless of the setting, the school district must continue to provide a free appropriate public education for your child.
- The setting must enable your child to continue to receive services that will allow them to meet the goals and objectives in their IEP.
- Disciplinary actions occur for violations involving drugs, alcohol, weapons, or other school rules violations.
- These rights protect you, your child, and the school system.

| | |
|---|---|
| **PRIVATE SCHOOL PLACEMENT:**<br>➢ If you decide to place your child in a private school, you must inform school officials at the last IEP meeting you attend of your intent and explain your concerns about the public program.<br>➢ The school system is not required to pay for the private school if the school district offered a free appropriate public education to meet a child's educational needs that have been identified through the educational evaluation and are included in the IEP. | **CONTACTS:**<br>➢ When you have concerns about your child's education, it is important to tell the school principal or special education director.<br>➢ If you need further help, there are parent or advocacy groups from whom you may obtain help. Ask the school for information or a list of names. You also can contact Parent to Parent of Georgia which keeps an active list for referrals or other information. Call 1-800-229-2038 or go to www.p2pga.org.<br>➢ You may also contact the Division for Special Education Services and Supports at 404-656-3963 or 1-800-311-3627 or go to the Georgia Department of Education website at www.gadoe.org to help find other helpful resources. |

# APPENDIX

# PARENTS' RIGHT-TO-KNOW (ESSA)

In compliance with the requirements of the Every Students Succeeds Act (ESSA), parents may request information about the professional qualifications of their child's teacher(s) and/ or paraprofessional(s). The following information may be requested:

1) Whether the student's teacher -
    - has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    - is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    - is teaching in the field of discipline of the certification of the teacher.
2) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you wish to request information concerning your child's teacher's and/ or paraprofessional's qualifications, please contact the school principal.

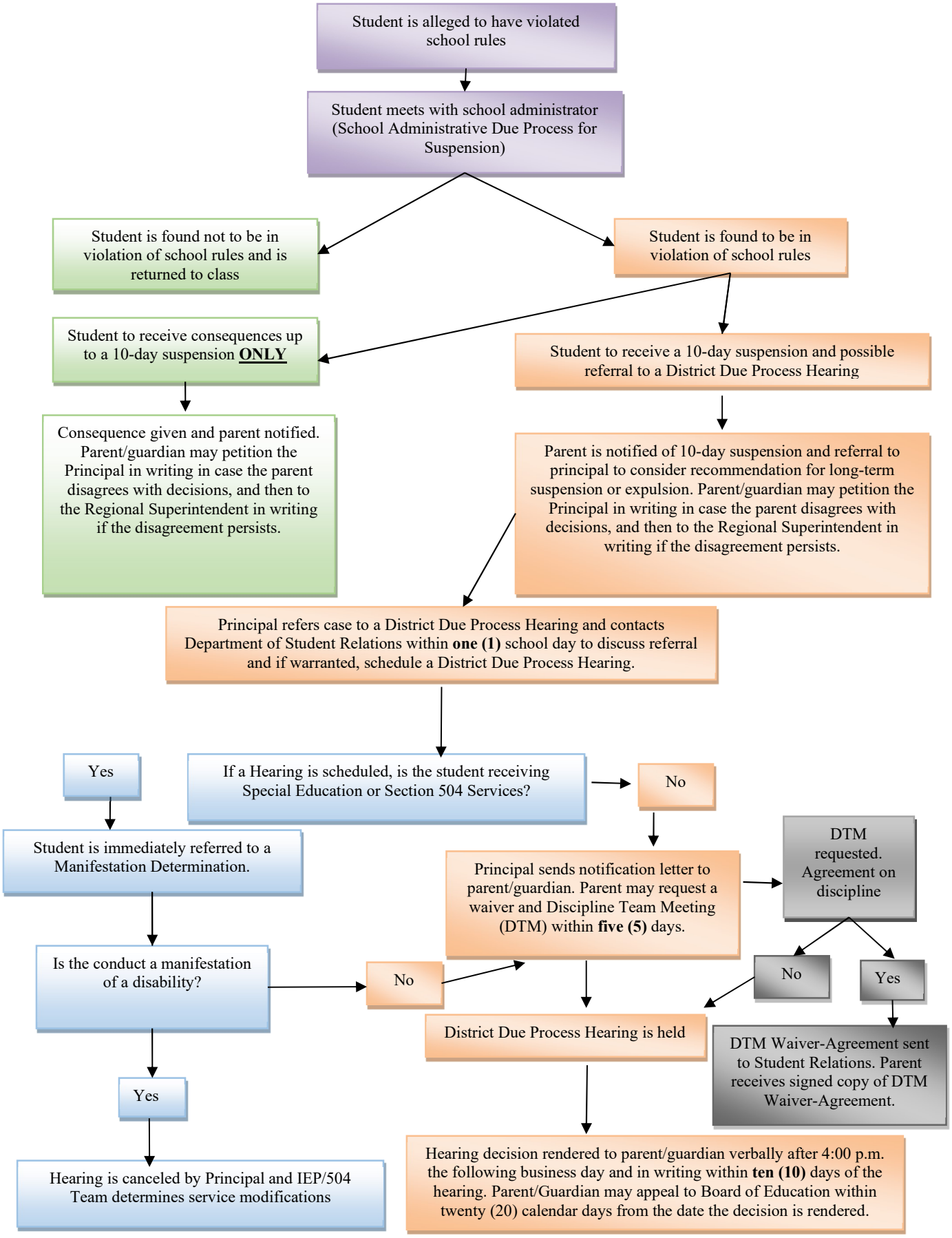
# NON-DISCRIMINATION STATEMENT

The DeKalb County School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

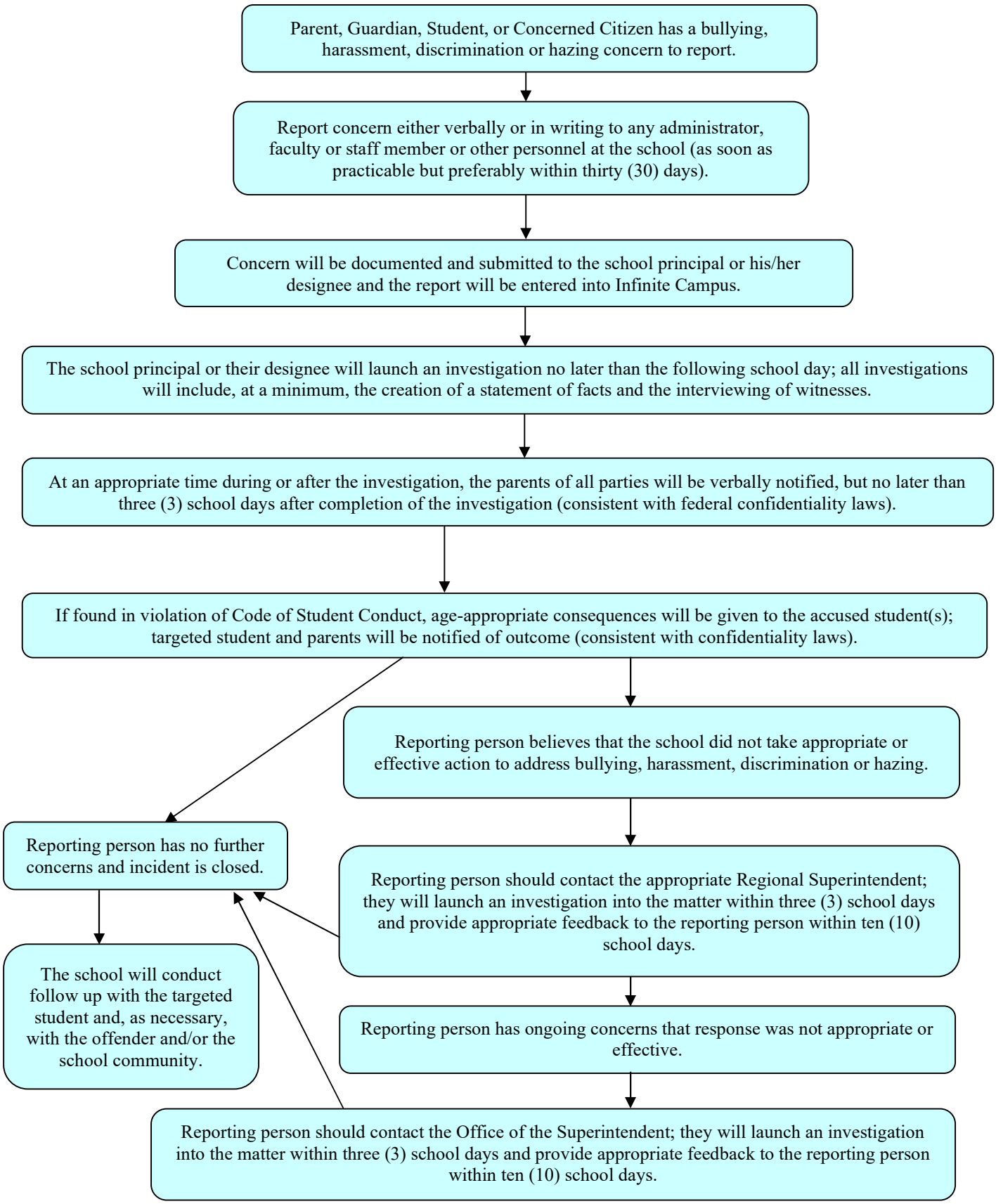
DeKalb County School District
Employee Relations
1701 Mountain Industrial Boulevard
Stone Mountain, GA 30083
678-676-0107

For further information on notice of non-discrimination, visit http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm for the address and phone number of the office that serves your area, or call 1-800-421-3481.

# DISCIPLINE DUE PROCESS FLOWCHART



**2023-2024**
**BULLYING/HARASSMENT/HAZING REPORTING FLOWCHART**



**2023-2024**

***Bullying/Harassment/Discrimination/Hazing Report Form***

***This form is available at* www.dekalbschoolsga.org/bullying-harassment-hazing-awareness**

***PLEASE PRINT ALL INFORMATION LEGIBLY.***

***Today's Date*** _____ /_____ / _____ ***School*** _____

***Do you want to remain anonymous?*** ☐ Yes ☐ No (If yes, do not write in name)

***Person Reporting Incident:***

_____

***Circle one:*** Victim/Target Concerned Student Parent/Guardian Relative Concerned Person

***Telephone*** _____-_____- _____ ***E-mail*** _____

| ***1. Name of alleged target student*** | ***School*** | ***Grade*** | ***Race*** | ***Gender*** |
|---|---|---|---|---|
| _____ | _____ | _____ | _____ | _____ |

| ***2. Name(s) of alleged offender(s)*** | ***School*** | ***Grade*** | ***Race*** | ***Gender*** |
|---|---|---|---|---|
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |

***3. Has this student been bullied, harassed, discriminated against or hazed on previous occasions? Yes No Don't Know***

***4. On what date(s) did the incident(s) happen?***

____/ ___/ _____ Time: _____ AM/PM ____ / ____/ _____ Time: _____ AM/PM ☐ Multiple Dates
Mo. Day Year Mo. Day Year

***5. Where did the incident(s) happen? (Choose all that apply.)***

☐ On school property (Please circle): Classroom Hallway Cafeteria Gym/Locker Room Other
☐ At a school-sponsored activity or event off school property
☐ On a school bus (Please circle): AM/PM
☐ On the way to/from school (Please circle): AM/PM
☐ Online

***6. Place an X next to the statement(s) that best describes what happened (Choose all that apply.):***

☐ Harassment (race/ethnicity, color, religion, national origin, gender, disability, sexual orientation, gender identity, etc.)
☐ Physical Violence (hitting, kicking, shoving, spitting, hair pulling, or throwing something)
☐ Persuading another person to hit or harm the student
☐ Verbal (teasing, name-calling, making critical remarks, or threatening, in person or by other means)
☐ Hazing
☐ Extortion
☐ Intimidating or making rude and/or threatening gestures
☐ Exclusion (excluding or rejecting the student)
☐ Spreading harmful rumors or gossip or Public Humiliation
☐ Cyberbullying/Cyberstalking (Circle one: During School/After School)

***7. Motivation of the bullying/harassment/hazing. (Check one):***
__ General __ Race/Color __ Religion __ Gender __ Gender Identity/Sexual Orientation __ Physical/Mental Disability
__ National Origin/Ethnicity __ Other

***Briefly describe the incident as reported to you or attach a written statement and any materials provided:***

_____
_____
_____

***This report has been submitted to (Circle):*** Principal Principal's Designee Regional Superintendent (Name) _____

| ___/___/_____ | _____ | _____ |
|---|---|---|
| Date Submitted | Submitter's Name | Submitter's Signature |

Distribution: Original to Principal/Principal's Designee; Copy for Student Records, Copy for Submitter Revised 6/22/23

# NOTES

# NOTES

*"As the significant adult in the child's life while in school, teachers certainly have some degree of responsibility in maintaining discipline. Effective teaching cannot take place without discipline. However, the foundation for discipline begins at home. When teachers report a discipline problem, parents or guardians should talk to their children and to the teachers to work out a solution together.*

*The purpose of discipline should be to guide children toward acceptable behavior and to teach them to make wise and responsible decisions. Discipline helps children learn to think in an orderly fashion and to understand the logical consequences of their actions."*

-National PTA

---

**WRITTEN COMMENTS, SUGGESTIONS, OR RECOMMENDATIONS ABOUT THE CONTENTS OF THE CODE OF STUDENT CONDUCT ARE WELCOME.**
**THEY MAY BE SENT TO:**

**DEPARTMENT OF STUDENT RELATIONS**
**5823 MEMORIAL DRIVE**
**STONE MOUNTAIN, GA 30083**

**(678) 676-1811**

**MR. DIIJON DACOSTA, SR., BOARD CHAIR**

**DR. DEVON Q. HORTON, SUPERINTENDENT**

It is the policy of the DeKalb County Board of Education not to discriminate on the basis of race, color, religion, national origin, disability, pregnancy status, age, sex, sexual orientation, or gender identity, in any of the District's educational programs, activities, or practices.

# International Community School

# Charter Renewal Exhibit
# 13

# Student Discipline Policy and Guidelines

# ICS 2023-24 Behavior Framework

| | Level 1 - Incidental Violations | Level 2 - Minor Violations | Level 3 - Major Violations | Level 4 - Illegal Violations |
|---|---|---|---|---|
| **Behavior** | - Running<br>- Loud noise or yelling<br>- Off-task behavior<br>- Noise making<br>- Out of seat<br>- Inappropriate behavior<br>- Name calling | - Disrespect to authority<br>- Direct inappropriate language, gestures or profanity<br>- Lying/cheating<br>- Throwing small objects<br>- Not following playground/cafeteria rules<br>- Disrupting the class<br>- Electronic devices<br>- Not keeping hands to themselves | - Fighting/physical aggression to cause harm<br>- Spitting, biting, throwing large objects<br>- Refusal to follow adult directions consistently<br>- Property destruction/misuse<br>- Harassment/Bullying<br>- Cyberbullying on the premises<br>- Forgery/theft<br>- Leaving the classroom without permission<br>- Truancy<br>- Fourth level 2 offense | - Drug use or possession<br>- Weapon use or possession<br>- Bomb threat<br>- Combustibles<br>- Extreme property damage<br>- Vandalism<br>- Terroristic Threats (verbal) |
| **Address the Behavior** | **The teacher** addresses the behavior using classroom management strategies such as:<br><br>- Use proximity<br>- Re-teach the behavior<br>- Modified seating<br>- Redirect the learner<br>- Verbal warning<br>- Silent lunch<br>- Restorative conference<br>- Cool down corner<br>- Model correct behavior | The **teacher** addresses the behavior using logical consequences such as:<br><br>- Redirecting the behavior<br>- Student/teacher conference<br>- Loss of privilege<br>- Re-teach the behavior<br>- Model the correct behavior<br>- Reflection Sheet/ Behavior Contract | Office Referral - Administration Handled<br><br>- The discipline designee will investigate the facts of the incident and determine appropriate consequences and actions to be taken. Progressive discipline will be applied meaning that consequences and support increase in severity as a student accumulates multiple referrals for the same behavior. | Office Referral – Administration Handled<br><br>- Immediately alert the main office and state you need an administrator in your room |
| **Forms to Use** | Student Reflection Sheet | 1st Offense: Classroom Infraction Report<br>2nd Offense: Classroom Infraction Report<br>3rd Offense: Counselor Referral<br>4th Offense: Office Referral | 1st Major Offense- Office Referral and tell an administrator | 1st Major Offense - Office Referral and tell an administrator immediately (call 3333 for front office) |
| **Steps to Take** | - Document and communicate to parents regarding repeated offenses<br>- Record parent contact in a log AND in Infinite Campus | Fill out Classroom Infraction Report<br><br>Keep the report in classroom<br><br>3rd offense: Fill out a counseling referral form and send a copy to Ms. Flores. | Office Referral<br><br>The teacher on duty will complete the referral form.<br><br>**Students start with a clean slate once the consequence has been implemented and completed successfully for the incidence.** | Contact office immediately<br><br>An investigation will occur and the administrative team will decide next steps for the student. |

# Code of Conduct Guidelines
## 2023 - 2024

Please ensure that the Confirmation of Receipt of the 2023-2024 DCSD Code of Student Conduct goes home to all families in today's Friday Folder. Send a reminder via Class Dojo that the Receipt should be signed and returned within **5 days**.

All students must take the Discipline Test AND score 100%. Review the Teaching the 23-24 Code of Conduct whole group and use the Code of Conduct Test Answer Sheet (K-5) to have students answer questions. Here is the Answer Key.

The 2023-2024 DCSD Code of Student Conduct Signature Log indicates that each student has r*eceived an electronic copy of the 2023-2024 DCSD Code of Student Conduct. The contents of this document, Discipline Guidelines, Bus Rules of Conduct and Safety Procedures will be reviewed in my presence by a member of the faculty or staff*. Each student should sign. Record date and discipline code score.

**KEEP ALL CONTENTS IN DESIGNATED FOLDER AND TURN IN TO D. SMITH BY MONDAY, AUGUST 28.**

2023-2024 DCSD Code of Student Conduct.pdf
Behavior Framework 2023-24.docx

# International Community School

# Charter Renewal Exhibit
# 14

# Grievance Procedures

INTERNATIONAL COMMUNITY SCHOOL

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

# Parent Guidelines for Resolving Grievances

Parent complaints will be addressed in a timely and consistent fashion. Disagreements should be solved whenever possible among the people most closely involved while preserving positive relationships. Therefore, when parents have complaints or disagreements with any parties at International Community School, they should observe the following guidelines:

- If the complaint involves a situation in the classroom, parents should seek to resolve the issue with the classroom teacher or teacher assistant first, as is appropriate.
- If a student has a grievance, s/he should first discuss it with a parent; if the parent believes that the complaint has merit, it becomes a parent grievance and this policy applies.
- If a resolution with the classroom faculty is not possible, or if the complaint is with a school-wide policy or procedure, the parent should seek to resolve the issue with the Principal or the Assistant Principal.
- If resolution is not possible with any of the parties above, parents may submit complaints in writing to the Executive Director.
- If resolution is not possible with any of the parties above, parents may submit complaints in writing or sign up to address the Board of Directors at a regularly scheduled meeting.

Parents should also keep the following in mind when addressing a complaint to the Board of Directors:

- Complaints should be made in writing to the secretary of the board. This allows all parties involved to work from a consistent body of information. This is true even if the parent chooses to verbally address the Board.
- The Board of Directors, in general, will not to address a complaint based on hearsay or made on behalf of another parent or family.
- The Board of Directors, in general, will not address a complaint if resolution with the appropriate individuals in Items #1 and #2 above has not yet been attempted in good faith.
- The Board of Directors will not address a complaint that is made anonymously.
- The Board of Directors, in general, will not address specific complaints about the performance of individual school employees. If such a complaint is brought in the public comment section at a public meeting, that parent will be asked to refrain from public comment and bring the matter to the Principal or to the Board member who has agreed to be a liaison for resolution of the grievance (the “Board grievance liaison”).

INTERNATIONAL COMMUNITY SCHOOL

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

If the complaint concerns actions taken by the Principal that may constitute a violation of any law or school policy (this may include a failure to address behavior of an employee that violates either the law or school policy), then the issue should be brought to the attention of the Board grievance liaison. This person will facilitate setting up a hearing in an executive session before the full board where both sides may be heard. Care should be taken that other board members are not contacted by either side in the dispute. The Board grievance liaison will recuse him or herself at the actual hearing due to prior knowledge of the complaint.

*This Grievance Policy is not designed to supersede or supplant federal law and parent rights under The Individuals with Disabilities Education Improvement Act of 2004 and the Family Educational Rights and Privacy Act (FERPA) as amended, 1996.*
*Staff*

# International Community School

# Parent Handbook

2023-2024

Kindergarten – 5th grade
An International Baccalaureate School (IB PYP)

2418 Wood Trail Lane. Decatur, Georgia 30033
www.icsgeorgia.org
Phone: (404) 499-8969 Fax: (404) 499-8968

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## 1. A Message from the Principal

Welcome to our School Family Handbook!

At ICS, we believe in fostering a positive and nurturing learning environment that empowers students, parents, and staff alike. This handbook serves as a comprehensive guide to the principles, policies, and practices that govern our school community, ensuring a collaborative and enriching experience for everyone involved.

The staff and I are committed to providing a well-rounded education that not only focuses on academic achievements but also on developing essential life skills. We encourage creativity, critical thinking, and a love for learning that extends beyond the classroom.

Throughout this handbook, you will find essential information about our school's curriculum, extracurricular activities, code of conduct, and communication protocols. We emphasize open and transparent communication between school and home to ensure that every parent is an active participant in their child's educational journey.

Our school thrives on collaboration, and we encourage parents and guardians to actively engage in their child's education through various school events, parent-teacher conferences, and volunteer opportunities.

Thank you for being a part of our Beloved Community. Together, we will continue to inspire, educate, and shape the leaders of tomorrow.

With warm regards,

Diamond Jefferies
Principal of International Community School

2. Mission, Vision, Values, Statement of Understanding

## ICS MISSION

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

## ICS VISION

ICS seeks to develop creative and critical thinkers who will understand and change their world harmonizing the richness of diversity within our community and world.

## ICS VALUES

- Academic Excellence: Students follow the Common Core Standards (GSE) within the framework of the International Baccalaureate Primary Years Programme (PYP). The challenging PYP offers an investigative, inquiry-based approach to learning. ICS is an authorized IB School, implementing the IB PYP. English, mathematics, science, social studies, physical education, the arts and other languages are taught in this integrated framework, emphasizing cross-disciplinary thinking, problem-solving and personal wellness.
- Community in Diversity: ICS seeks a diverse student body and staff in terms of national, ethnic, religious and socio-economic backgrounds. The school helps students to learn about the beliefs and traditions of others and encourages a respectful environment and global perspective.
- Service-Oriented Education: ICS expects students to become independent learners and to feel responsibility for the life of their school community and for the success of all its members. The school fosters a sense of service to others both within and outside the school community.
- Family and Community Partnerships: ICS partners with parents and community organizations in order to provide families with the educational, social and spiritual services they will need in a multicultural society.

## ICS STATEMENTS OF UNDERSTANDING

We understand that each member of our community (student, staff, family) is unique and essential to our life together.

We believe that everyone is inherently able to learn and it is our collective responsibility to nurture the unique genius of every person.

We believe in educating the whole child – their physical, intellectual, social, emotional, cultural and creative selves. Teaching in a culturally responsive lens, we view socio-emotional development as important as promoting academic excellence.

We encourage expression through maintaining home languages, fostering fluency in Standard English and offering opportunities to learn other languages.

We welcome and engage with people of various identity differences including, but not limited to, race, ethnicity, socioeconomic status, sexual orientation, gender identity, physical ableism, faith and political affiliation.

We are preparing children to be global citizens who take action and work toward social justice in their communities.

As a beloved community, we approach complex issues with strong communication, collaboration, perspective, respect and active listening.

*I contribute to a legacy and my voice and my actions matter.*

3. ICS Profile and General Information

**Students:** Annually, ICS students represent about 30-40 countries and 25-35 different language groups. Approximately half are refugee/immigrant children, and half are native born.

**Classes:** Approximately 450 students are enrolled in Kindergarten through 5th grade. There are 3 or 4 classes per grade, with a maximum class size of 25 students. Aside from the Homeroom teacher, there is an assistant in every class for Kindergarten.

**Staff**: ICS has a diverse group of teachers, recruited from area public and private schools and from abroad. Many are multilingual or have experience teaching English for Speakers of Other Languages (ESOL). They are supported by an international group of teaching assistants, a counselor and office staff, along with the Executive Director Fran Carroll; Principal, Diamond Jefferies; and Assistant Principal,

**Facilities**: ICS is leasing a Dekalb County building that has, aside from classrooms and offices, a cafeteria/auditorium with a kitchen, a gymnasium, playground, basketball court, and a multi-use field. There are four modular buildings.

**School Hours**. Classes start at 8:15 a.m., and end at 2:50 p.m. Students are considered late after 8:15 am. An adult must accompany the child to the front office, and sign in as “tardy”. Afternoon carpool ends at 3:15 p.m. If a student must be picked up before carpool time, it must be by 1:30 p.m.

**Transportation.**

BUS: ICS will be utilizing Dekalb County School buses. We will be utilizing a transportation zone which will require a minimum distance and maximum distance at which transportation can be provided for students.

Bus service requests must be made at least two weeks in advance to take effect. Students who do not ride the bus will not be able to ride unless they have already requested bus service two weeks ahead of time.

Routes will be developed by Dekalb County based on student's addresses. It is very important that the Registrar and/or Operations Manager has your current address on file.

Parents must be present at the bus stop for any student who is under the age of 9. Students will not be dropped off if they are under the age of 9 and a parent is not present.

The school provides bus service to and from Clarkston and other areas with large concentrations of our students. In the mornings, all students are picked up, and taken to school. Students must be at their designated stop about 10 minutes before the scheduled pickup to ensure they do not miss the bus.

CAR: Many families bring their children by car or arrange transportation with others. Families must follow carpool procedures in place. *For questions, contact the main office at (404) 499-8969, Ms. Chinar Hassanl, Front Office Coordinator, or , Porscha Marbury, our registrar.*

**Meals.** The children can eat lunch or breakfast that the school serves, or bring from home. All families must fill out the *Federal free or reduced meal application* online in order to qualify for financial assistance. Families who do not qualify, must pay for the meals.

We are currently NOT a nut-free school. If you have concerns about this, please address it at the front office. When bringing food to share in the classroom, please avoid nuts and pork. *For questions, contact the main office, Ms. Chinar Hassanl (chinar.hassan@icsgeorgia.org)*

**After-School Program.** ICS will offer an after-school program on site through The Club After School (https://www.theclubafterschool.com/). We also work with several area after-school programs who provide transportation to their respective after-school sites. More information will be available in early August. Please see ICS Website for more information.

In addition, some teachers run free afte-rschool clubs on different days of the week. A full listing of options for the year will come home in August, and clubs will begin after Labor Day.

**Governance.** ICS is a DeKalb County public (charter) school governed by a Board of Directors, composed of a diverse group of stakeholders that includes ICS parents.

**Visitors.** All visitors will be greeted at the door and verified before entering the building. Every person who enters the building must sign in/out at the front office, and receive a badge/sticker before moving to other parts of the building. Families must make an appointment with the teacher: no walk-ins are allowed, as they interrupt instruction.

Please note that all visitors must comply with CDC guidelines to mitigate the potential spread of Covid-19.

4. Admissions

**Criteria for Selection.** Students must be residents of DeKalb County. Kindergarten students must be age five and first grade students age six before September 1, of the school year. ICS gives preference to applicants whose siblings are already enrolled in the school and to children of our staff. Students who are eligible to attend Decatur City Schools cannot attend DeKalb County Schools. ICS does all that it can to ensure that the diversity of the student body reflects our Mission, Vision, and Values.

**Admissions Procedures.** Parents complete an online application form. In late March, the school verifies the number of qualified applicants (see above) for the following school year, and if there are enough spaces for qualified applicants, the school informs the parents/guardians that the child(ren) have been accepted. If there are more applicants than spaces in a charter school, the law obliges these schools to conduct a lottery among the applicants. If a student is accepted, before s/he can be registered at ICS as a DeKalb County student, parents must complete official registration forms and submit all necessary paperwork. Students may not enroll in ICS, unless discipline consequences at a prior school or system have been served. This includes expulsion and alternative school determinations. Students who have been expelled from another school or assigned to an alternative school will not be allowed to enroll at ICS until those consequences expire or are reversed.

In order to hold the place for a student who has been accepted, the school must receive all paperwork by the established deadline. If for any reason you would like for the school to provide school records or transcripts, please contact our registrar, LaPorcha Marbury, with ample notice.

5. Academic program

**ICS Approach: Innovative Education Platform**
The ICS curriculum, distinctive instructional methods, and educational programs are based on one unifying principle: ICS is not a school for refugees or a school for American-born children. Instead we are a school where community is intentionally built around groups with diverse backgrounds, nationalities, religions and experiences under the powerful pedagogical idea that the presence of each aids the learning of the other, both academically and socially. ICS improves student learning for refugee, immigrant and local children through its special education services, enhanced language instruction, and a variety of community building activities designed to offer exposure to other cultures and perspectives.

**Fostering an Academically Rigorous, Nurturing Environment**
It is the goal of ICS to prepare all students to meet the Common Core Georgia Standards of Excellence (GSE). Our understanding of academic rigor is that teachers' instruction, student work, and formative and summative assessments should all be aligned with the GSE, and that when these elements are all in alignment - instruction, student work, and assessments - our ICS students will do well on the high-stakes state assessments that determine our College and Career Readiness Performance Indicator (CCRPI) scores.

Our educational philosophy contends that when students are given: (1)quality instruction and learning opportunities, (2)proper support in a positive learning environment, (3)expectations are high, the students will do well on assessments.

Students at ICS represent an economic mix seldom seen in U.S. public schools: about 50% are child refugees or immigrants, and about 68% are eligible for free or reduced lunch. It is our responsibility to ensure that all of our students are given every opportunity to succeed and to excel in academics. Some students arrive at ICS with exposure to traditional educational approaches, but in a homogenous setting. Others arrive from far corners of the world, surviving political hardships, never having had the opportunity to be in a school environment, and speaking a variety of languages.

Our goal is that ICS students will leave ICS with the academic skills and knowledge that they will need in order to succeed and to thrive when they move on to sixth grade in another school and well beyond in order to live choice-filled lives.

The ICS education model seeks balance between enrichment and foundational learning, concurrently addressing the needs of groups ready to connect concepts as well as those of groups needing to develop skills. We do this by providing special programs and services not available in most traditional public schools:

- Students follow the Common Core Georgia Standards of Excellence (GSE) within the framework of the International Baccalaureate® (IB) Primary Years Programme (PYP). The challenging PYP offers an investigative, inquiry-based approach to learning, emphasizing cross-disciplinary thinking, problem-solving, risk-taking and personal wellness among other traits. The PYP prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. It focuses on the development of the whole child as an inquirer, both within and beyond the classroom.
- The student/teacher ratio at ICS is intentionally smaller than many traditional public schools, with classroom assistants or push-in instructional models working in every grade level.
- All students at ICS study a second or even third language (English or French). Some students coming to ICS from other countries may already know more than two languages.

- Children who need extra help in reading, math, and English language skills receive assistance through our “New American Pathways” tutoring program.
- First-grade students identified by their classroom teachers as needing the additional help participate in small group instruction with a Literacy Specialist.
- ICS expects students to become independent learners and to feel responsibility for the life of their school community and for the success of all its members. The school fosters a sense of service to others both within and outside the school community.

**Educating the Whole Child**
ICS maintains a commitment to academic excellence, while also providing extracurricular offerings that enhance social development:

- We are committed to providing access to music, art, language, physical education and recess while insisting that students meet progress requirements in reading, language arts, social studies, mathematics and science.
- About one-fourth of the student body traditionally participates in ICS’s soccer program, making the ICS soccer program one of the largest public elementary soccer programs in the state. The program, supported by volunteers, brings students and families together in the form of a supportive network that breaks down cultural boundaries.
- Many students participate in after school tennis and running clubs sponsored by the United States Tennis Association and Atlanta Track Club, respectively. These offerings are also led by volunteers.

**Field Trips.** Students extend their learning in the classroom by visiting sites and participating in activities outside the school. Field trips are a part of the academic program at ICS, and must be related to the topics covered in the standards, and the PYP. Teachers, assisted by teaching assistants and room parents, organize visits to places of interest in the Atlanta area during the school day.

**Assessment of Student Learning.** Assessment is the gathering and analysis of evidence of student learning and performance. Good assessment addresses student knowledge, understanding, performance and attitudes. Assessment is integral to teaching and learning. Both students and teachers should be actively engaged in assessing the student's progress. Students, teachers, parents, administrators and board members should have a clear understanding of the reasons for assessment, what is being assessed, the criteria for success and the method by which the assessment is made.

Assessments should help to improve, rather than just document student performance. ICS expects the highest possible standards of performance from all of its students. Teachers have purposefully designed internal assessment to provide students with

authentic tasks, meaningful benchmarks and direct feedback that they can then use to further their learning.

The school also administers the standardized tests given at other DeKalb County Schools according to the County and State testing calendars. Some of these tests are:

| | |
|---|---|
| State | ● Georgia Milestones is administered in grades 3-5 in April/May<br>● ACCESS is administered to students in ESL (English as a Second Language) class in January/February<br>● GKIDS (The Georgia Kindergarten Inventory of Developing Skills) is a year-long, performance-based assessment aligned to the state mandated content standards for Kindergarten |
| District | ● NWEA MAP (Measures of Academic Progress) administered K-5, in the fall, winter and spring.<br>● CogAT (Cognitive Abilities Test) for students who may qualify for Gifted class and are administered in the fall. |
| School | ● Pioneer Valley Reading Assessment System will be administered at the beginning of the year to all students, K-5.<br>● The I-Ready Assessment is used as a universal screener to identify and deliver interventions<br>● Math unit assessments will be administered at the beginning and end of each unit.<br>● Teacher developed projects, writing assignments, teaccher developed quizzes and tests. |

**Working with a multi-talented student body**

Our purpose at ICS is to encourage, inspire, and guide students toward reaching their capacities for academic performance. The capacity of one student is different from the capacities of others. So we do everything we can to set our daily work and homework assignments to the needs of each child.

- Individual Educational Plan (IEP), Special Needs Identification and Early Intervention Program (EIP). According to State and County policies, the school develops a plan for students who do not meet minimum standards on tests given by DeKalb County Schools. Students who have been identified with “special needs” through the MTSS process and specific testing may qualify for an IEP which specifies what services they receive. ICS provides an “Early Intervention

Program" for students in kindergarten through Fifth Grade who are not performing at grade level in mathematics and/or language arts. The learning specialist either works with these students in the regular classroom setting or pulls them out for special sessions. The school determines the approach based on the needs of the children.

- Multi-Tiered Systems of Support (MTSS). The MTSS is an official DeKalb County Schools Committee composed of several members of the school staff and an assigned DeKalb County School System psychologist. The MTSS team meets with parents and teachers of children who require additional support to reach their full potential, and develops written protocols for those services at the school.

- Working with Advanced Students. According to our charter, ICS will address the needs of more advanced students, including those identified as "gifted" according to their results on standardized tests. These identified students participate in a class on a weekly basis to address their unique needs.

- Guidance Program. An important support to healing and community building is the school's guidance programs. The guidance counselor works with the faculty and coordinates programs for children to encourage social-emotional growth in students and assists staff in creating an environment in which all kids can succeed.

**Parent-Teacher Conferences**

Progress reports will be sent home during the 3rd week of October, and 3rd week of March. Report Cards will go home in the 2nd week of January and 5th week of May.

October: After parents receive the progress reports in October, they are asked to meet with grade-level teachers. They will schedule a time with the teacher, when they will discuss the progress the student has made in the first 9 weeks of school, areas of strength and of improvement. Depending on the child and the subject of the meeting, student participation in the conference can be a very positive experience both for the child and for the parents.

May: Before the school year ends, the parents schedule another conference with the teacher, but this time the student will lead the conference where he/she will show their work to the parents. The teacher would be present, but it is an opportunity for the student to share what they learned throughout the year, using a collection of yearly work kept in a portfolio.

6. Schedule of school activities

**Regular School Hours** are from 8:15 a.m. to 2:40

**Morning arrival.**
School doors will open at 7:45 am. Students will go directly to their homeroom classroom where they can eat breakfast and engage in independent work time.

7:45-8:15 - Carpool: Parents may drop off their child. There are adults outside to supervise the children coming into the building.

Students who come by bus will arrive at about 7:45 a.m.

Students are considered late after 8:15, and an adult must sign them in at the office. Students will walk to classrooms by themselves, and parents need to say goodbye to their children at the door of the office.

We keep careful records of attendance and lateness for two reasons: (1) In the interests of the children's safety and security, we must know which children are at school each day and where they are throughout the day. (2) We must report attendance records to school authorities.

**Afternoon Departure**. Students will not be released from the office between 1:30 and 2:30 pm. During these times, parents must wait for the carpool time, and follow such procedures.
Carpool begins at 2:50 p.m. We ask that all parents who pick up children stay in their cars and display the card indicating carpool numbers so that we can calmly and safely get the children to their cars within a very short period of time.
Parents will be charged a $10 Late Carpool fee if they pick up after 3:15pm. This will be done through the school's afterschool program.

There will be no early release days for the 2023-24 school year. There will be 3 days built into the schedule for inclement weather. Those days are October 6 and 9 and February 16.

**Daily Schedules** for all grade levels are comparable (This list is not in chronological order)

- Two periods of Literacy
- Two periods of Mathematics
- One period of Social Studies and/or Science
- One period of Intervention
- One period of art, music, physical education or library
- 25 minutes for lunch and a 25 minute recess with additional transition time built in wherever possible

7. Homework

ICS views homework as an extension or practice of work done in the classroom. Therefore, teachers give homework to reinforce what the student has practiced in class. Teachers give homework according to the abilities and progress of individual students. Homework should encourage a student to become more responsible and help her/him to make effective use of her/his time. We really do want to see what the children can actually do, so that we can adjust our teaching to their needs. Therefore, beyond some simple advice or a quick response to a child's question, parents should not assist their children with homework. If homework is taking an extensive period of time, or your child cannot complete the homework, simply sign the top of the homework and provide a quick note to the teacher so they can follow up and review with your student the next day.

Some grade levels give homework on a weekly basis and ask that students complete some of it each night of the week. Other grade levels give homework daily. Especially at the upper grades, some assignments are longer term.

ICS does not want homework to be a burden to either the children or their parents, and we realize that children should play at home and be in bed early every evening. Children should never stay up beyond a reasonable bedtime to finish their homework. Parents can always further student learning by extending topics in conversations, games, readings, visits to museums and other places of interest, etc.

8. Code of Conduct

The goals of the PYP Behavior & Discipline Policy at ICS are to create a safe and orderly environment that is conducive to learning for all students, and to develop in our students an awareness of how their personal actions affect others and the overall school community.

The relationship between rights and responsibilities is pivotal to behavior expectations of our students. In order for each of us to exercise our rights, it is necessary for us to uphold and honor our responsibilities to preserve these rights for everyone. The code of behavior applies to all in-school and school-related activities, including during field trips, the After-School Program and on the school bus.

ICS teachers and students work together to build classroom community agreements that are consistent and aligned with the IB Learner Profile. Each teacher has the professional discretion to establish and enforce his/her own classroom agreements, which are posted in the classroom, and is responsible for communicating the classroom agreements and consequences to the respective parents. Teachers, students, parents and administrators are

committed to working together to address disciplinary matters with the aim to help students develop strategies to self-regulate behavior and take responsibility for their chosen actions.

When misconduct happens, referrals are to be (can be) completed and submitted by Teachers, Teacher Assistants, Paraprofessionals, and Administrators. (Students receiving In School Suspension, will not be able to participate in extracurricular activities, field trips, assemblies, or special class/school events on the same days). Please see the ICS Code of Conduct for further details.

Every parent and student must acknowledge that they have understood the complete ICS Conduct Policy (available in a separate document, and from which this section of the handbook is extracted), including expectations, agreements, consequences and recognition/incentives.

Please refer to the ICS Code of Conduct for complete information. When the ICS Code of Conduct is silent about the consequences for misconduct, the DeKalb County Code of Conduct will be followed.

9. Attendance and Absences

**Student Attendance.** Regular attendance and punctuality are vital to students' academic success and to their integration into our school community. Please make certain that your child can be present in her/his classroom by no later than 8:15 every morning. The school is obliged to report absences and tardiness to the local school authorities. There are official sanctions for students who are too often absent or frequently late. Personal illness of the student or when attendance in school would endanger the health of the student or health of others. Upon the student's return to school appropriate medical documentation may be required within three days of the absence.

**Late.** When a student gets to school after 8:15, the parent or guardian must come into the office with the child to sign him/her in and a late slip will be issued for the student to take to his/her teacher. Students that are not escorted in will be held in the main office until the parent/guardian returns to sign them in for the day.

## Absences.

**ATTENDANCE PROTOCOL**

| Number of Absences | School Action Per Occurrence | Number of Tardies | School Action Per Occurrence |
|---|---|---|---|
| 1-2 | School notifies the parent/guardian of absences. Teacher makes contact. | 1-2 | Parent/guardian receives a warning. Teacher is responsible for contacting the parent/guardian. Teacher makes contact. |

| | | | |
|---|---|---|---|
| 3-5 | School notifies the parent/guardian of absences and refers the student to the counselor or assistant principal who will then meet with the student and/or parent/guardian for the purposes of discussing the reasons for absences and signing an attendance contract. | 3-6 | School notifies the parent/guardian of tardiness and refers the student to the counselor or assistant principal who will then meet with the student and/or parent/guardian for the purposes of discussing the reasons for tardiness and signing an attendance contract. |
| 6-7 | Letter sent to parent/guardian informing him/her of the student's absences and the administrative and legal consequences of continued absences from school. | 7-10 | Letter sent to parent/guardian informing him/her of the student's tardiness and the administrative and legal consequences of continued tardiness from school. |
| **8+** | Counselor will make a referral to the school social worker to conference with the parent/guardian and student for assessment and/or possible referral to Juvenile Court, Solicitor-General's Office, DFCS, or other agency. | 11+ | Counselor will make a referral to the school social worker to conference with the parent/guardian and student for assessment and/or possible referral to Juvenile Court, Solicitor-General's Office, DFCS, or other agency. |

*For Reasons of Illness*: In case of absence for more than two days because of illness, please provide a note on your child's return explaining the nature of the illness and giving the details of any medication needed or possible after effects. Both you and the doctor must complete a school form before the school can dispense medications of any kind. Ordinarily, children who are not well enough to take part in class and recesses should remain at home. If they are sick, children should not be at school. For children who are absent more than two days in a row, the school must have a note from the child's doctor.

*For One Day or More for Other Reasons*: Please refrain from taking students out of school for reasons other than illness or family emergency. When it is necessary to do so, please inform the Registrar or the front office in writing at least one week prior to the day(s) of absence. Parents send important messages to their children by the way they treat school attendance.

*Extended absences:* We recognize that our community may have the need to take an extended absence that will require their child to be away from school for an extended period of time and at times leave the country. When a parent becomes aware of a potential situation where their child will need to be absent for an extended period of time or leave the country and those absences will be during the school year, we request that parents contact the principal or assistant principal to discuss the circumstances. As a reminder, ICS is a charter school based on lottery slots and extended absences may create a situation where a student's enrollment is withdrawn.

*For Absences during Part of a Day*: The school prefers that parents schedule medical and dental appointments for children outside of school hours. However, if you must take your child out of school during the school day for any reason, e.g. medical appointments, family commitments, please provide a note to the office in advance. Please do not take children out of school for activities such as dance, music, etc. There may also be occasions when the school must send your child home (sickness for

example). In all cases, come to the school office and sign your child out. We will bring her/him to you in the office. We will not release a child to an unknown person without identification and prior permission from the parent or guardian.

**Inclement Weather and other Emergencies.** DeKalb County Schools' primary concern is the safety of all students and employees-those who ride buses, those who walk, and those who are driven or drive their own cars to school. When severe weather creates hazardous conditions in DeKalb County, regular school scheduling may be altered or suspended. ICS, as part of DCSD, follows these measures. Please follow us on Twitter, Instagram, Facebook, and subscribe to our newsletter to receive these updates. We will also use robocall when appropriate.

10. Meals

The children can eat lunch or breakfast that the school serves, or they can bring it from home.

**School Breakfast** will not be served after 7:45-8:15 am to ensure students are ready for instruction at 8:15am.

**School lunch** is catered by *SLA management*. A menu is available at the front office at the beginning of each month. All families must fill out the *Federal free or reduced meal application* online.

**Sending food from home**. The school serves healthy meals, so we ask families to send balanced meals including fruits, vegetables and protein. Please avoid sending sugary drinks, and an excess of chips and such snacks.

We are currently **NOT a nut-free school**, but when bringing food to share in the classroom, please avoid nuts. *For questions, contact Georgette Bell (georgette.bell@icsgeorgia.org), who oversees nutrition.*

11. Uniform and school materials

**School Uniform.** The uniform for the ICS is simple: navy blue or khaki pants/shorts, dresses/jumpers, and/or skirts/skorts. Shirts should be light blue or white polo-style shirts, knit shirts, or blouses. ICS Spirit shirts are also permitted. Students may wear casual clothing, including jeans, on Fridays.

They should wear comfortable shoes that they can play in (tennis shoes or sneakers, or other comfortable shoes, but not sandals or flip-flops), since they will not change their shoes for recess or PE. Parents can purchase these clothes at department stores such as Target, Sears, WalMart, etc. The clothes are also available at uniform stores.

Students must wear the uniform as it is described. Remember there are to be no logos on shirts. Students must also tuck in their shirts or blouses when they are in the building and not wear a hat in the building. Parents will be informed through the communication folder or phone call if a child is not in uniform. If a student is not in a proper uniform, they may be sent to the office where the nurse or counselor will assist the student. Spirit days are every Friday and jeans and casual attire is allowed on these days. Additional Spirit Days will be announced.

Young children are active, both in class and on the playground, and so the clothing provided should allow for ease of movement. “Flip flops," heels, open-toed sandals or shoes are not acceptable, because they are hazardous on the playground and stairways.

**Lost and Found.** The school keeps lost property for a certain period of time. Parents and students should check the designated area as soon as they notice that an article is missing. At the end of each month, clothes will be given away. Please help us to minimize loss by marking all items, including the uniform, with the student’s name.

**Educational Materials & Technology Use.** Each student needs a sturdy bag suitable for carrying school books and materials. Parents should purchase supplies from the list provided by each grade level. Generous volunteers sometimes provide enough supplies for families who cannot afford them. The school provides textbooks. We encourage talking to the homeroom teacher and offer to support students who cannot cover them.

All ICS students are expected to use technology appropriately. All personal electronic devices need to be kept off during the school day. When using ICS technology, the devices must be used for class assignments and learning only. ICS reserves the right to confiscate devices being used in an inappropriate manner per the code of conduct. Students should not use devices to record other students or adults in the building without express permission to do so.

Toys and/or games are not permitted at ICS unless students have expressly been given permission to do so by a teacher or staff member.

Students will have access to technology devices such as iPads and Chromebooks throughout the day that may be used for instruction or as a reward for a student’s intervention plan. AT NO TIME should a student be on unapproved or inappropriate websites. To assist students with appropriate technology use, a Digital Citizenship course will be conducted within the first 2 weeks of school. Digital Citizenship refers to the ability to think critically, behave safely and participate responsibly in our digital world. All students will be required to take a Digital Citizenship assessment and sign a student agreement explaining the do’s and don’ts of technology use at ICS.

Misuse of a technology device can lead to disciplinary action per the ICS and DeKalb County Code of Conduct which may include the following actions: conference with administrator and parents, limitation on technology access, reflection hall or suspension.

12. Safety and Health

The safety and health of each one of our students is of the utmost importance to us.

**Safety of Students.** ICS adheres to the DCSD rules and procedures regarding fire drills, tornado drills, lockdown, and evacuation drills. Please note that in the event of an actual tornado, lockdown, or evacuation that students will not be released until the school has been given the “all clear” notification.

**Release of students.** Every family is asked to provide the information of authorized people who can pick up the students. We ask that you keep that information updated, so we can ensure the safety of our students.

**Visitors.** Every person who enters the building must sign in/out at the front office, and receive a badge/sticker before moving to other parts of the building. Security checks will be performed.

**Security Camera Policy.** Security cameras have been installed in certain areas of the school for the enhancement of security for students, staff, and property. Cameras will be used in a professional, ethical, and legal manner in accordance with Georgia law. Access to camera surveillance will be restricted to Principal, Assistant Principal, and School Business Manager.

Security cameras will be reviewed in the event of any incident and/or accident that occurs on school grounds.

**Accidents at School.** Staff members report accidents on a form for that purpose, and call parents in case of a relatively serious accident. In serious cases, staff members call parents and emergency services.

**Student Health.** We encourage families to keep the children home if they appear to be sick, or they are not feeling well yet. Children may transmit the illness to others, and they can’t learn if they are feeling sick. In the case that this happens, the school will make every attempt to help the child feel comfortable, but will call the parents to pick up their child if they don’t feel better. They must be fever-free (less than 100.4$^{o}$F) and with no vomiting for 24 hours before returning to school.

Students in any school have a variety of physical and health challenges and ICS creates a specific health plan (federally recognized *504 Plan*) for each student with a

special health challenge. Please speak with the registrar if you have questions about this.

**Covid-19 Exposure:** If you have come in contact with persons exposed to Covid-19, we ask that you take necessary precautions. This includes keeping your child at home until symptoms disappear and a child tests negative for Covid-19. ICS will continue to defer to CDC guidelines regarding Covid-19 precautions and exposure. Please see our updated playbook for more information.

**Allergies.** Several of our students have allergies to specific substances. These need to be properly documented in the office.

**Healthy Food and Drink at ICS.** ICS encourages students to eat healthy food and drink, low in sugar, fat and processed materials. If you provide a snack for your child and/or other children, please make sure that it meets these criteria.

**Medications.** The office (not the teacher) is responsible for giving prescribed medication to a child, but only on receipt of a form giving her permission to do so (signed by both the doctor and the parent) and full instructions. Such forms are available in the school office. Parents should never give children medication to take in school without supervision. Medication should be provided to the school by an adult, not the student. Students should never have medication on their person. Medication should go to the front office and not the teacher. School staff may refuse to administer any medication that is received from a child and without the proper documentation.

**Infectious Diseases.** From time to time, the Health Care Coordinator will inform parents of an incident of infectious disease among the children of a certain grade level. This information is given so that parents will observe their child and take whatever precautions are necessary.

**Lice Policy.** The presence of nits (eggs) or even lice in children's hair is widespread throughout the world. The U.S. National Pediculosis Association writes, "Pediculosis represents one of the most common communicable childhood diseases and whether or not we understand how this has evolved, it is important to acknowledge head lice as a problem when raising or caring for children. We can begin to improve the current situation by assuring that the health programs of every school, camp and child care facility operate with an acceptable head lice management protocol."

1. An individual child's head will be checked if they complain of an itchy scalp or if an adult notices constant scratching.
2. If active head lice are found, sibling(s) will also be checked.
3. If active head lice or nits (eggs) are found on a student, their guardian will be confidentially
   notified.
   - In the event of active head lice, parents will be asked to pick up their child as soon as
     possible to begin treatment.

- In the event of nits, students are able to stay throughout the school day. However,
  parents will have the option to pick up their child at their convenience to begin treatment.

4. If active head lice or nits (eggs) are found on a student, the student should receive treatment
   before returning to school.
5. Upon returning to school, the student will be checked again.

Multiple Cases:

1. If active lice are found on a child 2 or more times within 60 days, evidence of medical treatment must be submitted for the child to return to school.
2. The student will be checked again one week after treatment is complete.

**Notes.** A brief, confidential note will be sent home to parents if nits or lice are detected on a classmate within their class.

**Ringworm.** Ringworm is also a highly contagious disease, and requires very specific treatments prescribed by a doctor. Students with ringworm will be sent home to be treated and cannot return until the treatment has been effected.

**Suspected Child Abuse.** The school will report suspicions of child abuse to the appropriate authorities: the DeKalb County Department of Family and Children Services, Protective Services Division or the DeKalb County Department of Public Safety. There are three kinds of abuse: physical, emotional and sexual. Abuse in any of these categories is an action that violates state law. Any suspected abuse must be reported to the school counselor who will inform proper authorities, if necessary. The school provides the required training to staff about Child Abuse.

14. School Events

**Parent involvement** and support is extremely important. All families are encouraged to attend regular and special events and meetings, where they can meet the parents of their child's friends, stay informed on the operation and day-to-day of the school, and volunteer to strengthen our school with their gifts. We are all part of this community, and we all make a difference. There are several activities throughout the year. Follow the school's website and communications sent home, to stay informed.

For the safety of all ICS students, non-essential personnel will not be permitted into the building. Visits to classrooms are not permitted. Any meetings with teachers or administration need to be planned ahead of time. Parents are invited to attend events where they are the target audience, but should not be involved in student activities.

A suggested number of **volunteer hours** per family are 20 per year. Aside from class and school events, there are monthly meetings, as well as opportunities to volunteer during school

hours include chaperoning during field trips, attending presentations and activities planned in the classrooms and assisting during the food co-op. Opportunities during after school include coaching/ assisting with athletic activities and other clubs.

A very special day at our school is **United Nations Day**, set to be celebrated on Friday, October 27, 2023. Children dress in native dress or colors of national flags of the country where the family is from (this is preferred), or the one they choose to represent. Children parade by national groups, holding signs indicating each country. They then sing in different languages, and other performances take place. A potluck follows, as another sign of ICS families sharing their heritage with one another. This day includes almost a full (school) day of activities, to which the whole community is encouraged to participate. There is no after school on that day. Save the date, and plan to attend.

15. Communications

Teachers use different methods to stay in touch with families on a daily or weekly basis. Your child's teacher will inform you of the best way to stay connected to class news. Additionally:

"**Friday Folders"** are sent home each week and are used by teachers and administration. These contain announcements, forms and news from teachers and administration.

Parents can expect a **grade-level update** each week via ClassDojo which includes current standards being taught, upcoming projects, field trips, special events, volunteer opportunities and a wish list.

**School-wide blasts** are sent every Friday with information important to the entire school. Families are highly encouraged to subscribe to this electronic version of a newsletter. You may do so by entering your email at the bottom of our website www.icsgeorgia.org under "Our Newsletter." It is advised for families to receive the electronic version as it can be translated on your device, helps reduce printing costs, and it can be accessed at the parent's convenience.

A **calling system** is also used for phone calls and text messages for immediate news and reminders. It is important the school has your current phone numbers. Text messages are only received when families reply "Y" (Yes) to a confirmation text. In order to receive text message alerts from ICS please text the letter "Y" to 67587

The **school's website** contains a calendar, forms, news, and much more. https://icsgeorgia.org

Follow the school's **official Facebook** page can be found at *ICSGeorgia*. There also are Facebook groups for families and alumni, but these are not monitored or moderated by the school.

Follow the school's **Twitter** account *@ICSgeorgia*

Follow the school's **Instagram** page *icsgeorgia*

ICS has a YouTube Channel with a collection of videos. You can find it at: ICS Georgia.

At ICS, we realize that **face-to-face communications** in an international school are very important, but also complicated because of language and culture differences. To make communication easier for everyone, we suggest the following:

- If you are a native speaker of English, be patient and understanding of those at our school who are not, both staff members and other parents. Listen to them carefully, and – with kindness – ask them to repeat a word or spell a word that you do not understand.
- When you have questions about anything in the classroom, please see the teacher. You can write a note, or communicate in another way communicated by the teacher. Teachers appreciate hearing directly from parents. However, you should not go to the classroom just before or just after classes or during the school day. During these times teachers are very busy with all of the children.
- If you have questions beyond what a teacher can answer, please contact the Assistant Principal, Diamond Jefferies (diamond.jefferies@icsgeorgia.org).

**Who to Contact for Help.** As the community that we are, we help each other. Feel free to reach out to any parent or staff member if you need assistance. In the same way, if you are not new to our school, please extend a "hello" and a helpful hand to anyone, especially those who seem to need it most.

At the end of this handbook, you will find a list of the most common reasons why you might need assistance, and how to contact the person who can help you the most.

## 16. Supporting the school

**Volunteer.** Parent involvement and support is extremely important. Parents are expected to participate in building community by volunteering time and/or other resources to ICS and its families according to the needs of ICS and other families and their own capacity to contribute.

All families are encouraged to attend regular and special events and meetings, where they can meet the parents of their child's friends, stay informed on the operation and day-to-day of the school, and volunteer to strengthen our school with their gifts. We are all part of this community, and we all make a difference. There are many opportunities throughout the year. Follow the school's different channels of communication to stay informed.

A suggested number of **volunteer hours** per family are 20 per year. Aside from class and school events, there are monthly meetings, as well as opportunities to volunteer during school hours. These include chaperoning during field trips, attending presentations and activities planned in the classrooms and assisting during the food co-op. Opportunities after school include coaching/ assisting with athletic activities and other clubs, and with special events.

**Giving:** You have chosen ICS for your child because you know how important and unique our learning community is. As a charter school, we have to raise the money that is not covered by county or federal funds. Families can contribute in different ways and amounts, which will be communicated throughout the year. To make a donation, you can securely do so any time on the "Donate" button on the school's website.

**Passive fundraising:** ICS participates in several passive fundraising initiatives. This is an easy way to earn money for our school. Please share these with your families and friends.

- Designate ICS as your Community Reward partner at www.kroger.com or at any store, and ICS will receive funds for every purchase you make with your *Kroger Plus Card.*
- Clip Box Tops from your grocery items and bring them to the ICS front office. Each Box Top is worth 10¢. Check out www.boxtops4education.com for online earning opportunities, product coupons, etc.
- When ordering through Amazon.com, you can go instead through Amazon Smile, and earn money for ICS. Update Your Charity to International Community School, Decatur, GA. For every purchase made through Amazon Smile, a donation is made by Amazon.

18. Appendices

WHO CAN HELP - ICS Staff

| TITLE | NAME | CONTACT INFORMATION | HOW WE CAN HELP |
|---|---|---|---|
| Executive Director | Fran Carroll | fran.carroll@icsgeorgia.org | Fundraising, school governance, Board of Directors, Financing, Charter Compliance |
| Principal | Diamond Jefferies | diamond.jefferies@icsgeorgia.org | School compliance, Improvement Plan, Escalated Concerns, Board of Directors, Special Education, Gifted, Charter Compliance, Scheduling |

| | | | |
|---|---|---|---|
| Assistant Principal | DIone Smith | dione.smith@icsgeorgia.org | Parent Concerns, Retention, Testing, Grading, School culture/climate |
| IB Coordinator | Alex Bermudez | alexsandra.bermudez@icsgeorgia.org | IB Coordinator, curriculum concerns |
| Director of Community and Culture | Charlotte Flores | charlotte.flores@icsgeorgia.org | Response to Intervention Tier 2 and 3 Behavior, Counseling, 504 Plans, tardies/absences |
| Family Engagement Coordinator | Htwe Htwe | htwe.htwe@icsgeorgia.org | Community liaison, Family Workshops, Multilingual Programming, Community Resource Center, uniforms |
| Front Office Coordinator | Chinar Hassan | chinar.hassan@icsgeorgia.org | General questions, transportation, arrival/dismissal, early check-out |
| Registrar | LaPorcha Marbury | laporcha.marbury@icsgeorgia.org | Admissions, absences, grade reporting, records, lottery |
| MTSS Chair | Sharonda Frazier | sharonda.frazier@icsgeorgia.org | Response to Intervention for Tier 2 and 3 Math and Reading |

For a complete list of names and contact information of the instructional staff, please refer to the ICS website at: https://icsgeorgia.org/staff-directory/

INTERNATIONAL COMMUNITY SCHOOL

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

# Staff Guidelines for Resolving Grievances

1. The proceedings shall be kept as informal as may be appropriate at any level of the procedure. All parties shall cooperate and act in good faith to resolve grievances.
2. Proceedings shall be kept confidential.
3. Grievances shall not be discussed except as provided in each step of the grievance procedure. Because any grievance may reach Level Three as reflected hereafter, members of the Board of Directors must maintain impartiality. For this reason, communication concerning the grievance between Board members and the aggrieved person or parties of interest is strongly discouraged.
4. Nothing herein contained will be construed to limit the right of the aggrieved person to appeal the matter to a higher level as outlined in the grievance procedure.
5. Failure at any step of this procedure to appeal the grievance to the next step within the specified time limits shall be deemed to be acceptance of the decision rendered.
6. A grievance claim at Level Two and Three shall be presented within thirty (30) calendar days of the alleged act or condition on which the grievance is based.
7. If a grievance is in response to a negative performance evaluation, a timely written objection may be attached to the evaluation and kept in the employee's personnel file.

***Level One Resolution***

The aggrieved person shall attempt to discuss the grievance with the person against whom the claim is made and attempt to resolve the claim as soon as practical.

***Level Two Resolution***

If the aggrieved person is not satisfied with the disposition of the grievance at Level One, s/he will make a good faith effort to resolve the conflict by discussing the issues with the Administrator that has responsibility for that area. If the issue cannot be resolved with the administrator for that area it should be brought to the Principal for subsequent attempted resolution before proceeding to level three.

The good faith effort will consist of problem identification, possible solutions, selection of resolution/solution, process for implementation of resolution, and a follow-up meeting to assure that resolution has taken place.

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The Administrator will take action as necessary to attempt to resolve the grievance, document the process, and make note in personnel files as appropriate.

The aggrieved person will have thirty (30) calendar days after the Administrator's action to appeal the resolution of the grievance negotiated in Level Two, to Level Three of this procedure.

In the event the complaint involves the Principal, the aggrieved person may request a hearing before the Board of Directors, in executive session, by making a request to the Board secretary as outlined in Section I, numbers 1-6 of this policy, and following the steps outlined in Level Three of this policy.

***Level Three Resolution***

In the event the complaint is not resolved at Level Two, the aggrieved person may submit the grievance in writing to the Board's secretary (see Section I, numbers 1-6) and request a hearing before the Board of Directors.

The Board secretary will be responsible for notifying all of the parties in interest of the need for a hearing and with obtaining whatever due diligence and legal counsel may be necessary for the Board to be properly educated as to the legal issues of the case. The Board secretary will be recused from participating with the board in deliberations/decision making in the case due to his or her necessary contact with the parties in interest prior to the hearing.

The Board of Directors shall review the grievance in executive session at the next regularly scheduled Board meeting provided the aggrieved person has given forty-eight (48) hours' notice of the need for such a hearing, or in a special Board meeting within thirty (30) calendar days after the hearing request is received, whichever meeting constitute the shorter time period.

The Board of Directors will act upon the grievance within thirty (30) calendar days of the initial hearing and provide a written decision to the aggrieved person within ten (10) calendar days of Board action.

The Board's decision shall be final and binding.

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

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

# International Community School

## Charter Renewal Exhibit
## 15

## Employee Policies and Procedures

# International Community School Employee Handbook

## Book of Policies and Procedures 2023-2024

## EMPLOYEE ACKNOWLEDGEMENT FORM

The International Community School Employee Handbook (the “Employee Handbook”) describes important information about the International Community School (“ICS”), and I understand that I should consult with the Executive Director regarding any questions not answered in the handbook.

I have entered into my employment relationship with ICS voluntarily and acknowledge that there is no specified length of employment. Accordingly, either I or ICS can terminate the relationship at will, with or without cause, at any time, so long as there is no violation of applicable federal or state law.

Since the information, policies, and benefits described here are necessarily subject to change, I acknowledge that revisions to the Employee Handbook may occur, and that revised information may supersede, modify, or eliminate existing policies. The exception is ICS's policy of employment-at-will, which can only be revised in writing by the Board of Directors (“the Board”).

Furthermore, I acknowledge that this Employee Handbook is neither a contract of employment nor a legal document. I have received the Employee Handbook, and I understand that it is my responsibility to read and comply with the policies contained in it and any revisions thereto.

EMPLOYEE'S NAME (printed): _____

EMPLOYEE'S SIGNATURE: _____

DATE: _____

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## BACKGROUND AND HISTORY

*ICS Mission*

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

*ICS Vision*

**The International Community School seeks staff and families who are committed to our vision of creating a caring and supportive community of students, staff and parents, learning from each other and celebrating diversity among us.**

*ICS Statement of Understanding*

- We understand that each member of our community (student, staff, family) is unique and essential to our life together.
- We believe that everyone is inherently able to learn and it is our collective responsibility to nurture the unique genius of every person.
- We believe in educating the whole child – their physical, intellectual, social, emotional, cultural and creative selves. Teaching in a culturally responsive lens, we view socio-emotional development as important as promoting academic excellence.
- We encourage expression through maintaining home languages, fostering fluency in Standard English and offering opportunities to learn other languages.
- We welcome and engage with people of various identity differences including, but not limited to, race, ethnicity, socio-economic status, sexual orientation, gender identity, ability, faith and political affiliation.
- We are preparing children to be global citizens who take action and work toward social justice in their communities.
- As a beloved community, we approach complex issues with strong communication, collaboration, perspective, respect and active listening.
- I contribute to a legacy and my voice and my actions matter.

*ICS Values*

- **Academic Excellence**

  Students follow the Georgia Performance Standards (GPS) within the framework of the International Baccalaureate Primary Years Programme (IBPYP). A challenging international program, the IBPYP enables students to employ an investigative, inquiry-based approach to learning. ICS was fully authorized to implement the IBPYP in February of 2008. English, mathematics, science, social studies, physical education, the arts, and other languages are taught in this integrated framework, emphasizing cross-disciplinary thinking, problem-solving and personal wellness.

- **Community in Diversity**

  ICS seeks a diverse student body and staff in terms of national, ethnic, religious, and socio-economic backgrounds. The school helps students to learn about the beliefs and traditions of others and encourages a respectful environment and global perspective.

- **Service-Oriented Education**

  ICS expects students to become independent learners and to feel responsibility for the life of their school community and for the success of all its members. The school fosters a sense of service to others both within and outside the school community.

- **Family and Community Partnerships**

  ICS partners with parents and community organizations in order to provide families with the educational, social and spiritual services needed to thrive in a multicultural society.

*ICS Profile*

- **Students**
  Over the years, ICS has served students representing over 50 countries and over 20 different language groups. Approximately half are refugee/immigrant children, and half are native born.
- **Staff**
  ICS has a diverse group of teachers recruited from area public and private schools and from abroad. Many are multilingual or have experience teaching English for Speakers of Other Languages (ESOL). They are supported by an international group of teaching assistants, a counselor, and office staff.
- **Facilities and Location**

  ICS has one campus at 2418 Wood Trail Lane, Decatur GA 30033.

## The History of ICS

In the fall of 1998, the dream of starting a school that brought together child survivors of war with students from our local community in Atlanta was born. A group of committed educators and community activists, dedicated to the dream of Dr. Martin Luther King's 'beloved community,'

volunteered to attend weekly meetings to hash out how to create a unique educational environment for children from all around the world.

The challenges were great: how to create a school rich in cultural and socio-economic diversity? How to educate unschooled and under-schooled child survivors of war? How to ensure that all students excelled, not only in passing standardized tests, but in learning about one another, developing their unique identities and learning to think critically about the world?

To answer these questions, the founders, including Bill Moon, Patty Caraher, and Barbara Thompson, were sure of a few simple things: first, the founding of the school required a community organizing effort of immense scope. Second, the school would be dedicated to innovative education. Finally, the school would be based on four key enduring values: academic excellence, community-in-diversity, service-oriented education, and family and community partnerships.

The school, in short, would be a place where children of all cultures would come together with a commitment to compassion and to the hard work necessary to achieve justice and peace. Out of the ashes of worldwide conflict, the International Community School (ICS) sought to grow a bright future for a new generation of Americans.

## 101 Nature of Employment

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/2/2011, 7/15/2015, 08/31/2023

This handbook is intended to provide employees with a general understanding of our personnel policies. Employees are encouraged to familiarize themselves with the contents of this Employee Handbook, for it will answer many common questions concerning employment with ICS.

However, this Employee Handbook cannot anticipate every situation or answer every question about employment. It is not an employment contract and is not intended to create contractual obligations of any kind. Neither the employee nor ICS is bound to continue the employment relationship if either chooses, at its will, to end the relationship at any time.

In order to retain necessary flexibility in the administration of policies and procedures, ICS reserves the rights to change, revise, or eliminate any of the policies and/or benefits described in this Employee Handbook, except for its policy of employment-at-will.

Exempt vs Non-Exempt Classification

Exempt vs Non-Exempt are worker classifications that determine whether you must pay an employee overtime pay. This designation is based on the job duties. According to the Fair Labor Standards Act (FLSA), the exempt vs non-exempt status pertains primarily to the work an employee does, rather than to the employee's job title. Exempt means the employee is "exempt" from receiving overtime pay. An employee in a job with "exempt" status isn't required to be paid overtime pay. Non-exempt means the employee will receive overtime pay as required by federal and state law.

OVERTIME

No employee shall work overtime unless the time has been pre-approved by their direct supervisor or designee. Any employee who works overtime without such pre-approval may receive disciplinary actions up to and including a recommendation for termination.

## 102 Employee Relations

Effective Date: 8/1/2009
Revision Date:
7/31/2009, 08/31/2023

Our experience has shown that when employees deal openly and directly with supervisors, the work environment can be excellent, communications can be clear, and attitudes can be positive. We believe that ICS amply demonstrates its commitment to employees by responding effectively to employee concerns. We therefore encourage employees who have any concerns about their work environment to voice those concerns directly to their supervisors, so that an interactive and proactive conversation may take place.

## 103 Equal Employment Opportunity

Effective Date: 8/3/2008
Revision Date: 7/31/2009, 1/24/2011, 7/15/2015, 08/31/2023

In order to provide equal employment and advancement opportunities to all individuals, employment decisions at ICS will be based on merit, qualifications, and abilities. ICS does not discriminate in employment opportunities or practices on the basis of race, color, religion, sex, national origin, age, sexual orientation, disability or any other characteristic protected by law. ICS will make reasonable accommodations to allow qualified individuals with known disabilities to perform the essential functions of their jobs, unless providing the accommodation would pose an undue hardship on ICS or a direct threat to the health and safety of the individual or others in the workplace. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training. Employees with questions or concerns about any type of discrimination in the workplace are encouraged to bring these issues to the attention of the Executive Director, Principal, or members of the elected Leadership Team. Anyone found to be engaging in any type of illegal discrimination will be subject to disciplinary action, up to and including termination of employment.

Employees can raise concerns and make reports without fear of reprisal (please see Policy 718 pertaining to Problem Resolution). Retaliation against any employee making a good faith report concerning discrimination or harassment is prohibited. Good faith does not mean that the individual making the report must be correct in their conclusion; it does mean that the individual must believe that the information provided is truthful.

## 104 Ethics and Conduct

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/2/2011, 7/15/2015, 08/31/2023

The successful operation and reputation of ICS are built upon the principles of fair dealing and ethical conduct. Our reputation for integrity and excellence requires careful observance of the spirit and letter of all applicable laws and regulations, as well as a scrupulous regard for the highest standards of conduct and personal integrity.

The continued success of ICS is dependent upon our community members' trust and we are dedicated to preserving that trust. All staff and community members owe a duty to ICS and others to act in a way that merits the continued trust and confidence of the public. Students and parents are our school's most valuable assets. Every staff member represents ICS to the community and the general public. The way we do our jobs presents an image of our entire school. Students and parents judge all of us by how they are treated with each staff contact. Nothing is more important than being courteous, friendly, helpful, and prompt in the attention you give to the members of the community.

Personal contact with the public, manners on the telephone, and the communications we send to members of the community are a reflection not only of ourselves, but also of the professionalism of ICS. Positive community relations not only enhance the public's perception or image of ICS, but also pay off in greater community loyalty.

ICS will comply with all applicable laws and regulations and expects its directors, administrators, and staff to conduct school business in accordance with the letter, spirit, and intent of all relevant laws and to refrain from any illegal, dishonest, or unethical conduct.

In general, the use of good judgment, based on high ethical principles, will guide you with respect to lines of acceptable conduct. If a situation arises in which it is difficult to determine the proper course of action, the matter should be discussed openly with your immediate supervisor and, if necessary, with the Principal or Assistant Principal.

Compliance with this policy of business ethics and conduct is the responsibility of every ICS employee. Disregarding or failing to comply with this standard of ethics and conduct could lead to disciplinary action, up to and including possible termination of employment.

## 105 Personal Relationships in the Workplace

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 7/15/2015

The employment of relatives or individuals involved in a dating relationship in the same area of an organization may cause serious conflicts and problems with favoritism and employee morale. In addition to claims of partiality in treatment at work, personal conflicts from outside the work environment can be carried over into day-to-day working relationships.

For purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage. A dating relationship is defined as a relationship that may be reasonably expected to lead to the formation of a consensual "romantic" or sexual relationship. This policy applies to all employees without regard to the gender or sexual orientation of the individuals involved.

Relatives of current employees may not occupy a position that will be working directly for or supervising their relative. Individuals involved in a dating relationship with a current employee may also not occupy a position that will be working directly for or supervising the employee with whom they are involved in a dating relationship. ICS also reserves the right to take prompt action if an actual or potential conflict of interest arises involving relatives or individuals involved in a dating relationship who occupy positions at any level (higher or lower) in the same line of authority that may affect the review of employment decisions.

In other cases where a conflict or the potential for conflict arises because of the relationship between employees, even if there is no line of authority or reporting involved, the employees may be separated by reassignment or terminated from employment. Employees in a close personal relationship should refrain from public workplace displays of affection or excessive personal conversation.

## 107 Immigration Law Compliance

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/24/2011, 08/31/2023

ICS is committed to employing only United States citizens and aliens who are authorized to work in the United States and does not unlawfully discriminate on the basis of citizenship or national origin.

In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility within three days of the employee's hire date. Former employees who are rehired must also complete the form if they have not completed an I-9 with ICS within the past three years, or if their previous I-9 is no longer retained or valid.

All employment authorizations that expire will be verified on or before the expiration date. If an employee cannot provide ICS with proof of current employment authorization at that time, ICS cannot continue to employ them. (If an employee is authorized to work for ICS pursuant to an H-1B or L-1 visa and has applied for an extension of stay, they may continue to work for ICS for up to 240 days after the expiration of the authorized period of stay.)

Employees with questions or seeking more information on immigration law issues are encouraged to contact the HR Manager. Employees may raise questions or complaints about immigration law compliance without fear of reprisal.

## 108 Conflicts of Interest

Effective Date: 8/1/2009
Revision Date:
7/31/2009

Employees have an obligation to conduct business within guidelines that prohibit actual or potential conflicts of interest. This policy establishes only the framework within which ICS wishes the school to operate. The purpose of these guidelines is to provide general direction so that employees can seek further clarification on issues related to the subject of acceptable standards of operation. Contact the Principal for more information or questions about conflicts of interest.

An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of ICS's business dealings and fund raising activities. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with outside firms. However, if employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that they disclose to a senior administrator as soon as possible the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties.

Personal gain may result not only in cases where an employee or relative has a significant ownership in a firm with which ICS does business, but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving ICS.

## 109 Outside Employment

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/2/2011, 08/31/2023

Employees may hold outside jobs as long as they meet the performance standards of their jobs with ICS and it is approved in writing by the Executive Director. All employees will be judged by the same performance standards and will be subject to ICS's scheduling demands, regardless of any existing outside work requirements.

If ICS determines that an employee's outside work is interfering with their performance or ability to meet ICS’s requirements as they are modified from time to time, the employee may be asked to terminate their outside employment in order to remain with ICS.

Outside employment that constitutes a conflict of interest is prohibited. Employees may not receive any income or material gain from individuals outside ICS for materials produced or services rendered while performing their jobs with ICS.

## 112 Confidentiality & Non-Disclosure

Effective Date: 8/1/2009
Revision Date:
7/31/2009, 08/31/2023

The protection of confidential information is vital to the interests and the success of ICS. Such confidential information includes, but is not limited to, the following examples:

- computer processes
- community member lists
- financial information
- student/family information
- donor list
- grades
- test results

Employees of ICS may be exposed, from time to time, to confidential information or trade secrets of ICS due to the nature of their job duties. Such employees may be required to sign a non-disclosure agreement as a condition of employment. Employees who improperly use or disclose trade secrets or confidential information will be subject to disciplinary action, up to and including termination of employment and legal action, even if they do not actually benefit from the disclosed information.

## 114 Disability Accommodation

Effective Date: 8/1/2009
Revision Date:
7/31/2009

ICS is committed to complying fully with the Americans with Disabilities Act (“ADA”) and ensuring equal opportunity in employment for qualified persons with disabilities. All employment practices and activities are conducted on a non-discriminatory basis.

Hiring procedures have been designed to allow persons with disabilities meaningful employment opportunities. Upon request, job applications are available in alternative, accessible formats, as is assistance in completing the application. Pre-employment inquiries are made only regarding an applicant's ability to perform the duties of the position.

Reasonable accommodation is available to any disabled employee or applicant for employment whose disability affects the performance of their essential job functions. All employment decisions are based on the merits of the situation in accordance with defined criteria, not the disability of the individual.

Qualified individuals with disabilities are entitled to equal pay and other forms of compensation (or changes in compensation) as well as in job assignments, classifications, organizational structures, position descriptions, lines of progression, and seniority lists. Leave of all types will be available to all employees on an equal basis.

ICS is also committed to not discriminating against any qualified employee or applicant because the employee or applicant is related to or associated with a person with a disability. ICS will follow any state or local law that provides individuals with disabilities greater protection than the ADA.

This policy is neither exhaustive nor exclusive. ICS is committed to taking all other actions necessary to ensure equal employment opportunity for persons with disabilities in accordance with the ADA and all other applicable federal, state, and local laws.

## 202 Access to Personnel Files

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 7/15/2015

ICS maintains a personnel file on each employee. The personnel file includes such information as the employee's job application, resume, records of training, documentation of performance appraisals and salary increases, and other employment records.

Personnel files are the property of ICS, and access to the information they contain is restricted. Generally, only supervisors and management personnel of ICS who have a legitimate reason to review information in a file are allowed to do so.

Employees who wish to review their own files should contact the HR Manager. With reasonable advance notice, employees may review their own personnel files kept in the main office and in the presence of a senior administrator.

## 203 Employment Reference Checks

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 7/15/2015, 7/10/2017

To ensure that individuals who join ICS are well qualified and have a strong potential to be productive and successful, it is the policy of ICS to check the employment references of all applicants.

The HR Manager will respond to inquiries regarding employment verification, dates of employment, wage rates, and positions held. The Principal will respond to all reference checks or inquiries from other employers.

A senior administrator may provide a letter of reference incorporating additional information if requested by an employee or former employee.

## 204 Personnel Data Changes

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 7/15/2015

It is the responsibility of each employee to promptly notify ICS of any changes in personnel data. Personal mailing addresses, telephone numbers, number and names of dependents, individuals to be contacted in the event of an emergency, educational accomplishments, and other such status reports should be accurate and current at all times.

If your personnel data has changed, please make the changes in Paycom and notify the HR Manager.

## 208 Employment Applications

Effective Date: 8/1/2009
Revision Date:
7/31/2009

ICS relies upon the accuracy of information contained in the employment application, as well as the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in the exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

## 209 Performance Evaluations

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 7/10/2017, 08/31/2023

Supervisors and employees are strongly encouraged to discuss job performance and personal and/or professional goals on an ongoing, day-to-day basis. Additional formal performance evaluations are conducted to provide both supervisors and employees the opportunity to discuss job tasks, identify and correct developmental needs, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

The performance of all employees is generally evaluated formally once annually during the academic year. Teachers are evaluated using the Teacher Keys Effectiveness System (“TKES”). All assistant principals and principals will be evaluated using the Leader Keys Effectiveness System (“LKES”).

The priorities for professional development remain: academic programs, training in the International Baccalaureate Primary Years Programme (“IBPYP”), and community development (e.g., work in conflict development, cultural understanding, etc.).

The evaluation and feedback procedure includes:

- An initial self -valuation based on the staff member’s job description and specific evaluation instrument (for teachers)
- Goal setting by the staff member, assisted by a colleague and the Principal or Assistant Principal.
- Informal visits may take place at any time during the year for the purpose of assessing

student progress and teacher classroom skills.
- Visits to classes by the Executive Director, Principal, Assistant Principal and other colleagues. These visits may be unannounced and may cover an entire period. If a teacher or assistant wants an administrator to observe a specific lesson, they should so indicate.
- Teachers who are on the full plan will have four 10-minute observations along with two 30 minute observations. Teachers who are on the flexible plan will have two 30 minutes observations.

## 210 Job Descriptions

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/2/2011, 08/31/2023

ICS makes every effort to create and maintain accurate job descriptions for all positions within the school. Each description includes a job information section, a job summary section, an essential duties and responsibilities section, a supervisory responsibilities section, a qualifications section (including education and/or experience and any certification required), a physical demands section, and a work environment section.

ICS maintains job descriptions to aid in orienting new employees to their jobs, identifying the requirements of each position, establishing hiring criteria, setting standards for employee performance evaluations, and establishing a basis for making reasonable accommodations for individuals with disabilities.

The Principal prepares job descriptions in collaboration with other senior administrators when new positions are created. Existing job descriptions are evaluated periodically to reflect any changes in the position's duties and responsibilities. All employees will be expected to help ensure that their job descriptions are accurate and current, reflecting the work being done.

Employees should remember that job descriptions do not necessarily cover every task or duty that might be assigned, and that additional responsibilities may be assigned as necessary in ICS’s sole discretion. Please contact the ICS Principal with questions or concerns about a specific job description.

## 214 Salary Administration

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 7/15/2015, 3/27/19

ICS pays salary on a twelve-month basis beginning in July or August, depending on the contract year. The school currently pays employees by direct deposit on a bi-weekly basis, but reserves the right to change this. Employees must complete all Federal, State and other forms, and choose among the benefits offered before payments can be made. Employees of ICS are responsible for completing all necessary forms to ensure payment of salary and administration of benefits. All new employees must see the HR Manager before the beginning of the school year.
Returning employees must see the HR Manager if there are any changes in personal information (address, phone number, email address, etc.), W2 or benefits information, etc.

ICS implements a teacher and teacher assistant salary. Each year, these scales will be evaluated and amended as permitted by the school's financial situation.

Salary administration is contingent upon the employee securing and continuing to build a valid in-field certificate issued by the Georgia Professional Standards Commission, and shall be considered void if this condition is not satisfied. Salary adjustments will be made to conform to the certificate level approved by the GPSC. If the employee is unable to be certified properly, within a reasonable time agreed upon by employee and Principal, then the rate of pay may be adjusted to reflect non-certified status.

## 215 Privacy of Medical Information

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/2/2011, 7/15/2015

This policy describes how health information about employees may be used and disclosed by ICS and how employees can obtain access to this information.

ICS is committed to maintaining and protecting the confidentiality of its employees' personal information in compliance with federal, state and local laws. The HR Manager is the designated Privacy Officer for all employee medical information.

## 216 Privacy of Social Security Numbers

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/2/2011, 7/15/2015

To protect employees' personal information, ICS prohibits the use of employees' Social Security numbers for identification purposes, except as allowed by law, and may use Social Security numbers for internal verification or administrative purposes.

Employees who have questions about this policy or who feel that their Social Security number has been used inappropriately by ICS should contact the HR Manager.

## 217 Development and Fundraising

Effective Date: 7/19/2019
Revision Date: 08/31/2023

ICS is a mission based non-profit educational organization. We serve a unique student population, and in order to serve our community in a holistic way, we run a variety of special programs and offer additional services to our community. The funds received from DeKalb County do not cover all our funding needs so we must fundraise for the rest. We fundraise through individuals, foundations and corporations. As an ICS community member we ask that you be very aware of our fundraising practices and support our efforts. Some Foundations will only grant awards to organizations that can prove 100% financial support from all community stakeholders which includes parents, board members, staff and faculty. We ask that all staff and faculty donate to our annual fund at least once a year. Pledge cards will be given out at staff orientation. Please turn one in at your earliest convenience or donate online at https://icsgeorgia.org/donate.

## 301 Employee Benefits

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/2/2011, 7/15/2015, 08/31/2023

Eligible employees at ICS are provided a wide range of benefits. Per Georgia law, full-time employees of public charter schools are required to participate in the Teachers Retirement System (TRS). Temporary, less than half-time, and certain non-covered positions are not eligible for TRS membership. More information can be found on the TRS website: trsga.com

Benefits eligibility is dependent upon a variety of factors. The HR Manager can identify the programs for which you are eligible. Details of many of these programs can be found elsewhere in the Employee Handbook.

The following benefit programs are available to eligible employees:

- Personal/Sick leave (see Policy 307)
- Jury duty leave (see Policy 311)
- Major medical, dental, and vision care health insurance (see Policy 316)

- Life insurance (see Policy 317)
- Short-term disability (see Policy 318)
- Long-term Disability (see Policy 319)
- Family Leave (see Policy 380)
- Pension plan (see Policy 410)

Some benefit programs require contributions from the employee, but most are fully paid by ICS. Any question about the benefits program should be directed to the HR Manager. Benefits offerings may be changed at any time, and when any conflict between the benefit plan documents and this Employee Benefits Policy conflict, the benefit plan documents control.

## 305 Holidays

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 3/27/19, 08/31/2023

ICS will grant holiday time off to all employees on the holidays listed below:

- New Year's Day
- Martin Luther King, Jr. Day
- Presidents' Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Indigenous Peoples' Day
- Thanksgiving
- Day after Thanksgiving
- Christmas Eve
- Christmas
- New Year's Eve

ICS will grant paid holiday time off to all eligible employees immediately upon assignment to an eligible employment classification. Holiday pay for non-exempt employees will be calculated based on the employee's straight-time pay rate (as of the date of the holiday) times the number of hours the employee would otherwise have worked on that day.

If a recognized holiday falls during an eligible employee's paid absence (such as vacation or sick leave), holiday pay will be provided instead of the paid time off benefit that would otherwise have applied.

If eligible nonexempt employees work on a recognized holiday, they will receive holiday pay plus wages at their straight-time rate for the hours worked on the holiday.

Where applicable, paid time off for holidays will be counted as hours worked for the purposes of determining whether overtime pay is owed.

## 306 Workers' Compensation Insurance

Effective Date: 8/1/2009
Revision Date:
7/31/2009, 08/31/2023

ICS provides a comprehensive workers' compensation insurance program, covering injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment. Subject to applicable legal requirements, workers' compensation insurance provides benefits after a short waiting period or, if the employee is hospitalized, immediately.

Employees who sustain work-related injuries or illnesses should inform their supervisor immediately. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. Failing to report the injury in a timely manner could cause you to be ineligible for benefits. ICS will maintain and post in a conspicuous place a list of at least six (6) doctors that the employee can see to be evaluated and treated for an on-the-job injury.

Neither ICS nor the insurance carrier will be liable for the payment of workers' compensation benefits for injuries that occur during an employee's voluntary participation in any off-duty recreational, social, or athletic activity sponsored by ICS.

## 307 Personal/Sick Leave Benefits

Effective Date: 8/1/2009
Revision Date: 7/19/19,
08/31/2023

The International Community School PTO program applies to all 10-month, 11-month, and 12-month employees. This policy also applies to all part-time employees. In all instances, employees must request and receive approval for absences from work and maintain communication with ICS administration.

Eligible employees accrue PTO as indicated in the policy below. Absences from work will be charged against accrued leave or time absent will be charged as leave without pay. Employees will be charged leave only for the time during which the employee was absent from work. Leave can be used before it is accrued.

ATTENDANCE All employees are expected to be at work on time, every day. Late or absent employees must call the principal/school designee or the department supervisor as soon as possible in advance of their time to report. ALL Absences are to be reported on a Statement of Leave form and submitted to your supervisor. Failure to call in when absent for any reason other than approved leave will be considered an unauthorized absence. Unauthorized absences may subject an employee to leave without pay and/or dismissal. In an emergency someone other than the employee shall call the Principal, School designee or the Department Supervisor to report an absence.
Policy/Rule reference: Policy GBR: Professional Personnel Working Conditions.

*General Provisions*

- The approval of leave requests is not automatic and depends on workloads and staffing needs. Approval or denial of leave requests is at the discretion and judgment of the Assistant Principal.
- The Principal has the authority to override approval or denial of any leave requests.
- If an employee's absence requires notice of less than 48 hours, the employee will follow these steps:
    - Text the Principal, Assistant Principal and the HR Manager before 7:00am if unable to report for work that day due to unexpected illness.
    - Follow up your text with an email to the Assistant Principal and your grade level/department chair by 7:00am on the day of your emergency absence any specific instructions and plans for that day, otherwise your emergency plans will be used.
    - The employee must submit a Time-Off Request in Paycom within 48 hours of taking leave.
- All teachers will turn in emergency sub plans to their Principal or Assistant Principal within the first two weeks of school using the format provided during pre-planning and restock plans within 1 week of each emergency absence. This folder must contain an accurate class list, a daily schedule, the teacher's contact information, and at least three activity sheets. The teacher must also inform the substitute of any medical problem such as ground for 504 Plan faced by any student. It is recommended that the teacher keep an information sheet about such students in a sealed envelope in their desk, to be opened only by the substitute.
- A doctor's note is required on the 3rd consecutive day of absence due to illness and on critical days (as defined below in the Personal Leave Policy).
- In the case where a leave request is denied, employees who fail to report to work will not be paid for the time off unless they provide a doctor's note. Further, employees who fail to report to work when leave is denied may be subject to disciplinary action, up to and including the possible termination of employment.
- Employees will not be reimbursed for accrued PTO balances when separating from employment with ICS.

*Bereavement or religious holidays:*

During a school year, the Principal may approve a maximum of three (3) days of PTO for bereavement leave in the event of a death inside of the employee's immediate family or for observance of a religious holiday.

*Long term:*

If you are going to need a long-term sub, please notify the respective grade level, the Principal, Assistant Principal and HR manager before making final preparations to secure a sub.

*Leave Without Pay:*

Leave without pay is defined as unpaid time off from work. This unpaid time may occur if the employee has exhausted all available PTO and the supervisor gives prior authorization for additional time off. An employee will not be paid, nor may the employee use any accrued PTO, for any unauthorized absences from work.

SICK LEAVE

Sick leave is provided under Georgia law so employees can receive pay during absences related to medical issues for the employee or an immediate family member. Ten-month employees earn 12.5 sick-leave days per year. Eleven-month employees earn 13.75 sick-leave days per year. Twelve-month employees earn 15 sick-leave days per year. An employee may utilize sick leave upon the approval of the Supervisor or designee for absence(s) due to illness or injury or necessitated by exposure to contagious disease or to illness or the death of the employee's relative defined as the following: spouse, child, sibling, parent, grandparent, grandchild, and corresponding step and in-law relations. All requests for sick leave must be submitted on a Statement of Leave form to the employee's Supervisor. If a request for use of accrued paid leave is not submitted and approved, or the sick leave policy does not apply to the reason for the absence, or the employee is receiving disability or worker's compensation benefits, employee's leave will be without pay. Employees are not paid for unused sick leave when they separate from employment.

| Contract Terms | Accrual Amount |
|---|---|
| 10-month Employees | 12.5 Sick Leave Days per Year |
| 11-month Employees | 13.75 Sick Leave Days per Year |
| 12-month Employees | 15 Sick Leave Days per Year |

PERSONAL LEAVE

During a school year, employees may utilize up to a maximum of three (3) days of any accumulated sick leave as personal leave, if prior approval of the absence has been given by the employee's immediate supervisor and if the presence of the employee requesting the absence is not essential for effective school operation. Employee attendance on certain days, designated critical days, is crucial for effective school operation. Personal/vacation leave may not be authorized during the following designated critical days for any personnel: pre-planning, post planning, the first five (5) days of the school year, or the last five (5) days of the school year. The Executive Director or designee must approve any exceptions. Further, personal/vacation leave may not be authorized for school-based employees during either the first two (2) days prior to a school holiday period, or the two (2) days following a school holiday period. Personal/vacation leave may not be authorized for school-based employees during any federal or state standardized assessments.

| Sick Leave to Personal Leave | |
|---|---|
| 3 days of accumulated sick leave | 3 days of personal leave |

All requests for personal leave must be submitted in writing to the employee's principal or supervisor at least three (3) days prior to the requested leave date. However, the principal/supervisor may exercise discretion when the absence is unforeseeable. Any days missed for personal reasons in excess of three (3) days are unauthorized absences and will result in loss of pay charged at the employee's daily rate of pay. An employee is not required to indicate specific reasons for personal leave. The employee's principal or supervisor has the right to approve or deny the employee's request for personal leave.

VACATION LEAVE

Full-time, 12-month employees who have completed a minimum of ninety (90) days of service for ICS will earn ten (10) days of vacation per year during the first five (5) years of continuous employment. During each additional one-year period of continuous service, the employee earns one more day of vacation than that earned the preceding year, not to exceed twenty (20) days of vacation per year.

| Years of Service | Days of vacation |
|---|---|
| </= 5 years | 10 days of vacation |
| =/> 5 years | 10 days + 1 day of vacation |
| 6 | 11 days + 1 day of vacation |
| 7 | 12 days + 1 day of vacation |
| 8 | 13 days + 1 day of vacation |
| 9 | 14 days + 1 day of vacation |
| 10 | 15 days + 1 day of vacation |
| 11 | 16 days + 1 day of vacation |
| 12 | 17 days + 1 day of vacation |
| 13 | 18 days + 1 day of vacation |
| 14 | 19 days + 1 day of vacation |
| 15 years | 20 days |

ICS encourages 12-month employees to try and use the bulk of their vacation days in the summer months (June and July). New policies introduced have the possibility of working differently in reality than imagined. If there are issues with vacation policies we encourage employees to voice their concerns so updates can be made to best suit the needs of both ICS and ICS employees.

Unused vacation days may be carried over to the following year as long as the total days do not exceed 21 days.

| PTO Received | Amount that can be carried over if unused from previous year (cannot exceed 21 days per year) |
|---|---|
| 10 days | 10 days of vacation |
| 11 days | 10 days of vacation |
| 12 days | 9 days of vacation |
| 13 days | 8 days of vacation |
| 14 days | 7 days of vacation |
| 15 days | 6 days of vacation |
| 16 days | 5 days of vacation |
| 17 days | 4 days of vacation |
| 18 days | 3 days of vacation |
| 19 days | 2 days of vacation |
| 20 days | 1 day of vacation |
| | |

All requests for vacation leave must be submitted, in writing, to the employee's principal or supervisor at least two weeks prior to the requested leave date. However, the supervisor may exercise discretion when the absence is unforeseeable. The employee's principal or supervisor has the right to approve or deny the employee's request for vacation leave. You can borrow PTO ahead of accrual if you leave before you accrue PTO you will be charged for your time.

*Volunteer Day*

All full time staff have one (1) day they can take off in order to volunteer at one of ICS's partners.

*Floating Holidays*

All full-time, regular employees receive three floating holidays per year in addition to ICS's regular paid holidays. These three floating holidays may be used only for religious or cultural holidays, employee birthdays, or other state or federal holidays during which ICS remains open.

Floating holidays are available at the beginning of each calendar year for all current employees. A new employee hired before the end of the first half of the calendar year will receive three floating holidays upon hire; a new employee hired during the second half of the calendar year will receive two floating holidays upon hire.

Employees must specify the event for which they are requesting to use a floating holiday. The request must be scheduled and approved in advance by the employee's immediate supervisor.

Floating holidays will not be carried over to the next calendar year, nor may they be cashed out if not taken or paid upon separation from employment.

*Excessive or Abusive use of PTO:*

Definition: A pattern of intermittent, short-term usage of PTO. Establishment of this pattern shall include, but not be limited to, the following indicators:

- Frequent use of PTO in conjunction with holidays, scheduled days off, or distribution of paychecks.
- Frequent use of PTO when scheduled for undesirable temporary shifts or assignments, or during periods of peak workload.
- Frequent occurrences of illness during the workday.
- Peculiar and increasingly improbable excuses.
- Prior written notification of failure to adhere to procedures for approval of PTO, inappropriate attendance, or inappropriate use of PTO.

## 311 Jury Duty

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/17/2011, 7/15/2015

ICS encourages employees to fulfill their civic responsibilities by serving jury duty when required. Employees subpoenaed for jury duty shall be allowed a leave of absence without loss of pay.

Employees must show the jury duty summons to their supervisor as soon as possible so that the supervisor may make arrangements to accommodate their absence. Of course, employees are expected to report for work whenever the court schedule permits.

Either ICS or the employee may request that jury duty be postponed if, in ICS's judgment, the employee's absence would create serious operational difficulties.

## 313 Benefits Continuation (COBRA)

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/2/2011

The federal Consolidated Omnibus Budget Reconciliation Act (“COBRA”) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under ICS's health plan when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are resignation, termination of employment, or death of an employee; a reduction in an employee's hours or a leave of absence; an employee's divorce or legal separation; and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at ICS's group rates plus an administration fee. ICS provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under ICS's health insurance plan. The notice contains important information about the employee's rights and obligations.

## 316 Health Insurance

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/17/2011, 7/15/2015, 7/10/2017, 08/31/2023

ICS's health insurance plan provides eligible employees and their dependents access to medical, dental, and vision care insurance benefits. Salaried full-time employees and salaried part-time employees who work in excess of 30 hours per week are eligible to participate in the health insurance plan.

Eligible employees may participate in the health insurance plan subject to all terms and conditions of the agreement between ICS and the insurance carrier.

Details of the health insurance plan are described in the Summary Plan Description (“SPD”). A copy of the SPD and information on cost of coverage will be provided in advance of enrollment to eligible employees. Contact the HR Manager for more information about health insurance benefits, which are subject to change at any time.

## 317 Life Insurance

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/17/2011, 7/15/2015, 08/31/2023

ICS provides a basic life insurance plan for eligible employees (i.e., salaried full-time employees and salaried part-time employees who work in excess of 20 hours per week.)

Eligible employees may participate in the life insurance plan subject to all terms and conditions of the agreement between ICS and the insurance carrier.

Details of the basic life insurance plan including benefit amounts are described in the Summary Plan Description ("SPD") provided to eligible employees. Contact the HR Manager for more information about life insurance benefits, which are subject to change at any time.

## 318 Short-Term Disability

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/17/2011, 7/15/2015

ICS offers a short-term disability ("STD") benefits plan to eligible employees who are unable to work because of a qualifying disability due to an injury or illness. Eligible employees are salaried full-time employees and salaried part-time employees who work in excess of 20 hours a week.

Eligible employees may participate in the STD plan subject to all terms and conditions of the agreement between ICS and the insurance carrier.

Disabilities arising from pregnancy or pregnancy-related illness are treated the same as any other illness that prevents an employee from working.

Details of the STD benefits plan including benefit amounts, when they are payable, and limitations, restrictions, and other exclusions are described in the Summary Plan Description ("SPD") provided to eligible employees. Contact the HR Manager for more information about STD benefits, which are subject to change at any time.

## 319 Long-Term Disability

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/17/2011, 7/15/2015, 08/31/2023

ICS provides a long-term disability ("LTD") benefits plan to help eligible employees cope with an illness or injury that results in a long-term absence from employment. LTD is designed to ensure a continuing income for employees who are disabled and unable to work.

Employees in the following employment classifications are eligible to participate in the LTD plan:

- Regular full-time employees
- Regular part-time employees

Eligible employees may participate in the LTD plan subject to all terms and conditions of the agreement between ICS and the insurance carrier.

Details of the LTD benefits plan including benefit amounts, and limitations and restrictions are described in the Summary Plan Description ("SPD") provided to eligible employees. Contact the HR Manager for more information about LTD benefits, which are subject to change at any time.

## 380 Family and Medical Leave

Effective Date: 8/1/2009
Revision Date: 9/16/2009, 1/17/2011, 7/15/2015

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

- birth of a child and/or care of a newborn child
- placement with the employee of a child for adoption or foster care
- care for the employee's spouse, child, or parent with a serious health condition
- the employee's own serious health condition that that makes the employee unable to perform the functions of the employee's job
- a qualifying exigency arising out arising out of the fact that the employee's spouse, child or parent is a covered military member on active duty (or has been notified of an impending call or order to active duty) in support of a contingency operation

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

Certain kinds of paid leave may be substituted for unpaid leave. If leave qualifies for FMLA leave and leave under state law, the leave used counts against the employee's entitlement under both laws.

*Classification of Leaves*

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

*Notices Required by Employees*

An employee must provide at least a 30-day advance notice to the HR Manager before FMLA leave is to begin if the need for the leave is foreseeable based on an expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of the employee or of a family member. If a 30-day advance notice is not possible, then verbal notice should be provided to the HR Manager within two business days of when the need for leave becomes known to the employee. An employee shall provide at least verbal notice sufficient to make the ICS administration aware that the employee needs FMLA-qualifying leave and the anticipated timing and duration of the leave. As early as practical, the employee must provide written notice setting forth the reasons for the requested leave, the anticipated start of the leave, and the anticipated duration of the leave.

An employee must provide the HR Manager with a medical certification from a health care provider to substantiate that the leave is due to the serious health condition of the employee or of the employee's immediate family member. Following an absence for a serious health condition, an employee must provide the HR Manager with a fitness-for-duty report completed by an appropriate health care provider prior to being restored to duty.

*Job Benefits and Protection*

ICS will maintain an employee's medical insurance for the duration of the FMLA leave. If an employee paid all or part of the premium payments prior to leave, then the employee must continue to pay the same premium payments during the leave period.

Upon return from FMLA leave, an employee will be restored to either the former position held by the employee or to an equivalent position with equivalent pay, benefits, and other employment terms. The specific work location of an employee returning from FMLA leave will be at the discretion of the Principal.

The use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

*Record-Keeping Requirements*

The HR Manager shall develop provisions to make, keep, and preserve records pertaining to FMLA obligations in accordance with the record-keeping requirements of the Fair Labor Standards Act (“FLSA”) and in accordance with FMLA regulations. ICS must keep all FMLA records for no less than three years and must make them available for inspection, copying, and transcription by representatives of the U.S. Department of Labor (“DOL”) upon request. Records and documents relating to medical certifications, recertification, or medical histories of employees or employees' family members shall be maintained in separate files and be treated as confidential medical records.

*Statement of Compliance*

ICS shall comply with all provisions of the FMLA and with the related DOL regulations. The HR Manager shall develop appropriate procedures to implement the act and the DOL regulations, which govern leaves under the FMLA.

## 395 Virtual School and Remote Work Policy

From time to time as dictated by business needs, the School may offer eligible employees the opportunity to work remotely. Remote work may be performed at the employee's residence or a remote location provided by the School. Remote work can be informal and optional, such as a short-term project at home, or it can be formal and required for longer term reasons, such as a school closure for a pandemic situation.

*Eligibility/Approval*
If there is a need for employee(s) to work from home, remote work requires the approval of the Principal in partnership with the Assistant Principal for teaching staff (Executive Director approval is required for Leadership Team members). The approval will be considered on a case-by-case basis with no expectation of ongoing continuance. Employees requesting remote work as an informal option, must have been employed at the School for 12 continuous months, and have a satisfactory work record, and must be recommended for remote work by the manager. Exceptions to this will only be made in limited situations by the Principal or Executive Director. A specific timeline and specific work will be agreed upon in advance by all parties to include the employee, Assistant Principal, HR and Principal or Executive Director. If the employee is unable to meet the timeline and work as agreed, further remote work may not be approved in the future. In order to continue to be eligible for remote work the employee should demonstrate work quality, work quantity, and a demonstrated ability to work without close supervision.

In the event of an emergency or pandemic, the Executive Director may direct remote work for all or part of the employee population, depending on the needs of the school.

Remote work does not alter an employee's duties, obligations, and responsibilities and/or conditions of employment with the School. Employees remain responsible for adhering to the School's policies and procedures as they may change from time to time, including but not limited to the Remote Work Policy and the Employment Guide. Acceptance of remote work does not alter an employee's at-will employment status, and the acceptance of remote work is not a contract of employment. Any violations of the School's rules, policies, practices, or instructions may result in disciplinary action up to and including immediate termination of employment. In no situation does an employee have a permanent or long-term remote work assignment at the School as that would require approval of a specific site, School access to site equipment, and expense reimbursement. The School may end remote work at any time or may require that an employee return to work at any time. Not all work performed by the School lends itself to remote work and only select departments within the School may offer remote work.

Under the Virtual School and Remote Work Policy all attempts will be made to maintain current policies in regards to compensation, work time, absences, technology, and other areas as listed below. However, there may be times where modifications have to be made to these policies due to financial, operational,

and legal guidelines.

*Compensation*
Work hours, overtime compensation, and vacation schedule will conform to the terms agreed upon by the employee and the School, as indicated in the employee's employment contract. The employee's compensation, benefits, work status, and work responsibilities do not change due to acceptance of a remote work assignment. An exempt employee (not eligible for overtime or clocking in/out) will complete the number of hours necessary to complete the job in return for the agreed upon salary between the employee and the School.

*Designated Work Time*
While remote work offers the flexibility to work various hours, the production of quality work product still requires that employees dedicate uninterrupted time to completing assignments. Employees performing remote work must make arrangements for child care, elder care, pet care, repair person, etc. that do not distract from the employee's ability to produce quality work in an efficient time frame, as well as attend to required communications and meetings. During a full school closure, there may be times where exceptions to uninterrupted time must be made (see below). It is the expectation that employee's designated work times are protected and free of environmental distractions (i.e. driving, technology failure, etc.)

*Absences*
Any absences (paid time off, jury duty, and professional development) that require time away from remote work, must be discussed by the employee and the supervisor. Employee leave may be available to employees as determined under the company's policies and in accordance with the law.

*School Equipment & Supplies*
In order to facilitate the remote work assignment, the School may supply equipment, data, supplies, etc. or allow the employee to take school equipment, data or supplies that have already been issued. These items must be reasonably protected from damage or theft while working remotely or during the transport of equipment. The employee may only use school-owned equipment for legitimate School purposes and will not allow anyone else to use school-owned equipment, data or supplies. You are responsible for protecting school-owned equipment from theft, damage and unauthorized use. The decision to remove or discontinue use of equipment, data, etc. is solely the School's decision.
In the event of equipment failure or malfunction, theft or loss of any device used for company-related purposes, the employee must immediately notify their supervisor and Technology Director. All school-owned equipment will be signed out and the employee is responsible for any damages to equipment. Damages to equipment can be paid via check to the school or by way of payroll deduction. Fees for damages are determined by the Technology Director.

The School accepts no responsibility for repairs for employee-owned equipment used for work. The School will not be responsible for costs associated with the employee's home office space, such as desks, lighting, etc. Upon termination of employment, all School equipment and property will be returned to the School. If employment ends for any reason before a remote work period ends, the employee must return any school equipment, data and supplies provided or taken from the School.

*Confidentiality*

Consistent with the organization's expectations of confidentiality for employees at the School, remote work employees will be expected to ensure the protection of proprietary School and parent/student/employee information accessible from their remote work workspace. Steps include putting away information out of site of others, regular password maintenance, and any other measures appropriate to retain confidentiality.

Safety

Employees are expected to maintain their remote workspace in a safe manner, free from safety hazards. Injuries sustained by the employee in a remote workspace and in with the scope and course of their regular work duties are generally covered by the School's workers' compensation policy. The employee is responsible for notifying the employer of such injuries immediately or, if immediate notification is not possible, as soon as practicable. The employee is liable for any injuries sustained by third persons in their home workspace. A remote workplace is considered an extension of the School's workplace. Therefore, the School remains liable for job-related accidents occurring in the remote workplace during the employee's agreed-upon work hours and assumes no liability for injuries occurring in the remote work place outside the agreed-upon work hours.

Remote work is not designed to be a replacement for appropriate child care except in extreme extenuating circumstances such as a case of pandemic. Although an individual employee's schedule may be modified in collaboration with the employee's supervisor(s) to accommodate child care needs, the arrangement must meet school needs and allow the employee to satisfactorily perform the essential functions of the employee's position.

*Legal Implications*
You will be solely responsible for reporting the business use of your designated work area based on the Internal Revenue Service and state and local government laws, rules, and regulations. The company assumes no liability for damages to your real or personal property resulting from remote work.

*Required "Emergency" Remote Work Situation*
In some instances, the Executive Director may require employees to work remotely for a temporary period of time, such as in a state of emergency or pandemic situation. If this situation arises, the School will be asking you to fulfill your job responsibilities from home while helping the School maintain normal business operations during this period of time to the best extent possible. If the School is unsure of the duration of the need, the School will provide regular updates as events warrant.

It takes a self-starter and independent work mindset to work remotely. It is important that when the majority of employees are working remotely, that a spirit of teamwork and community be fostered, and that we are ever-so-diligent about communication. The Executive Director will inform employees of the standard communication platform, work expectations, and will inform employees if there are limitations around equipment or school information that can be taken for remote work from home duties. Remote work may not be suitable for all positions as some positions are defined as Business Essential and their work requires them to be at School and on campus. Often, these are individuals who have to "touch" something in the office or on campus in order to perform their duties that cannot be relocated or that is too expensive to relocate. If remote work is required for your position, you may be asked to perform your work in full remotely and may be prohibited from coming to the workplace at all and/or may be prohibited from meeting in person with other School employees or third party School

partners, unless you receive express authorization from the Principal.

*Working Hours and Expectations*
While we understand that you may not be able to fully perform all the essential functions of your job via remote work, you and your supervisor will develop a regular schedule of your working hours to ensure availability and coverage, taking into account necessary variations. You must communicate with your supervisor about any personal obligations (childcare, medical appointments, etc.) so that you can develop a regular schedule where possible or adjust on an as-needed basis. You will need to keep your business calendar up-to-date, check emails, voicemails, and any other designated communication platforms on an ongoing basis during those hours. While we understand that you may be distracted by personal business and/or childcare during this time, we ask you to devote your attention to your employment responsibilities during remote working hours to the extent possible.

Your supervisor should meet with you regularly to review your work and provide feedback as appropriate, and generally be available to you. You need to work with your supervisor to develop and maintain a good understanding of where timelines have flexibility and where they do not. Work with your manager to come up with a plan that works for you and your team if you are caring for a child or other family member - this may mean chunking work into shifts to trade with a partner, if appropriate, or working some "off" hours to manage your work and other personal demands.

Supervisors will set clear expectations/deadlines for the work to be accomplished, establish work hours, prioritize tasks and schedule meetings to make sure the work is progressing at a good pace. This can include daily check-ins and/or weekly team meetings to discuss work status. And, it can include reassignment of job duty tasks that are outside of the employee's regular responsibilities, if needed, to maintain an employee's workload and hours for which they are paid. All in all, we must balance teamwork and individual work needs. You and your supervisor will determine the appropriate equipment and materials needed to perform your duties, as well as Technology who will service and repair equipment as needed. In the event of equipment failure or malfunction, immediately notify your supervisor and Technology in order to obtain repair or replacement. You must notify your supervisor if your internet or network access is limited or unavailable immediately upon becoming aware of it. Your supervisor will instruct you about which physical items can be taken from the workplace and which need to stay at the School/on campus at all times.

*If you are Hourly and Are Subject to Overtime (Non-exempt):*
If you are not exempt from both the minimum wage and overtime requirements of the Fair Labor Standards Act, and any or applicable state law, you will be required to record or report all hours worked in a manner designated by the company. Hours worked outside of the anticipated times or in excess of those scheduled per day require the advanced written approval of your supervisor. If you work without receiving such advance approval, you will be paid for the time worked, but you may also be subject to disciplinary action. Failure to record all hours or fraudulently completing such records may result in discipline up to and including termination. You will not engage in personal errands or other non-work activities while on the clock except during paid off-duty rest breaks. To the extent you must engage in personal activities during agreed-upon working hours other than during paid rest breaks, you should notify your direct supervisor to ensure an accurate recording of your time so the company can determine your hours worked. You must take required meal and rest periods as required by the law of the state where you are working, just as you did before the remote work policy went into effect. You are relieved of all duty during such meal breaks and rest breaks and must not answer phone calls, emails, or

text messages, or perform any company work, while on meal or rest breaks. If a required meal/rest period is interrupted, notify your direct supervisor. Flexibility and grace is an important aspect of ICS's virtual school policy. Policies and guidelines are subject to change based off of Federal, State and local guidelines as well as the needs of the community.

## 401 Timekeeping

Effective Date: 8/1/2009
Revision Date:
7/19/2019, 08/31/2023

Accurately recording time worked is the responsibility of every employee. Federal and state laws require ICS to keep an accurate record of time worked in order to calculate employee pay and benefits. Time worked is all the time actually spent on the job performing assigned duties.

All employees should accurately record the time they begin and end their work via the Paycom app on their smartphone or laptop. Please alert the front office if you leave campus during the day. The receptionist will keep a note of employees who are off-campus in case of an emergency.

Overtime work must always be approved before it is performed. Failure to obtain approval prior to performing overtime work will subject the employee to disciplinary action, up to and including the possible termination of employment.

Altering, falsifying, tampering with time records, or recording time on another employee's time record may result in disciplinary action, up to and including termination of employment.

It is the employees' responsibility to sign their time records to certify the accuracy of all time recorded. The employee's supervisor will review and then initial the time record before submitting it for payroll processing.

The HR manager and Principal/Assistant Principal will review the time keeping weekly and take appropriate actions to follow up. Below is a sample of disciplinary actions that may be taken, though ICS reserves the right to address any number of tardies with any disciplinary action it sees fit and is not bound by the below examples:

- 1-5 tardies: Email stating times, dates, and amount of tardies to date. Friendly reminder to report to work on time per your contract.
- 5-8 tardies: Written reprimand stating times, dates, and amount of tardies to date copied to personnel file. Conference with the HR manager and/or supervisor.
- 8-10 tardies: Written reprimand stating times, dates, and amount of tardies to date copied to personnel file. Employees with this level of tardiness may be subject to disciplinary action, up to and including the possible termination of employment. It is the responsibility of the employee to ensure accurate time records.

We recognize that events occur that may require manual updates to your timecard. Below is a sample of disciplinary actions that may be taken for repeated manual timecard adjustments:

- 1-5 manual updates: Email stating times, dates, and amount of manual updates to date. Friendly reminder to report to work on time per your contract.
- 5-8 manual updates (punch change request): Written reprimand stating times, dates, and amount of manual updates to date copied to personnel file. Conference with the HR manager and/or supervisor.

- 8-10 manual updates (punch change request): Written reprimand stating times, dates, and amount of manual updates to date copied to personnel file. Employees with this level of manual updates may be subject to disciplinary action, up to and including the possible termination of employment.

## 403 Paydays

Effective Date: 8/1/2009
Revision Date:
5/15/2012

All employees are paid via direct deposit monthly by the 5th day of every **month**. Each paycheck will include earnings for all work performed through the end of the previous payroll period.

Employees are required to have pay directly deposited into their bank accounts and they will receive an itemized statement of wages when ICS makes direct deposits.

## 404 Contract Release

Your employment at International Community School is "at will," meaning that you or the school may terminate your employment at any time for any reason. If an employee resigns without providing adequate notice is not eligible for reemployment.

## 405 Employment Termination

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/17/2011, 7/10/2017, 1/28/19

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

- Resignation and/or retirement - voluntary employment termination initiated by an employee.
- Discharge - involuntary employment termination initiated by the organization.
- Lay off - involuntary employment termination initiated by the organization for non-disciplinary reasons.
- Non-renewal - applies to year-to-year employees. This is a decision made by the administration to not offer employment to an employee for the next school year.

**Confidentiality**

Personnel matters, including those related to reprimands, terminations, and nonrenewal are private and confidential to the maximum extent permitted by law. Except where required by law, ICS will not discuss or otherwise share information related to personnel matters with other employees. It is the expectation of ICS that employees similarly adhere to this policy respecting the confidential and private nature of their own employment status and that of other employees.

**"At will" Employment**

Provisions of the Fair Dismissal Act are inapplicable to ICS. Your employment at International Community School is "at will," meaning that you or the school may terminate your employment at any time for any reason.

**ICS's Progressive Discipline Model**

Most disciplinary matters will be addressed using progressive discipline, as outlined below, though ICS at its discretion may combine or skip steps depending on the particulars of each situation. The Administration will make efforts to document every instance of warning regarding performance improvement. There shall be references to the job description, if applicable, and the standards set forth in performance reviews. Please note that tasks within the job descriptions are subject to change depending on the organization's needs.

The progressive discipline model shall advance as follows:

1. Verbal warning
2. Written reprimand
3. Probationary period
    a. The length of the probationary period will be determined by ICS Administration in accordance with the degree and nature of deficiency. During this time, at the discretion of ICS administration and in applicable cases, the employee may be put on a performance improvement plan that outlines the specific deficiencies and how they need to be improved.

After the probationary period, ICS administration will analyze the employee's performance and make a decision about termination or continued employment.

Certain conduct will lead to immediate involuntary discharge. Such conduct includes, but is not limited to:

- Reporting for work under the influence of alcohol or controlled substances.
- Possession, use, sale or distribution of controlled substances on school property or while operating employer-owned vehicles or equipment.
- Theft or inappropriate removal or possession of property
- Engaging in harassing conduct.
- Fabrication of business documents, including resumes, timekeeping records and expense reports.
- Excessive absenteeism or tardiness or any absence without notice. *See Tardiness Policy
- Fighting or threatening violence on school premises or towards any school employee, parent, or student whether on school premises or not.
- Boisterous or disruptive activity on school premises.
- Abuse of equipment (including excessive personal use of office equipment).
- Negligence or improper conduct leading to damage of employer-owned or customer-owned property
- Violation of safety or health rules
- Smoking in prohibited areas.
- Sexual or other unlawful or unwelcome harassment
- Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace.

- Insubordination or other disrespectful conduct.
- Gambling on school premises.
- Unauthorized use of telephones, mail system, computers, or other employer-owned equipment
- Unauthorized disclosure of confidential information
- Violation of personnel policies

**Note that these are only guidelines and, depending on the circumstances, even a first offense may be punishable by termination.

All decisions concerning terminations and non-renewals are made by the Administration.

**Allocation of Pay and Benefits**

Terminated employees will receive their final pay in accordance with applicable state law. Some benefits may be continued at the employee's expense if the employee so chooses through Gap or Cobra coverage.

## 410 Pay Deductions and Setoffs

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/17/2011, 7/15/2015

The law requires that ICS make certain deductions from every employee's compensation. Among these are applicable federal, state, and local income taxes. In lieu of Social Security, ICS deducts for the mandatory Teachers' Retirement System of Georgia (“TRS”) or Public School Employees Retirement System (“PSERS”), as applicable.

Pay setoffs are pay deductions taken by ICS, usually to help pay off a debt or obligation to ICS or others (e.g., reimbursement of a salary advance, garnishment of wages, etc.).

***Itemized monthly pay stubs are available via Paycom. It is the employee’s responsibility to check on a monthly basis their pay stubs to verify all information is correct (earnings, withholdings, and deductions.)***

If you have questions concerning why deductions were made from your paycheck or how they were calculated, the HR Manager can assist in having your questions answered.

## 501 Safety

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/17/2011, 7/15/2015, 7/19/19

Each employee is expected to obey safety rules and to exercise caution in all work activities. Employees must immediately report any unsafe condition to the appropriate supervisor. Employees who violate safety standards, who cause hazardous or dangerous situations, or who fail to report or, where appropriate, remedy such situations, may be subject to disciplinary action.

All staff are to actively participate and abide by all guidance laid out in the ICS Safety Plan. This plan

includes daily safety measures, lays out the details of the safety team, and includes procedures for all safety drills. The safety plan can be found on the Google Drive. In the case of accidents that result in injury, regardless of how insignificant the injury may appear, employees should immediately notify the appropriate supervisor. Such reports are necessary to comply with laws and initiate insurance and workers' compensation benefits procedures. Any student who is injured should visit the nurse. Turn off lights and close doors when you leave a room. Entering a building outside of school hours requires a special door badge and you must know the burglar alarm code. The special door badge can be requested from the Office Manager and is individually assigned. The local police respond to the security alarms and, if the alarm is falsely tripped, ICS is charged $100.00 for the first visit, $200 for the second, $300 for the third and so forth.

*Supervision*

Supervision of students is critical to maintain the safety of our students. Employees are expected to maintain supervision, including proximity and visual contact with students. Employees who are responsible for students in the classroom, playground, or shared school space should be fully aware of students' actions and interact with students in a positive and productive manner. When students request to use the restroom, go to the nurse, or leave the classroom for any other reason, they must do so with a hall pass. Groups of students should not be permitted to leave the classroom to use the restroom at the same time.

*Cleanup and Handling of Body Fluids or Matter*

When it is necessary to clean up or handle any blood, body fluids, vomit, fecal matter, or urine, the following practices should be observed:

- Disposable gloves should be worn during the cleaning process.
- Surfaces soiled with the above substances should be promptly disinfected using a bleach solution (1 part bleach to 10 parts water) or other similar strong disinfectant.
- Whenever possible, disposable towels, tissues, or other materials should be used in the cleaning process. These disposable materials should then be placed in a plastic bag and discarded.
- After use, non-disposable cleaning equipment and materials, such as towels and mops, should also be disinfected with the bleach solution or other disinfectant.
- Those who are cleaning should avoid exposure of open skin lesions or mucous membranes to the blood or body fluids.
- Persons involved in the cleanup should thoroughly wash their hands afterwards.

*Preventing the Spread of Germs*

- It is important that all staff work together to prevent the spread of germs. While ICS has incentives for reporting to work, we have no incentives for Perfect Attendance. It is imperative that staff members stay home when sick until at least 24 hours after they no longer have a fever* or signs of a fever (chills, feeling very warm, flushed appearance, or sweating) without the use of fever-reducing medicine.
- Staff should cover coughs and sneezes with a tissue or their bent arm. If they use a tissue, they should put the used tissue in a trash can and wash their hands.
- Frequent handwashing with soap and water following CDC guidelines is highly encouraged.
- Keeping the facilities clean and free of germs is a team effort. Staff are required to keep clean work areas and work to reduce the spread of germs within their space.
- Additional guidelines and expectations may be presented.

## 502 Work Schedules

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/17/2011, 7/15/2015, 7/10/2017, 7/1/2019

Teachers and assistants are present for 190 days per year-180 school days and ten (10) days of in-service/professional development. They are also present for Open Houses, Back-to-School Night, Parent-Teacher Conferences, Staff Meetings, afterschool professional development and other special events. At ICS the required hours for teachers and teacher assistants are from 7:30 am to 3:30 pm Monday through Friday. In addition, full-time as well as part-time staff are required to attend Staff Meetings and professional development.

The daily schedule for all assistants will vary based on their assignments. Assistants have 30 minutes for lunch and two 15-minute paid breaks per day.

The normal work schedule for non-instructional employees is 8:00 am to 4:00 pm weekdays. If an employee must leave the school premises for any reason during the day, they must inform the Principal and their respective Assistant Principal and sign out and back in when they return.

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

All teachers and teacher assistants are to abide by the published master schedule. Kindergarten and 1st grade teaching assistants will be with their assigned class at all times, except for break times and pre-approved meetings.

Employees can purchase school lunch for the adult price. School lunch can be purchased by adding money to your account via the POS system. School lunch cannot be purchased on credit.

*Administration and Operations Personnel*

Administration and office personnel serve full calendar years but have official Federal holidays and school holidays as indicated in the calendar.

Schedule for administrative staff during school breaks will be determined by the Principal according to the needs of the school.

Administrative and operational staff requested leave will not be approved for critical days.

BREAK PERIODS

The Federal FLSA guidelines do not require breaks be given to employees. All non-exempt employees will be paid for hours worked. ICS permits the reasonable use of rest periods of short duration (for example, five to ten minutes) to help an employee work more efficiently. Any time taken as a break during work hours is paid time. Supervisors are asked to practice flexibility and empathy when personal needs for short breaks arise. This will require thorough administrative oversight, if staff abuse the use of break periods, administration has the right to refuse break time or to make any appropriate modifications or limitations necessary.

## 503 Making a Mandated Reporter Claim

Effective Date: 1/28/19
Revision Date: N/A

An ICS staff member or school volunteer ("reporter") who has reasonable cause to believe that child abuse has occurred shall report such abuse according to the procedures listed below.

### Definition

According to O.C.G.A 19-7-5, "Child abuse" includes physical abuse, neglect, exploitation, sexual abuse, and sexual exploitation, as explained in more detail in the statute mentioned above.

**Confidentiality**

Mandatory reporting records are confidential under law. As such, the reporter and additional administrative personnel involved in making the report should refrain from discussing this report with any other staff, students, parents, or members of the community.

**Reporting Procedures:**

1. The reporter should provide an oral report to the school counselor immediately, but in no case later than 24 hours from the time there is reasonable cause to believe that child abuse has occurred. The reporter should subsequently provide a written report to the counselor. The counselor will immediately contact DeKalb County School District's School Social Work department and inform the Principal of the situation. Personnel from DeKalb County which will then follow its protocols to investigate the report. The report should not be discussed with anyone outside of this reporting chain of command, and the counselor shall not make any changes to the report other than adding any relevant or necessary information.

    a. Exception: If the report involves alleged abuse by the Principal, the counselor will leave the Principal out of the reporting chain of command.
    b. Exception: If the report involves alleged abuse by the counselor, the reporter should provide the report directly to the Principal, who will then contact DeKalb County School District's School Social Work department.
    c. If neither the counselor nor the Principal is available, the reporter should make the report to the Assistant Principal, who will then contact DeKalb County School District's School Social Work department.
    d. If neither the counselor, Principal, or Assistant Principal is available, the reporter should contact DeKalb County School District's School Social Work department directly.

2. If the ICS individual to whom the report is made is unable to reach DeKalb County School District's School Social Work department, they should contact the DeKalb County Department of Family and Children Services ("DFCS") directly. If they cannot reach DFCS, the individual should contact local law enforcement.

3. If the reporter believes that the child is in immediate danger, the reporter should call 911 and then follow the reporting procedures listed above.

*Communicating with Parents of Child Who is Suspected Recipient of Abuse:*

Mandatory reporting records are confidential under law. As such, neither the reporter nor any other ICS employee should communicate with the family of a child who is the subject of a report of suspected child abuse about the details of the report. Instead, if a family asks about a report, the employee should tell the child's family to contact DeKalb County School District's School Social Work department to request information.

## 505 Smoking & Vaping

Effective Date: 8/1/2009
Revision Date:
7/31/2009

In keeping with ICS's intent to provide a safe and healthful work environment, smoking and vaping is prohibited throughout the workplace and on any school grounds.

This policy applies equally to all employees, students, parents, and visitors.

## 506 Meal Periods

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 7/15/2015

All full-time employees are provided with one meal period each workday. Supervisors will schedule meal periods to accommodate operating requirements. Homeroom teachers must accompany their classes to the cafeteria unless otherwise permitted by the Principal or Assistant Principal. Faculty and Staff can purchase school lunch according to the adult rate.

LUNCH BREAKS FOR ELEMENTARY SCHOOL TEACHERS - O.C.G.A. § 20-2-218 (2010) DUTY FREE LUNCH PERIOD

Every teacher who is employed in grades kindergarten through five for a period of more than one half of the class periods of the regular school day shall be provided a daily lunch period of not less than 30 consecutive minutes, and such employees shall not be assigned any responsibilities during this lunch period. Such lunch periods shall be included in the number of hours worked, and no local board of education shall increase the number of hours to be worked by an employee as a result of such employee's being granted a lunch period under the provisions of this Code section. This duty-free lunch period shall not be calculated under any circumstances as a part of any daily planning period or other non-instructional time. For more information, please visit:

https://law.justia.com/codes/georgia/2010/title-20/chapter-2/article-6/part-6/subpart-2/20-2-218

DUTY-FREE LUNCH FOR NON-EXEMPT EMPLOYEES IN A SCHOOL SETTING

Non-exempt employees in a school setting are to work an 8.5-hour day with a 30 minute unpaid and uninterrupted lunch period. This will equate to working eight hours per day five days per week. If there is a need for a non-exempt employee to remain after work for meetings, training, or additional projects, his/or her work schedule must be adjusted within the same workweek to ensure the employee does not exceed a 40-hours in a week. District employees classified as Non-exempt are prohibited from volunteering to do any function of their job and must be paid for all additional time worked.

## 510 Disasters and Emergency Closings

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/17/2011, 7/15/2015

The school holds regular fire and tornado drills as mandated by law.

Emergencies such as severe weather, fires, power failures, or earthquakes may disrupt school operations and even require the closing of ICS facilities. In the event that such an emergency occurs during non working hours, local radio and/or television stations will be asked to broadcast notification of the closing. Additionally, employees and parents will be notified through the robo-call system, emails, new flashes, and social media.

When the school is officially closed due to emergency conditions, the time off from scheduled work will be paid.

In cases where an emergency closing is not authorized, employees who fail to report for work will not be paid for the time off. Employees may request available paid leave time such as unused vacation benefits.

## 512 Business Travel Expenses

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 7/15/2015, 08/31/2023

ICS will reimburse employees for reasonable business travel expenses incurred while on assignments away from the normal work location. The Principal must approve all business travel in advance for instructional staff. Executive Director must approve business travel in advance for non-instructional staff.

Employees whose travel plans have been approved are responsible for making their own travel arrangements.

When approved, the actual costs of travel, meals, lodging, and other expenses directly related to accomplishing business travel objectives will be reimbursed by ICS. Employees are expected to limit expenses to reasonable amounts.

Expenses that generally will be reimbursed include the following:

- Airfare or train fare for travel in coach or economy class or the lowest available fare.
- Car rental fees, only for compact or midsize cars.
- Fares for shuttle or airport bus service, where available; costs of public transportation for other ground travel.
- Taxi fares, only when there is no less expensive alternative. Mileage costs for use of personal cars,

only when less expensive transportation is not available.
- Cost of standard accommodations in low to mid-priced hotels, motels, or similar lodgings.
- Cost of meals, no more lavish than would be eaten at the employee's own expense.

Employees who are involved in an accident while traveling on business must promptly report the incident to their immediate supervisor. Vehicles owned, leased, or rented by ICS may not be used for personal use without prior approval.

Cash advances to cover reasonable anticipated expenses may be made to employees, after travel has been approved. Employees should submit a written request to the Principal when travel advances are needed.

With prior approval, a family member or friend may accompany employees on business travel, when the presence of a companion will not interfere with successful completion of business objectives. Any such additional person is traveling at their own risk, and ICS assumes no responsibility or liability for any injury or harm resulting to said person.

Generally, employees are also permitted to combine personal travel with business travel, as long as time away from work is approved. Additional expenses arising from such non-business travel are the responsibility of the employee.

When travel is completed, employees should submit completed travel expense reports within 15 days to the Director of Operations and Finance. Receipts for all individual expenses must accompany reports.

Employees should contact their supervisor for guidance and assistance on procedures related to travel arrangements, travel advances, expense reports, reimbursement for specific expenses, or any other business travel issues.

Abuse of this business travel expenses policy, including falsifying expense reports to reflect costs not incurred by the employee, can be grounds for disciplinary action, up to and including termination of employment.

## 514 Visitors in the Workplace

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/17/2011, 7/15/2015

To provide for the safety and security of employees and the facilities at ICS, only authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures security of equipment, protects confidential information, safeguards employee welfare, and avoids potential distractions and disturbances.

All visitors should enter ICS at the reception area. Authorized visitors will sign in, receive a visitor badge and directions or be escorted to their destination. Employees are responsible for the conduct and safety of their visitors.

If an unauthorized individual is observed on ICS's premises, employees should immediately notify their supervisor or, if necessary, direct the individual to the reception area.

To remove a child early, the parent must report to the office, sign out the child, and a member of the ICS staff will bring the child to the office.

Staff who wish to have visitors to their classrooms should email the Principal for approval ahead of

time. Visitors who are at ICS for more than one day are considered volunteers.

## 516 Use of Phone, Mail and Computer Systems and Email Usage

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/17/2011

*INTERNATIONAL COMMUNITY SCHOOL RESERVES THE RIGHT TO MONITOR EMPLOYEE USE OF ELECTRONIC COMMUNICATIONS SYSTEMS PROVIDED BY THE SCHOOL. THIS INCLUDES MONITORING TELEPHONE USE, EMAIL USE AND INTERNET USE. ALL USER ACTIVITY IS SUBJECT TO MONITORING. IT IS THE EMPLOYEE'S RESPONSIBILITY TO ENSURE THAT ALL USE OF SCHOOL-PROVIDED ELECTRONIC COMMUNICATIONS SYSTEMS IS AUTHORIZED AND PROPER.*

Personal use of the telephone for long-distance and toll calls is not permitted. Employees should practice discretion when making local personal calls and may be required to reimburse ICS for any charges resulting from their personal use of the telephone.

The mail system is reserved for business purposes only. Employees should refrain from sending or receiving personal mail at the workplace.

To ensure effective telephone communications, employees should always use the approved greeting and speak in a courteous and professional manner.

The approved greetings is:

"Good morning/afternoon. Thanks for calling the International Community School. This is (Insert your name) speaking. How can I help you?"

Please confirm information received from the caller, and hang up only after the caller has done so.

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

It is the policy of ICS that employees use their ICS email addresses whenever they are communicating in their capacity as ICS employees.

ICS strives to maintain a workplace free of harassment and sensitive to the diversity of its employees. Therefore, ICS prohibits the use of computers and the email system in ways that are disruptive, offensive to others, or harmful to morale.

For example, the display or transmission of sexually explicit images, messages, and cartoons is strictly prohibited. Other such misuse includes, but is not limited to, ethnic slurs, racial comments, off-color jokes, or anything that may be construed as harassment or showing disrespect for others.

ICS email and ICS computers may not be used to solicit others for commercial ventures, religious or political causes, outside organizations, or other nonbusiness matters.

ICS purchases and licenses the use of various computer software for business purposes and does not own the copyright to this software or its related documentation. Unless authorized by the software developer, ICS does not have the right to reproduce such software for use on more than one computer.

Employees may use software only on local area networks or on multiple machines according to the software license agreement. ICS prohibits the illegal duplication of software and its related documentation.

Employees should notify their immediate supervisor, the IT Manager and Operations Manager or any member of management upon learning of violations of this policy. Employees who violate this policy will be subject to disciplinary action, up to and including termination of employment. In addition, employees should be aware that violations of this policy may also violate the Georgia Computer Systems Protection Act and/or the Georgia Trade Secrets Act.

## 517 Internet Usage

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/17/2011

Internet access to global electronic information resources on the World Wide Web is provided by ICS to assist employees in obtaining work-related data and technology. The following guidelines have been established to help ensure responsible and productive Internet usage. While Internet usage is intended for job-related activities, incidental and occasional brief personal use is permitted within reasonable limits during designated breaks.

All Internet data that is composed, transmitted, or received via our computer communications systems is considered to be part of the official records of ICS and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, employees should always ensure that the business information contained in Internet email messages and other transmissions is accurate, appropriate, ethical, and lawful.

Data that is composed, transmitted, accessed, or received via the Internet must not contain content that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religious or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law.

The unauthorized use, installation, copying, or distribution of copyrighted, trademarked, or patented material on the Internet is expressly prohibited. As a general rule, if an employee did not create material, does not own the rights to it, or has not obtained authorization for its use, it should not be put on the Internet. Employees are also responsible for ensuring that the person sending any material over the Internet has the appropriate distribution rights.

Internet users should take the necessary anti-virus precautions before downloading or copying any file from the Internet. All downloaded files are to be checked for viruses; all compressed files are to be checked before and after decompression.

Abuse of the Internet access provided by ICS in violation of law or ICS policies will result in disciplinary action, up to and including termination of employment. Employees may also be held personally liable for damages resulting from any violations of this policy. The following behaviors are examples of previously stated or additional actions and activities that are prohibited and can result in disciplinary action:

- Sending or posting discriminatory, harassing, or threatening messages or images
- Using the organization's time and resources for personal gain
- Stealing, using, or disclosing someone else's code or password without authorization
- Copying, pirating, or downloading software and electronic files without permission
- Sending or posting confidential material, trade secrets, or proprietary information outside of the organization

- Violating copyright law
- Failing to observe licensing agreements
- Engaging in unauthorized transactions that may incur a cost to the organization or initiate unwanted Internet services and transmissions
- Sending or posting messages or material that could damage the organization's image or reputation
- Participating in the viewing or exchange of pornography or obscene materials
- Sending or posting messages that defame or slander other individuals
- Attempting to break into the computer system of another organization or person
- Refusing to cooperate with a security investigation
- Using the Internet for political causes or activities, religious activities, or any sort of gambling
- Jeopardizing the security of the organization's electronic communications systems
- Sending or posting messages that disparage another organization's products or services
- Passing off personal views as representing those of the organization
- Sending anonymous email messages
- Engaging in any other illegal activities

## 522 Workplace Violence Prevention

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/17/2011, 7/15/2015

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

**If, in the staff member's opinion, danger is imminent, call 911 before doing anything else.**

All employees, including supervisors and temporary employees, should be treated with courtesy and respect at all times. Employees are expected to refrain from fighting, "horseplay," or other conduct that may be dangerous to others. Firearms, weapons, and other dangerous or hazardous devices or substances are prohibited from the premises of ICS.

Conduct that threatens, intimidates, or coerces another employee, a parent, or a member of the public at any time, including off-duty periods, will not be tolerated. This prohibition includes all acts of harassment, including harassment that is based on an individual's sex, sexual orientation, gender identity, race, age, or any characteristic protected by federal, state, or local law.

All violence or threats of violence, both direct and indirect, should be reported as soon as possible to your immediate supervisor or any administrator. This includes threats by employees, as well as threats by parents, vendors, solicitors, or other members of the public. When reporting a threat of violence, you should be as specific and detailed as possible. All suspicious individuals or activities should also be reported as soon as possible to a supervisor.

ICS will promptly and thoroughly investigate all reports of threats of or actual violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical.

Any employee determined to be responsible for violence or threats of violence or other conduct that is in violation of these guidelines will be subject to prompt disciplinary action up to and including termination of employment.

ICS encourages employees to bring their disputes or differences with other employees to the attention of their supervisors, the Principal or HR Manager before the situation escalates into potential violence. ICS is eager to assist in the resolution of employee disputes, and will not discipline employees for raising such concerns.

## 526 Cell Phone Usage

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/17/2011, 7/15/2015

ICS provides a cellular telephone to the Principal as a business tool. It is provided to assist employees in communicating with management and other employees, outside vendors, associates, and others with whom they may conduct business. Cell phone use is primarily intended for business-related calls. Cell phone invoices may be regularly monitored.

As representatives of ICS, cell phone users are reminded that the regular business etiquette employed when speaking from office phones or in meetings applies to all conversations conducted over a cell phone.

Employees can only use personally owned cell phones as an education tool in a classroom setting. Employees should avoid using cell phones for personal use during school hours except for emergencies.

## 701 Employee Conduct and Work Rules

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 7/15/2015

To ensure orderly operations and provide the best possible work environment, ICS expects employees to follow rules of conduct that will protect the interests and safety of all employees and the school. Normal school opening hours are 7:00 am till 6:30 pm, the cleaning service needs to have the opportunity to clean the building.

It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. The following are examples of infractions of rules of conduct that may result in disciplinary action, up to and including termination of employment:

- Theft or inappropriate removal or possession of property
- Falsification of timekeeping records
- Working under the influence of alcohol or illegal drugs
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace, while on duty, or while operating employer-owned vehicles or equipment
- Fighting or threatening violence in the workplace
- Boisterous or disruptive activity in the workplace
- Negligence or improper conduct leading to damage of employer-owned or customer-owned property
- Insubordination or other disrespectful conduct
- Violation of safety or health rules
- Smoking in prohibited areas

- Sexual or other unlawful or unwelcome harassment
- Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace
- Excessive absenteeism or any absence without notice
- Unauthorized absence from work station during the workday
- Unauthorized use of telephones, mail system, computers, or other employer-owned equipment
- Unauthorized disclosure of confidential information
- Violation of personnel policies

Further Explanations on Code of Behavior:

*Polite Language and Gestures*

Staff should insist that all students learn and use the common expressions of politeness: *please, thank you, excuse me, pardon me, I'm sorry, etc.* Staff will teach these expressions at the beginning of the school year and practice them with students at all times.

*Peaceful Language and Gestures*

We must work to ensure that students use peaceful and community-building language and gestures. The school discourages violent games and gestures as well as sexist language and gestures.

*Quiet in the hallways*

It has to be **quiet**. Employees should not be talking in the corridors. Please speak with the students each time before you take them into the hallway and remind each other as well.

## 702 Drug and Alcohol Use

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 7/15/2015

ICS desires to provide a drug-free, healthful, and safe workplace. To promote this goal, employees are required to report to work in appropriate mental and physical condition to perform their jobs in a satisfactory manner.

While on ICS premises and while conducting business-related activities off ICS premises, no employee may use, possess, distribute, sell, or be under the influence of alcohol or illegal drugs. The legal use of prescribed drugs is permitted on the job only if it does not impair an employee's or volunteer's ability to perform the essential functions of the job effectively and in a safe manner that does not endanger other individuals in the workplace.

Violations of this policy may lead to disciplinary action, up to and including immediate termination of service or employment, and/or required participation in a substance abuse rehabilitation or treatment program at employee's expense. Such violations may also have legal consequences.

Employees with questions or concerns about substance dependence or abuse are encouraged to discuss these matters with the HR Manager to receive assistance or referrals to appropriate resources in the community.

Under the Drug-Free Workplace Act, an employee who performs work for a government contract or grant must notify ICS of a criminal conviction for drug-related activity occurring in the workplace. The report must be made within five days of the conviction.

International Community School reserves the right to conduct a drug and/or alcohol test on any

employee whom it reasonably suspects is at work under the influence of drugs and/or alcohol. Reasonable suspicion means that the employee's appearance and/or conduct are indicative of the use of drugs and/or alcohol.

Employees with questions on this policy or issues related to drug or alcohol use in the workplace should raise their concerns with the HR Manager without fear of reprisal.

## 703 Sexual and Other Unlawful Harassment

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 7/15/2015

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

Sexual harassment is defined as unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of sexual harassment examples:

- Unwanted sexual advances.
- Offering employment benefits in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Visual conduct that includes leering, making sexual gestures, or displaying of sexually suggestive objects or pictures, cartoons or posters.
- Verbal conduct that includes making or using derogatory comments, epithets, slurs, or jokes.
- Verbal sexual advances or propositions.
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, or suggestive or obscene letters, notes, or invitations.
- Physical conduct that includes touching, assaulting, or impeding or blocking movements.

Unwelcome sexual advances (either verbal or physical), requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment; (2) submission or rejection of the conduct is used as a basis for making employment decisions; or, (3) the conduct has the purpose or effect of interfering with work performance or creating an intimidating, hostile, or offensive work environment.

If you experience or witness sexual or other unlawful harassment in the workplace, report it immediately to the HR Manager. If the HR Manager is unavailable or you believe it would be inappropriate to contact that person, you should immediately contact the Principal. You can raise concerns and make reports without fear of reprisal or retaliation.

All allegations of sexual harassment will be quickly and discreetly investigated. To the extent possible, your confidentiality and that of any witnesses and the alleged harasser will be protected against

unnecessary disclosure. When the investigation is completed, you will be informed of the outcome of the investigation.

Any supervisor or administrator who becomes aware of possible sexual or other unlawful harassment must immediately advise the HR Manager so it can be investigated in a timely and confidential manner. Anyone engaging in sexual or other unlawful harassment will be subject to disciplinary action, up to and including termination of employment.

All employees required to participate in annual sexual harassment training.

## 705 Personal Appearance

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 7/15/2015

Dress, grooming, and personal cleanliness standards contribute to the morale of all employees and affect the image ICS presents to other members of the ICS community and visitors.

During school hours or when representing ICS, you are expected to present a clean, neat, and tasteful appearance. You should dress and groom yourself according to the requirements of your position and accepted social standards. This is particularly true if your job involves dealing with parents or visitors in person.

ICS's standard dress code is Spirit Gear and Jeans Monday thru Friday. Professional dress is highly recommended and encouraged, however, we want to provide the option for employees to dress in ICS Spirit Gear and Jeans as they choose to. Occasionally staff may be required to dress business casual (special school visits, school-wide assemblies, field trips, etc). In those events, the expectation is 100% compliance.

## 706 Return of School Owned Property

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/18/2011, 7/15/2015

Employees are responsible for items issued to them by ICS or items that belong to ICS and are in their possession or control, such as the following:

- computer databases and other professional files created for the school
- student work and all grading information
- credit cards
- equipment
- identification badges

Employees must return on or before their last day of work all ICS property – including intellectual property. Where permitted by applicable laws, ICS may withhold from the employee's check or final paycheck the cost of any items that are not returned when required. ICS may also assess fees in the event schooled owned property is returned damaged. Fees for damaged electronics will be calculated based on the cost to repair and any other fees incurred. Those fees are determined in partnership with

the Director of Technology in partnership with the Director of Operations and Finance. ICS may also take all action deemed appropriate to recover or protect its property.

School tools are distributed on a sign-in /sign out base by the Operations manager/Technology Director.

## 712 Solicitation

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/18/2011, 7/15/2015

In an effort to ensure a productive and harmonious work environment, persons not employed by ICS may not solicit or distribute literature in the workplace at any time for any purpose.

ICS recognizes that employees may have interests in events and organizations outside the workplace. However, employees may not solicit or distribute literature concerning these activities during working time. (Working time does not include lunch periods, work breaks, or any other periods in which employees are not on duty.)

In addition, the posting of written solicitations on office and hallway bulletin boards not allocated to schoolwork is restricted. These bulletin boards display important information, and employees should consult them frequently for important announcements, school policies and legally-required postings.

If employees have a message of interest to the workplace, they may submit it to the Principal for approval. All approved messages will be approved by, initiated, and posted by the Principal.

The Principal in accordance with the School Fundraising and Gift Acceptance policy must approve any funding request made by staff or parent organization (Appendix III).

Please see Handbook Policy 516 for information regarding the use of ICS computers, computer systems, or email addresses for solicitations.

## 718 Problem Resolution

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/24/2011, 08/31/2023

ICS is committed to providing the best possible working conditions for its employees. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from ICS supervisors and management.

ICS strives to ensure fair and honest treatment of all employees. Supervisors, managers, and employees are expected to treat each other with mutual respect. Employees are encouraged to offer positive and constructive criticism.

If employees disagree with established rules of conduct, policies, or practices, they can express their concern through the problem resolution procedure. No employee will be penalized, formally or informally, for voicing a complaint with ICS in a reasonable, business-like manner, or for using the problem resolution procedure.

If a situation occurs when employees believe that a condition of employment or a decision affecting them is unjust or inequitable, they are encouraged to make use of the following steps. The employee

may discontinue the procedure at any step. It is the intent of the Board of Directors of International Community School to achieve equitable solutions to grievances that may arise from time to time at the lowest possible administrative level. If a grievance is a complaint of discrimination or harassment, the Principal will take prompt action to resolve the complaint.

*Definitions*

- **Aggrieved person** is the person or persons making a claim of grievance.
- **Calendar days** include weekends and holidays.
- **Grievance** is a claim based on an event or condition that is in violation of established policy of the International Community School, or the Georgia Code of Ethics of the Teaching Profession, or state or federal law. It is expressly understood that a claim based on any of the above constitutes grounds for a grievance.
- **Party in Interest** is the person or persons making the claim and any person that might be required to take action or against whom action might be taken in order to resolve the claim.

*Guidelines for Resolving Grievances*

1. The proceedings shall be kept as informal as may be appropriate at any level of the procedure. All parties shall cooperate and act in good faith to resolve grievances.
2. Proceedings shall be kept confidential.
3. Grievances shall not be discussed except as provided in each step of the grievance procedure. Because any grievance may reach Level Three as reflected hereafter, members of the Board of Directors must maintain impartiality. For this reason, communication concerning the grievance between Board members and the aggrieved person or parties of interest is strongly discouraged.
4. Nothing herein contained will be construed to limit the right of the aggrieved person to appeal the matter to a higher level as outlined in the grievance procedure.
5. Failure at any step of this procedure to appeal the grievance to the next step within the specified time limits shall be deemed to be acceptance of the decision rendered.
6. A grievance claim at Level Two and Three shall be presented within thirty (30) calendar days of the alleged act or condition on which the grievance is based.
7. ICS reserves the right to exempt the following from grievance procedures: personnel evaluations, job performance discussions and meetings, termination/non-renewal notices, demotions, suspensions, reprimands or other meetings related to employee performance.

*Level One Resolution*

The aggrieved person shall attempt to discuss the grievance with the person against whom the claim is made and attempt to resolve the claim as soon as practical.

*Level Two Resolution*

If the aggrieved person is not satisfied with the disposition of the grievance at Level One, they will make a good faith effort to resolve the conflict by discussing the issues with the Administrator that has responsibility for that area. If the issue cannot be resolved with the administrator for that area it should be brought to the Principal for subsequent attempted resolution before proceeding to level three.

The good faith effort will consist of problem identification, possible solutions, selection of resolution/solution, process for implementation of resolution, and a follow-up meeting to assure that resolution has taken place.

The Administrator will take action as necessary to attempt to resolve the grievance, document the process, and make note in personnel files as appropriate.

The aggrieved person will have thirty (30) calendar days after the Administrator's action to appeal the resolution of the grievance negotiated in Level Two, to Level Three of this procedure.

In the event the complaint involves the Principal, the aggrieved person may request a hearing before the Board of Directors, in executive session, by making a request to the Board secretary as outlined in Section I, numbers 1-6 of this policy, and following the steps outlined in Level Three of this policy.

*Level Three Resolution*

In the event the complaint is not resolved at Level Two, the aggrieved person may submit the grievance in writing to the Board's secretary (see Section I, numbers 1-6) and request a hearing before the Board of Directors. Whether or not a hearing is granted shall be in the sole discretion of the Board of Directors. Should the Board of Directors grant a hearing, the aforementioned hearing may be delegated to a Board of Directors committee.

The Board secretary will be responsible for notifying all of the parties in interest of the need for a hearing and with obtaining whatever due diligence and legal counsel may be necessary for the Board to be properly educated as to the legal issues of the case. The Board secretary will be recused from participating with the board in deliberations/decision making in the case due to their necessary contact with the parties in interest prior to the hearing.

The Board of Directors shall review the grievance in executive session at the next regularly scheduled Board meeting provided the aggrieved person has given forty-eight (48) hours' notice of the need for such a hearing, or in a special Board meeting within thirty (30) calendar days after the hearing request is received, whichever meeting constitute the shorter time period.

The Board of Directors will act upon the grievance within thirty (30) calendar days of the initial hearing and provide a written decision to the aggrieved person within ten (10) calendar days of Board action.

The Board's decision shall be final and binding.

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

## 722 Workplace Etiquette

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/18/2011, 7/15/2015

ICS strives to maintain a positive work environment where employees treat each other with respect and courtesy. Sometimes issues arise when employees are unaware that their behavior in the workplace may be disruptive or annoying to others. Many of these day-to-day issues can be addressed by politely talking with a co-worker to bring the perceived problem to their attention. ICS encourages all employees to keep an open mind and graciously accept constructive feedback or a request to change behavior that may be affecting another employee's ability to concentrate and be productive.

## 781 Business Procedures

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/18/2011, 7/15/2015, 1/4/2019

*Obligation to Obtain a Criminal Background Check*

All employees must obtain a criminal background and fingerprint check at the DeKalb County Department of Public Safety before beginning work at ICS. The Background check receipt from the Police Department will serve as proof of the check. An employee cannot begin working at ICS without handing this receipt to the HR Manager and continued employment with ICS is predicated upon the school's receipt of a satisfactory report from the background check. Criminal background checks need to be renewed every 5 years by the DeKalb County Department of Public Safety.

In the event ICS obtains credible information that an employee or volunteer has engaged in prior conduct that would render him or her unfit for their position, ICS will consider the nature and gravity of the conduct in question; the time that has passed since the conduct took place, and the nature of the individual's job or volunteer position. Conduct culminating in a criminal conviction may be considered conclusive evidence of the underlying conduct. Conduct culminating in an arrest but not a conviction will be given further inquiry. Regardless of the legal consequences of the behavior, any determination by ICS that an employee has engaged in conduct involving violence or abuse will result in the termination of employment with ICS.

*Identification Badge*

All school employees must obtain an identification badge and wear it at all times while on campus.

*Budget*

The school budget is divided into sub-accounts ("line items"). The person responsible for each account consults with her/his group in establishing priorities for spending during the year. Barring unforeseen circumstances, once you spend the money allotted, there will be no other money available for that account (grade level, language section, etc.). It is also very important to budget amounts for the year. The school will issue a statement that shows the account balance for each sub account upon request. However, the monthly statement will show only paid items.

*Requesting Funds*

ICS prefers to use purchase orders for all purchases. If you must purchase in another way, you must have approval **in advance** from the Assistant Principal or Principal. Complete a purchase order or advance purchase form, sign it and turn it into the Accounts Payable.

*Funding for Professional Development*

ICS has set priorities in this area. We fully fund workshops that we ask employees to attend, e.g., IB-PYP and other workshops connected to our programs. Normally, meals not provided by hotel or workshop organizations are covered by the per diem rate. The school will also fund necessary overnight accommodation at a relatively inexpensive hotel. A member of staff may request funding for other workshops, and the school may be able to assist somewhat with the funding depending on monies available that year.

*Photocopies*

ICS has two photocopy machines for the teachers to use, but we wish to limit the number of photocopies the school has to pay for. When you make copies, please use your assigned code number. Use both sides of paper when possible.

*Mail Reception and Handling*

The Administrative Assistant will open all mail and route it to the appropriate person and will distribute

general interest mail to the teachers' boxes.

## 783 Medical Emergencies and Accidents

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/24/2011, 7/15/2015

Send or bring all students seriously ill or injured to the office. Do not diagnose.

The teacher or teacher assistant will treat minor injuries in the classroom.

In case of emergencies, send for the Principal, Assistant Principal or another member of the office personnel. Alert the Principal and Assistant Principal immediately if the police or ambulance are needed.

*Illness at school*

Children should not be sent to school if any of the following symptoms are evident: fever of 99 degrees or more, sore throat, rash, green discharge from nose, bronchial or deep chest cough, red eyes, discharge from eyes, diarrhea, vomiting or stomach ache within the 12 hours prior to school. Children need to be fever-free for 24 hours without the use of fever-reducing medications before returning to school. If a question arises regarding an illness, especially an illness suspected of being contagious, the Principal should consult the child's doctor or the DeKalb County Health Department.

Parents should be called and their instructions followed. If parents cannot be reached, medical aid shall be obtained for the student on an emergency basis.

Standard first aid should be followed for routine illness.

A communicable disease chart from the DeKalb County Health Dept. shall be readily available at all times.

*Accidents*

In case of accidents, once the teacher on duty has seen that the emergency is taken care of, they must fill out an accident report even if not a witness to the accident. Any other witnesses should fill out accident reports also. This is especially true for serious accidents involving head injuries or possible fractures.

## 785 Student Medication Procedures

Effective Date: 8/1/2009
Revision Date: 9/16/2009, 1/24/2011, 7/15/2015

Employees of ICS are prohibited from providing or administering any medication, including aspirin, to a student except as authorized by the parent/guardian in accordance with the procedures that follow. Except in emergency situations, only oral medications are administered. Emergency medications are administered in schools according to pre-arrangements involving appropriate medical and school personnel and the parent.

*I. Parental Consent*

Written parental consent for the administration of medication to the student is required as follows:

- For each discrete illness and for each medication ordered, whether given simultaneously

or sequentially
- Every three months for a chronic illness requiring long-term administration of medication (does not apply to a standing order for emergency medication)

*II. Responsibility of Parent/Guardian*

The parent/guardian is responsible for the following:

- A. Obtaining form, "Authorization to Administer Prescribed Medication to a DeKalb County Public School Student While in School," from ICS, as well as a statement from the attending physician.
- B. Assuring that the physician's statement includes:
  1. Name of student.
  2. Name of the medication.
  3. Dosage and hours medication is to be given during the school day.
  4. Expected duration of administration of medication.
  5. List of possible side effects/contraindications.
- C. Personally delivering to the school Registrar or Administrative Assistant the completed medication authorization form, the physician's statement, and the medication, properly labeled by a pharmacist **(Under no circumstances will the school administer medication brought to school by the student.).**
- D. Providing completed signed forms as required by Item I, page 1
- E. Submitting to the school written notification from the physician of any change in dosage or time of administration of medication.
- F. Assuring that the first day's dosage of any new prescription has been given at home.
- G. Personally collecting from the school any unused portion of the medication within one week after expiration of the physician's order (Medication not personally collected by the parent/guardian is destroyed.).

*III. Responsibility of Medical Procedures*

The Principal is responsible for the following:

- A. Assuring that the administering of medication to a student meets the requirements of this regulation.
- B. Reviewing and determining the following:
  1. The medication authorization form is properly completed.
  2. Each prescription is accompanied by a separate medication authorization form and physician's statement. The statement from the physician includes all information as required in Item II B.
  3. The medication is properly labeled.
  4. The first day's dosage of any new prescription has been given to the student at home.
- C. Establishing the date when a written renewal of the physician's order will be required, if necessary (Item I. B.), and informing the parent/guardian of the date by which any unused portion of the medication must be personally collected (This will be accomplished by entering the dates in the last section of the medication authorization form and returning a copy of the form to the parent/guardian.)
- D. Filing the original of the completed medication authorization form and the physician's statement with the student's health record.
- E. Prohibiting any change in dosage or time of administration of medication unless authorized in writing by the physician and assuring that the administration of medication is not continued without a renewal order from the physician.

- F. Storing all medications kept in the school in a secure area that is accessible only to authorized personnel.
- G. Destroying any unused portion of the medication not personally collected by the parent/ guardian within one week after expiration of the physician's order.
- H. Ensuring that all physicians' orders for medications given in school are reviewed by the public health nurse and the school medical advisor
- I. Maintaining a current listing of students receiving medications, including the following information:
  1. Student's name
  2. Name of medication
  3. Date initially prescribed or re-prescribed and termination date
  4. Dosage and time medication is to be administered
- J. Arranging for the administration of medications according to schedule.

## 802 Recycling

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 1/24/2011

ICS recycles all paper. Teachers and Assistants should involve students in this process. A company picks up our large bins, kept in the kindergarten playground area, when the bins are all filled. There are recycling boxes in all buildings of the school.

ICS supports environmental awareness by encouraging recycling and waste management in its business practices and operating procedures. This support includes a commitment to the purchase, use, and disposal of products and materials in a manner that will best utilize natural resources and minimize any negative impact on the earth's environment.

Special recycling receptacles have been set up to promote the separation and collection of the following recyclable materials at ICS:

- computer paper
- white high grade or bond paper
- mixed or colored paper
- printer cartridges

Success of this program depends on active participation by all of us. Employees are encouraged to make a commitment to recycle and be a part of this solution.

ICS encourages reducing and, when possible, eliminating the use of disposable products. Source reduction decreases the consumption of valuable resources through such workplace practices as:

- communication through computer networks with email
- posting memos for all employees
- two-sided photocopying
- computerized business forms
- turning off lights when not in use
- not setting thermostats too cool in summer or too hot in winter
- disposable plastic bottles and other recyclable containers

Whenever possible, employees of ICS are encouraged to purchase products for the workplace that contain recycled or easily recyclable materials. Buying recycled products supports recycling and

increases the markets for recyclable materials.

## 888 Annual AHERA (Asbestos Hazard Emergency Response Act)

Effective Date: 9/16/2009
Revision Date: 1/24/2011, 7/15/2015

This information is being provided to comply with the requirements of the federal Asbestos Hazard Emergency Response Act (AHERA), which requires schools to perform certain tasks in regard to the presence and control of asbestos containing materials (ACM) in school buildings. These tasks include:

- Developing an asbestos management plan which is designed to outline procedures and guidelines for the inspection, re-inspection and periodic surveillance of the ACM that are present in the buildings.
- Providing awareness training and additional training to selected school employees.
- Periodic notification of all employees, students (via their parents/guardians), and building occupants of the availability of asbestos management plans, the location of the same, and the times that the plans may be reviewed.

## 996 Food Consumption

Effective Date: 8/1/2009
Revision Date: 7/31/2009, 7/15/2015

For reasons of both professional appearance and pest control, all food consumption is limited to the cafeteria and the teacher's lounge. Microwaves can be found in the teacher's lounge. The home sized refrigerator in the kitchen is for ICS staff use as well.

Microwaves are NOT permitted in classrooms.

Staff should refrain from eating in front of students unless it is lunch or another structured snack time.

## 998 Fundraising Policy

Effective Date: 7/19/19
Revision Date:
08/31/2023

We are fortunate to have a very talented and creative faculty at ICS, working with our students to make the educational journey an interesting and engaging one. As a public charter school, ICS relies on a mix of public (government) and private (individual/foundation/corporate) funds for our operating budget. As such, we operate on a lean budget with efficient operations. Each grade level has been allocated money for supplies, but we understand that individual teachers may have ideas for projects that may require more.

If you have identified materials or equipment for which you would like to execute a campaign, please submit this information to the Business Manager or Communications and Marketing. For additional information, please visit: https://icsgeorgia.org/donate

## 999 Professional Development & Educational Reimbursements

The International Community School (ICS) places a strong emphasis on fostering continuous professional growth and development among its staff members. To this end, the school has established a comprehensive framework for professional development, which encompasses various categories and initiatives aimed at enhancing the skills, knowledge, and capabilities of its workforce. This handbook outlines the structure and guidelines for the three distinct categories of professional development programs offered by ICS: Required Professional Development, Tuition Reimbursement, and Teacher-Requested Professional Development.

Under this policy, educational assistance may not be provided to any qualified employee who:

- Has received a formal warning within three months prior to seeking approval; or
- Has received a formal warning at any time after approval has been granted and before the course is completed.

I. Required Professional Development

The first category of professional development at ICS is the Required Professional Development program,

which is designed to ensure alignment with school curriculums and programs. These mandatory sessions and activities are essential for staff members to fulfill their roles effectively. Attendance and participation in these events are not optional and contribute significantly to the advancement of ICS's educational mission.

II. Tuition Payment Program

The Tuition Payment program provides staff members with an opportunity to pursue additional degrees or certificate endorsements that enhance their professional qualifications. This program facilitates financial support for educational endeavors by offering payment for tuition associated with approved degree programs and coursework. The amount awarded under this program will vary based on the overall amount requested and is subject to annual budget allocations.

Eligibility for the Tuition Payment program requires an employee to have completed at least one year of service at ICS and must not have received a formal warning within three months prior to seeking approval or at any time after approval and before course completion.

To apply for financial assistance, eligible employees must complete the appropriate paperwork provided by the Professional Development Coordinator. This formal request must be submitted before commencing coursework. Approval for payment is contingent upon successful authorization by the relevant manager or supervisor. Payment is exclusively applicable to approved degree programs.

Payment for tuition, including required course fees, is provided for all passing grades, up to specified maximum amounts per year for undergraduate, graduate, and post-graduate studies. A passing grade is defined as an "A," "B," or "C" for undergraduate classes, and at least a "B" for graduate classes. In the case of a "Pass/Fail" course, a "Pass" is acceptable, and numerical equivalents may be considered based on official verification from the college or university. Transcript requests should be sent to the Human Resources Department, hr@icsgeorgia.org, at the end of each semester or class if completing an endorsement.

Employees are required to inform their appropriate manager/supervisor and Human Resources promptly in the event of course withdrawal or cancellation. Incompletes must be resolved by the end of the following semester, and failure to do so results in ineligibility for tuition reimbursement and potential repayment of advance payments.

The Tuition Payment program is available for staff members to request once a year. Our tuition reimbursement policy is dependent upon a line item approval in the annual budget. ICS will reimburse up to 50% of the total cost of the program up to $3000. Use of these funds are on a

first-come first-served basis. This program is designed to provide valuable financial support to enhance the educational pursuits of ICS employees, contributing to their professional growth and the overall enrichment of the school community. Modifications to the program can be made at any time and are at the discretion of the Executive Director in partnership with the Director of Operations and Finance.

III. Staff-Requested Professional Development

The Staff-Requested Professional Development category is designated for job-related development activities that do not lead to a formal certification attached to a state teaching license or a formal degree. Each staff member is allocated an amount per year for such purposes. Requests can be submitted on a rolling basis through a designated Google form, with a submission window of up to four weeks in advance to allow for processing.

Requests for professional development must be directly related to the school's roadmap and approved by the Professional Development Coordinator. Written approval from the supervisor/manager/department head may be prerequisite for participation and will be determined by the Professional Development Coordinator. ICS will provide reimbursement for tuition, registration fees, books, and supplies associated with approved professional development activities in this category within the yearly allotted amount.

IV. Programs Policy Details

The Professional development programs are subject to annual budget approval. Modifications to the programs are at the discretion of the Executive Director in partnership with the Director of Operations and Finance. ICS seeks to support the completion of these professional development experiences. In the event of non-completion or failure of the course may result in repayment of funds disbursed at the discretion of the Principal and Executive Directors.

For inquiries or further information, please contact the Professional Development Coordinator.

## 1000 ICS Key and Badge Guidelines

Staff will be issued a key to their respective area during pre planning. At the end of each school year the classroom key will be returned as part of the end of the year check-out. ICS badge and all keys issued must be surrendered upon termination or resignation of your employment at ICS. Should your key be lost or stolen, the Principal and Director of Operations should be notified as soon as possible.

Reimbursement fees for lost key:

Master Key - $100

Gym Key - $25

Classroom Key - $25

Teaching staff will be issued 1 building access badge labeled with their name during pre planning week. They shall maintain possession of that badge at all times. Should the badge be lost or stolen, the Principal and Director of Operations should be notified as soon as possible. Reimbursement fees for lost badge: $50

During the year a staff member may need to have possession of a key to complete a task. Keys will only be issued upon an approved request made to the Principal with a completed Key Request Form.

The following procedures are in place for building access:
Teachers and non-administrative staff will have access to the building during the current year established school calendar during the hours of 6:30 am to 6:00 pm. At no time should a teacher or staff member have access to the building on the weekend or during established closed days unless explicit permission has been given by the Principal or Director of Operations.

Duplication of Keys:
All keys are to be made by the Director of Operations. At no time should keys be duplicated without the express joint permission of the Principal and Director of Operations. Badly worn or broken keys must be replaced on an exchange basis.

Request of Rekeying Locks:
Requests to rekey locks should be made directly to the Director of Operations for approval.

After School use by Non-school Groups:
Upon receipt of the approved Use of Facilities request, the Principal or Director of Operations will designate an employee to open the buildings required for use. The employee is to be in charge during the after-hours school use and is responsible for closing up the building. This school employee is in charge of the building or grounds and is empowered to take reasonable means to enforce the regulations that pertain to use of the property.

## 1001 REPORTING OF STUDENTS COMMITTING CERTAIN ACTS

Any employee who has reasonable cause to believe that a student at ICS committed any of the following acts on school property or at a school function must immediately report the act and the name of the student to the Executive Director:

- Aggravated assault involving a firearm (in violation of O.C.G.A. § 16- 5- 21);
- Aggravated battery (in violation of O.C.G.A. § 16- 5- 24);
- Sexual offenses (in violation of O.C.G.A. § 16- 6- 1 et. seq.);
- Carrying a weapon or long gun in an unauthorized location (in violation of O.C.G.A. § 16- 11- 127);
- Carrying weapons on school property, at a school function, or within a school safety zone (in violation of O.C.G.A. § 16- 11- 127.1);
- Illegal possession of a handgun by a person under 18 years of age (in violation of O.C.G.A. § 16- 11- 132); and
- Possession and other activities regarding marijuana and controlled substances.

# International Community School

## Charter Renewal Exhibit
## 16

## Proof of Insurance

## This Exhibit is Not Available in Word Format

# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 11/9/2023

**THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.**

**IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).**

**PRODUCER**
Edgewood Partners Insurance Center
EPIC Brokers
14881 Quorum Drive, Suite 850
DALLAS, TX 75254
www.epicbrokers.com

**CONTACT NAME:** Pearlean Martin
**PHONE (A/C, No, Ext):** 469-217-7682 **FAX (A/C, No):**
**E-MAIL ADDRESS:** Pearlean.Martin@epicbrokers.com

| INSURER(S) AFFORDING COVERAGE | NAIC # |
|---|---|
| INSURER A : American Family Home Insurance Company | 23450 |
| INSURER B : AmTrust Insurance Company | 15954 |
| INSURER C : | |
| INSURER D : | |
| INSURER E : | |
| INSURER F : | |

**INSURED**
International Community School
2418 Wood Trail Ln
Decatur GA 30033

**COVERAGES** **CERTIFICATE NUMBER:** 77141103 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

| INSR LTR | TYPE OF INSURANCE | ADDL INSD | SUBR WVD | POLICY NUMBER | POLICY EFF (MM/DD/YYYY) | POLICY EXP (MM/DD/YYYY) | LIMITS | |
|---|---|---|---|---|---|---|---|---|
| A | ✓ COMMERCIAL GENERAL LIABILITY | ✓ | | 7NA6CP000154100 | 6/26/2023 | 6/26/2024 | EACH OCCURRENCE | $1,000,000 |
| | ☐ CLAIMS-MADE ✓ OCCUR | | | | | | DAMAGE TO RENTED PREMISES (Ea occurrence) | $1,000,000 |
| | | | | | | | MED EXP (Any one person) | $10,000 |
| | | | | | | | PERSONAL & ADV INJURY | $1,000,000 |
| | GEN'L AGGREGATE LIMIT APPLIES PER: | | | | | | GENERAL AGGREGATE | $3,000,000 |
| | ✓ POLICY ☐ PRO-JECT ☐ LOC | | | | | | PRODUCTS - COMP/OP AGG | $3,000,000 |
| | ☐ OTHER: | | | | | | | $ |
| A | **AUTOMOBILE LIABILITY** | | | 7NA5CA000091901 | 6/26/2023 | 6/26/2024 | COMBINED SINGLE LIMIT (Ea accident) | $1,000,000 |
| | ☐ ANY AUTO | | | | | | BODILY INJURY (Per person) | $ |
| | ☐ OWNED AUTOS ONLY ☐ SCHEDULED AUTOS | | | | | | BODILY INJURY (Per accident) | $ |
| | ✓ HIRED AUTOS ONLY ✓ NON-OWNED AUTOS ONLY | | | | | | PROPERTY DAMAGE (Per accident) | $ |
| | | | | | | | | $ |
| A | ☐ **UMBRELLA LIAB** ✓ OCCUR | | | 7NA5FF000088001 | 6/26/2023 | 6/26/2024 | EACH OCCURRENCE | $3,000,000 |
| | ✓ **EXCESS LIAB** ☐ CLAIMS-MADE | | | | | | AGGREGATE | $3,000,000 |
| | ☐ DED ☐ RETENTION $ | | | | | | | $ |
| B | **WORKERS COMPENSATION AND EMPLOYERS' LIABILITY** Y / N | N / A | | KWC1324357 | 6/26/2023 | 6/26/2024 | ✓ PER STATUTE ☐ OTH-ER | |
| | ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? ☐ **(Mandatory in NH)** | | | | | | E.L. EACH ACCIDENT | $1,000,000 |
| | If yes, describe under DESCRIPTION OF OPERATIONS below | | | | | | E.L. DISEASE - EA EMPLOYEE | $1,000,000 |
| | | | | | | | E.L. DISEASE - POLICY LIMIT | $1,000,000 |

**DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)**

DeKalb County Board of Education and Georgia Department of Education are included as additional insureds as required by written contract as their interests may appear.

**CERTIFICATE HOLDER**

DeKalb County Board of Education
1701 Mountain Industrial Blvd
Attn: Director of Risk Management
Stone Mountain GA 30083

**CANCELLATION**

**SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.**

**AUTHORIZED REPRESENTATIVE**
KJ Wagner

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# International Community School

# Charter Renewal Exhibit
# 17

# Contracts with ESPs

# ICS Does Not Contract with an ESP

# International Community School

# Charter Renewal Exhibit
# 17

# Contracts with ESPs

# ICS Does Not Contract with an ESP

# International Community School

## Charter Renewal Exhibit
## 18

## DSCD Assurances and Agreements

## This Exhibit is Not Available in Word Format

# Exhibit 18 - DCSD Assurances and Required Statements

Georgia law, State Board of Education Rule, and DeKalb County School District (hereinafter "DCSD") policy require your school to provide assurances that it will meet specific requirements and comply with applicable laws. This assurances form enumerates these requirements and, when you submit the signed signature sheet with this assurances form as part of your charter school application package, you are providing the legal assurance that your charter school understands and will comply with these requirements. This form must be signed by the school's governing board chair.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter school located in DeKalb County is true to the best of my knowledge and belief.

The Charter School agrees to comply with and adhere to the Georgia Department of Education's Assurances as well as DCSD's Assurances as follows:

**Governance**

1. The Charter School shall be subject to the control and management of the DeKalb Board of Education, as provided in the charter and in a manner consistent with the Constitution.
2. Charter School Board members (hereinafter the "Board") will not constitute a voting majority on any other public or private school board. Board member services shall be voluntary and each board member shall be fully insured with appropriate and approved Directors & Officers Liability Coverage. The Charter School acknowledges that the potential exists for Board members to be sued in their official and/or personal capacity, which means that the financial protection for liability payments and/or defense costs will only be through the Directors & Officers Liability Coverage unless the Charter School also opts to purchase a bond for its Board members. The District recommends that the Charter School also purchase a bond in addition to providing Directors & Officers Liability Coverage to ensure that all Board Members are fully protected from financial hardship and liability and to prevent any potential gap in coverage.
3. No member of the Board shall sell, lease, or receive payment for providing textbooks, supplies, services, equipment, facilities, or land to a Charter School or other public school in DCSD. Nor will the Board members receive payment for services as Board members.
4. The recruitment of students is the responsibility of the Charter School. During the recruitment process, the Charter School will provide parents of potential students with accurate information about the programs, services and amenities available at the school. The Charter School shall make an electronic copy of the complete Charter School petition and contract available on its website.
5. The Charter School agrees to sign an updated version of this Letter of Assurances, if needed during the charter term, to ensure compliance with federal or state law or rule and/or DCSD policy, regulations, and/or guidelines.

**Financial**

1. DCSD shall fund the charter school pursuant to the funding formula provided by O.C.G.A. § 20-2-2068.1 and applicable State Board rules.

2. According to State Board Rule 160-4-9-.05, the per-pupil funding amounts listed in § 15(c) of the Charter represent DCSD's good-faith estimate of the base per-pupil amount at which it will fund the Charter School as long as the school system receives the state and local revenues upon which the approved school budget is based. The actual amount of per-pupil funding DCSD will provide to the charter school is subject to change in a given fiscal year based on fluctuations in enrollment and state and local revenues, and shall be derived from the funding formula provided by O.C.G.A. § 20-2- 2068.1.
3. The Charter School agrees to maintain enrollment less than or equal to the maximum enrollment identified in the charter contract. Only upon annual approval from the DeKalb Board of Education and the Georgia Department of Education by April 1st of the preceding year may the Charter School exceed its maximum enrollment levels by no more than 15% of the enrollment identified in the charter contract.
4. The Charter School is subject to periodic audits by DCSD's Internal Audits Department.
5. The Charter School will be responsible for providing various financial reports to the DCSD Internal Audits Department, DCSD School Innovation Department, and DeKalb Board of Education. 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 End-of-Year Statements (showing encumbrances through June 30).
6. Any qualified audit findings, or non-conformity with generally accepted governmental accounting standards, may result in termination of the charter after review by the DCSD Finance Department.
7. Any deficit occurring during or at the end of a fiscal year shall be eliminated by funds to be provided by the Charter School. The Charter School shall not request any additional funds from the DCSD to cover any deficit created by the Charter School and the DCSD shall not allocate funds for the Charter School for the next fiscal year until the deficit has been resolved satisfactorily.
8. The Charter School is solely responsible for all debts incurred by the Charter School and its governing body, and the DCSD shall not be contractually bound to the Charter School or to any third party with whom the Charter School has a contract or from whom the Charter School has purchased goods or services, except as otherwise agreed in the charter contract.
9. If the Charter School wishes to enter into an agreement to borrow funds in which the repayment period exceeds the current fiscal year, the Charter School must notify DCSD one month prior to entering the agreement for review and consideration and provide an amended budget reflecting the loan and repayment period that has been previously approved by the Charter School governing board. To enter into a significant long-term debt, the Charter School must be in its second (or subsequent) charter term and be in good standing with DCSD and the GADOE.
10. The Charter School will provide evidence that it has obtained appropriate insurance of the governing board and administrators by August 1st of its first year of operation. In the event the Charter School ceases operation for any reason, the Charter School and its governing body shall be responsible for closing out the business affairs of the Charter School. The Charter School shall cooperate with the DCSD to the extent necessary to provide an orderly return of the students to the appropriate schools for which they are zoned. At the time a Charter School ceases operations any furniture and equipment purchased with state or local funds shall be delivered to DCSD.

11. If the Charter School plans to cease operation or is notified that the contract will not be renewed, the school will notify the DCSD Office of School Innovation within 48 hours with the name and contact information for the person responsible for the closing procedures.
12. Upon notification of termination or non-renewal of the Charter in accordance with Sections 24 or 26 of the Charter Contract, the Charter School shall allow DCSD to place a full-time DCSD employee at the Charter School to monitor all school operations and to monitor and access records of the Charter School's expenditures and proposed spending of remaining public funds. The District will designate a receivership under the DCSD's Internal Audits Department to ensure full transparency of closing procedures. Unless an emergency closure is necessary, the Charter School will ensure that a transition plan is developed, approved by DCSD, and the Charter School will close at the end of the fiscal year in which it is operating, per state law.
13. Within thirty (30) days after termination of the charter for a local Charter School, all public surplus shall be returned to DCSD. Upon termination of the charter for a local charter school, all assets of the terminated charter school purchased using state or federal grant funds, and all unencumbered state or federal grant funds awarded by the State Board of Education, shall revert to the local district and shall not be used by the school or its nonprofit governing board to satisfy liabilities.
14. The Charter School shall submit a financial audit for the final year of operation, prepared by an independent Georgia-licensed certified public accountant within thirty (30) days of ceasing operations. This audit shall include a detailed inventory of all assets. Further, should the Charter School not have sufficient funds to pay all of its bills, invoices, or other evidence of indebtedness at the time it ceases operation, DCSD shall not be responsible for any debts incurred or contracts signed by the Charter School.

**Performance Evaluation**

1. The Charter School will be assessed using DCSD's effective school framework. The formal data sharing agreement with Research/Data/Evaluation to provide the District with MAP and/or other assessment data when Georgia Milestones data is unavailable shall be maintained.
2. The Charter School will ensure that all data required for evaluating performance is complete, accurate, and submitted in a timely manner.

**Student Support Services**

1. The Charter School will provide services to Students with Disabilities and English Language Learners in the same manner as traditional schools in DCSD. The Charter School shall follow DCSD's Exceptional Education Service Guidelines for DCSD Charter Schools (Including Special Education And Hospital Homebound). Additionally, the Charter School will provide supplemental education services and remediation in required cases in the same manner as traditional schools in DCSD. The Charter School will establish a Student Support Team (SST) in accordance with state guidelines and DCSD board policies manual and comply with Section 504 by providing appropriate accommodations.
2. The Charter School will notify the DCSD upon receipt of a formal complaint or due process hearing request made by a parent/guardian or student concerning the Individuals with Disabilities in Education Act or 504 Plan, furnish a copy of such complaint and cooperate fully in the investigation, defense and resolution of such complaint.

3. The Charter School will use DCSD forms for Section 504, special education, counseling services, psychological services, social services, SST, and health services.
4. The Charter School will hire or contract Special Education teacher(s), a licensed school counselor, a licensed certified school psychologist or a licensed clinical psychologist, a licensed school social worker, a school nurse, and special education paraprofessionals, to provide services to eligible students in accordance with State and federal guidelines.
5. The Charter School may choose to adopt the DCSD Student Code of Conduct, may modify the DCSD Code of Conduct, or use its own Code of Student Conduct but must still comply with federal and state due process procedures. An electronic copy of the Charter School's Student Code of Conduct will be published on the Charter School's website by August 1st of each school year. The Charter School will handle all discipline issues regarding students with disabilities in accordance with federal regulations, state guidelines, and DCSD policies.

**Personnel**

1. The Charter School is responsible for the hiring of all personnel required to implement the contract. The Charter School's hiring decisions may not cause the District to fail to meet federal comparability standards. The District will inform the Charter School no later than the October Date Certain of each year if the Charter School's staffing practices need to be adjusted to meet federal comparability. Failure to follow District guidance may result in a federal fine.
2. No administrator will be directly responsible for the hiring, supervision or evaluation of a member of his/her immediate family.
3. The Charter School shall submit the Certified Personnel Index (CPI) data to the DCSD's Human Resources Department per District established deadlines and other times upon request by Human Resources personnel.
4. The faculty, instructional staff and all other personnel necessary for the operation of the Charter School shall be employees of the Charter School. Employees will meet GAPSC requirements for working at Charter Schools.

**Facilities**

1. Prior to students occupying any facilities and/or the Charter School committing to any certificate of lease or ownership, the Charter School shall obtain proper approval for any sites and/or facilities from DCSD and the Georgia Department of Education's Facilities Services Division.
2. The Charter School will prepare a safety plan and submit that plan and its approval from the Georgia Emergency Management Agency to the District prior to the start of school annually.

**School Nutrition & Transportation**

1. If the Charter School elects to participate in the National School Breakfast and Lunch Program, the Charter School will submit its own application to the GADOE if required and will be

responsible for accurately counting meals and submitting financial reimbursement claims to the GADOE for meals meeting specified nutrient standards.

2. The Charter School agrees to provide DCSD with transportation safety documentation, if any, as required by the GADOE no later than June 1 for the pending school year and adhere to DCSD's Transportation Standard Operating Procedures, if DCSD school buses are used.
3. The Charter School's transportation program will comply with applicable law and any vehicles or drivers used for transporting students will meet the same safety standards applicable to public schools in this State.
4. The Charter School will adhere to DCSD's Transportation Standard Operating Procedures, if DCSD school buses are used.

**Public Safety**

In accordance with DeKalb Board of Education Policy IBB-R(2), this letter of assurances serves as notification of the charter 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.

**Administrative**

1. The Charter School's leader will be provided a District email address, identify a business email and voicemail for correspondence with the DCSD, and make good faith efforts to respond to all DCSD inquiries within one business day. Representatives from the Charter School will attend any workshop, in-services, and/or training and other meeting(s) as required by DCSD. The Charter School shall complete annual reports and surveys, as mandated by DCSD.
2. Pursuant to SBOE Rule 160-4-9-.05, the Charter School shall provide an annual report to the Georgia Department of Education, the DeKalb Board of Education, and parents and guardians of students enrolled in the school by November 1 of each year, in accordance with O.C.G.A. § 20-2-2067.1(c). The annual report shall conform to the template provided by GADOE.
3. The Charter School shall report daily attendance to DCSD using the standard, approved method of data collection. Master schedules and student schedules must exist for students in grades K-12 prior to the start of the school year. All changes in the schedules shall be completed prior to the first FTE count date of the school year. Final grades for each course must be recorded after each semester. DCSD will provide the necessary software and training for the student information system application while the Charter School will provide hardware and the necessary internet service connection. The DCSD Student Information System is to be used for the collection of all data and information required by O.C.G.A. 20-2-320 for mandatory reporting to the State Department of Education (SDOE) and federal agencies (example: discipline). The method of data collection will be that which is currently in use by DCSD and may be changed from time to time based on technology currently in use. Existing periodic and end-of-year checklists provided by DCSD will be used to define when progress reports, report cards and other verifications are to be produced.
4. The Charter School shall maintain all student records in accordance with applicable federal and state laws, regulations, rules and policies. The Charter School shall maintain all student

records on behalf of the District during each student's enrollment in the Charter School. Upon a student's withdrawal or other matriculation from the Charter School, the student's educational records shall be returned within ten (10) business days to the District's student records center for retention.

5. The Charter School shall maintain and ensure the privacy and confidentiality of each student's educational record in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and shall not disclose to any unauthorized third party any personally identifiable information concerning any student enrolled in the Charter School without first obtaining prior written parental permission.
6. Subject to state and federal laws, DCSD and its agents shall have the right to examine and copy all records, reports, documents, and files relating to any activity, program, or student of the Charter School. The Charter School agrees to unannounced visits and announced instructional audits conducted by DCSD's School Innovation and/or the Internal Audits Departments, as needed; provided, however, that such visits shall not interfere with the operations of the Charter School. This access, however, shall not be unreasonably withheld if prior notice is provided by DCSD.
7. The Charter School will follow the District's gifted identification process as set forth by the guidance from the Georgia Department of Education, DCSD's Department of Curriculum & Instruction, and DCSD's Office of Continuous Improvement.

**Assurances for Charter Schools with an Education Service Provider Agreement**

If the Charter School did not envision relations with an Education Service Provider (ESP) during the petition process, but elects to enter into such a contract (hereinafter "ESP Agreement") during the charter term, the District and the state shall be notified. A charter amendment must be approved prior to execution of the ESP Agreement.

1. No provision of the ESP Agreement shall interfere with the Board's duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of the Charter School. No provision of the ESP Agreement shall prohibit the Board from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with the Open Meetings Act. The Board of the school will solely retain authority over the budget. Representatives of the ESP will not serve on the Board.
2. The Board must ensure that, while management partners may make recommendations to the governing board, the Board will not be under any contractual obligation to accept these recommendations.
3. If the charter contract is terminated, the Charter School Board shall ensure that the management company turns over all student, personnel, fiscal, and other Charter School records to the Board within five business days.
4. Nothing in the ESP Agreement shall be construed in any way to limit the authority of the DeKalb County Board of Education including, but not limited to, the authority to take and enforce action pursuant to O.C.G.A. § 50-14-1 et seq. and O.C.G.A. §50-18-70 et seq.
5. To the extent there are any conflicts between the terms of the Charter School's charter contract and the terms of the ESP Agreement, the terms of the charter contract will control.

6. If an ESP purchases equipment, materials and supplies for the use of, on behalf of or as the agent of the charter, the ESP Agreement shall provide that such equipment, materials and supplies shall be and remain the property of the charter. The ESP shall not charge additional commission, mark-up or similar fees, for the items purchased for the use of, on behalf of or as the agent of the Charter School. Any such purchases must be made from a third party supplier, unless set forth in the charter petition.
7. The Board will ensure that the ESP Agreement contains a section that will reasonably permit either party to terminate the ESP Agreement.
8. The ESP Agreement should include provisions dealing with ownership of physical and intellectual property developed by the ESP or by the Charter School's employees.

**Insurance Generally**

Charter School shall procure and maintain for the duration of its charter contract, at its sole cost and expense, such insurance as will fully protect it and the Indemnitees , from any and all claims as set forth in the Indemnification clause that may arise out of Charter School's operations under the charter agreement from incidents, accidents and claims for personal injury, bodily injury, and property damage which may arise from or in connection with the performance of this charter agreement and for the Charter School's professional liability under the charter agreement.

The following is the minimum insurance coverage and limits that the Charter School must maintain. If the Charter School maintains broader coverage or higher limits than the minimums shown below, DCSD requires and shall be entitled to all coverage and for higher limits maintained by the Charter School.

**Minimum Scope and Limit of Insurance**

1. Workers' Compensation & Employer's Liability Insurance - Workers' Compensation Insurance in compliance with the applicable Workers' Compensation Act(s) of the state(s) wherein the work is to be performed or where jurisdiction could apply in amounts required by statutes. Employer's Liability Insurance, with limits of liability of not less than $1,000,000 per accident for bodily injury or disease.
2. Commercial General Liability Insurance, including contractual liability insurance, products and completed operations, personal injury, bodily injury, property damage and advertising injury, and any other type of liability for which the charter agreement or this Letter of Assurances applies with limits of liability of not less than $1,000,000 each occurrence / $2,000,000 policy aggregate for personal injury, bodily injury, and property damage. Commercial General Liability Insurance shall be written on an "occurrence" form.
3. Business Automobile Liability Insurance with limits of liability of not less than $1,000,000 per accident for bodily injury and property damage. Insurance shall include all owned, non-owned and hired vehicle liability.
4. Umbrella Insurance with limits of liability excess of Employer's Liability Insurance, Commercial General Liability Insurance and Automobile Liability Insurance in the amount of not less than $3,000,000.

5. Educators' Legal Liability Insurance with limits of not less than $2,000,000 each claim $2,000,000 in the annual aggregate for all claims. Coverage shall include insurance coverage for DCSD, its appointed and elected officials, departments, agencies, boards, commissions, its directors and officers, trustees, agents, employees, volunteers and students while participating in internship programs. Coverage is to also cover Employment Practices Liability.
6. Property Insurance coverage shall be "all risks" and in sufficient amounts to cover the replacement cost of all structures and contents for property owned or leased by the Charter School. Insurance policy shall be endorsed to name DCSD as a Loss Payee as their interest may appear. Deductible or Self-Insured Retentions shall not exceed $100,000 per loss.
7. Crime and Fidelity Bond in the sum of not less than $1,000,000 per occurrence. Coverage shall include coverage for Employee Theft and Dishonesty, Forgery or Alteration, Theft of Money and Securities, Robbery and Burglary, Computer Fraud, Funds Transfer Fraud and Money Orders, Counterfeit Currency and Impersonation Fraud and shall cover liability to 3rd Parties.

**Other Insurance Provisions**

The aforementioned insurance policies shall contain or be endorsed to contain, the following provisions:

1. A provision that coverage afforded under such policies shall not expire, be canceled or altered without at least forty-five (45) days prior written notice to DCSD.
2. Workers' Compensation and Employer's Liability and Property insurance policies shall contain a waiver of subrogation in favor of DCSD, its appointed and elected officials, departments, agencies, boards, commissions, its officers, agents, employees and volunteers.
3. Commercial Employer's Liability, General Liability, Automobile Liability and Umbrella Liability insurance policies shall include an appropriate endorsement making DCSD, its appointed and elected officials, departments, agencies, boards, commissions, its directors and officers, trustees, agents, employees, volunteers and students while participating in internship programs, Additional Insureds under such policies.

A copy of these endorsements shall be provided to DCSD.

**Claims-Made Policies**

If any insurance policy is written on a claims-made coverage form:

1. The retroactive date must be shown, and this date must be before the execution date of charter contract.
2. Insurance must be maintained and evidence of insurance must be provided for at least three (3) years after completion of charter agreement.
3. If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a retroactive date prior to the charter agreement, charter school must purchase extended reporting period coverage for a minimum of three (3) years after completion of charter agreement.
4. A copy of the claims reporting requirements must be submitted to DCSD.

**Verification of Insurance Coverage**

1. Charter school shall furnish DCSD with Certificates of Insurance and certified copy of all insurance policies including Additional Insured, Waiver of Subrogation, and Endorsements. However, failure to obtain the required documents shall not waive the Charter School's obligation to provide them. The certificates, policies and endorsements shall contain the following information:
    a. Name and address of agent/broker;
    b. Name and address of insured;
    c. Name of insurance company, underwriting syndicate, or other insuring entity;
    d. Description of coverage in standard terminology;
    e. Policy period;
    f. Policy Number;
    g. Limits of liability;
    h. Name and address of certificate holder;
    i. Acknowledgment to the DCSD of notice requirements of material adverse change;
    j. Signature of authorized agent/broker;
    k. Telephone number of authorized agent/broker; and
    l. Details of policy exclusions applicable to theses Assurances in comments section of Insurance Certificate.
2. In addition to the certificates of insurance, policies and endorsements, the Charter School's broker/ insurer shall provide copies of the policy endorsements evidencing the coverage(s) for DCSD through the Indemnification and Insurance obligations assumed by the Charter School. All certificates/endorsements evidencing primary and excess layers shall be renewed and kept current and up to date on an annual or lesser time basis as needed.
3. All Risk Property Insurance should be in sufficient amounts to cover the replacement cost of all structures and contents to their full value for property owned or leased by the Charter School. Policy(ies) shall be endorsed to name DCSD as a Loss Payee as their interest may appear.
4. Under all coverage required hereunder, the policy(ies) shall be endorsed to include the following terms and conditions: Except for any acceptable secondary layer of protection, the policies shall be primary and not excess to any other coverage provided by or available to DCSD.

**Self- Insured Retentions**

Director of Risk Management may require the Charter School to purchase coverage with a lower retention or provide financial proof of its ability to pay losses and related investigations, claim administration, and defense expenses within the retention.

**Non-Limitation on Charter School's Liability**

The obligations for the Charter School to procure and maintain insurance shall not be construed to waive or restrict other obligations and it is understood that insurance in no way limits liability of Charter School whether or not same is covered by insurance.

**Insurance Ratings**

All of the insurance policies specified shall be written on a form acceptable to DCSD and all companies providing insurance required by charter agreement must meet the minimum financial security requirements of Best's Rating not less than A and Best's Financial Size Category not less than Class X.

**Special Risks or Circumstances**

DCSD reserves the right to modify these requirements, including limits, based on the nature of the risk, prior experience, insurer, coverage, or other circumstances.

**Charter School's Property Insurance**

The Charter School assumes sole responsibility for loss or damage to its property.

**Other Obligations**

1. **Entire Agreement**. These Assurances constitute the entire agreement between the Charter School, DeKalb Board of Education, and District, with respect to the matters set forth herein and supersedes all prior, contemporaneous, written or oral negotiations, agreements, or understandings between the parties regarding such matters, but does not supersede the charter contract, which sets forth the entire agreement between the Charter School, DeKalb Board of Education, and State Board of Education. A scanned or photocopy of these Assurances will be deemed an original.
2. **Waiver**. No failure or delay by the DeKalb Board of Education, or district designee, in exercising any right or remedy herein shall operate as a waiver thereof. The rights and remedies of the District under these Assurances are cumulative and are not exclusive of any rights or remedies which it would otherwise have herein.
3. **No Violation**. The Charter School represents and warrants that the execution of, and performance under, these Assurances will not be a breach of, violation of, or conflict with any other contract or agreement to which it is a party or subject, including the charter contract.
4. **Headings/Interpretation of MOU.** The headings contained in these Assurances are for convenience only and shall not affect in any way the meaning or interpretation of this document.
5. **Severability.** In the event that any term or provision of these Assurances is found to be, or becomes by operation of law, invalid, unenforceable or void, the remaining terms and provisions shall not be affected thereby and shall remain in full force and effect, and the invalid, unenforceable or void term or provision shall be deemed not to be a part of these Assurances.
6. **Governing Law.** These Assurances shall be governed by and construed and enforced in accordance with the laws of the State of Georgia.

7. **Notices.** Unless otherwise provided in the charter contract, or these Assurances, all notices shall be in writing and shall be sent by electronic mail, U.S.P.S. regular mail, personally delivered, overnight delivery service or certified mail, postage prepaid. Notices shall be deemed given (a) on the date delivered if delivered personally or by electronic mail, (b) on the first business day following the date of dispatch if delivered by overnight delivery service or (c) three days after deposit in the United States mail with adequate postage affixed if sent certified or by regular mail.

**Enforcement.** The Charter School acknowledges that if, in the judgment of DCSD, the Charter School is in material breach of one or more provisions of the charter and if such material breach is not fully cured within thirty (30) days after the receipt of written notice to the Charter School identifying the breach and what must be done to cure it, DCSD shall be authorized to initiate termination procedures set forth in O.C.G.A. 20-2-2068 and the accompanying State Board Rule.

Notices shall be addressed as follows:

**To the District:**
Attn: Superintendent
DeKalb County School District
1701 Mountain Industrial Boulevard
Stone Mountain, Georgia 30083

**With a copy to:**
Director
School Innovation Department
1701 Mountain Industrial Boulevard
Stone Mountain, Georgia 30083

Agreed to and accepted by the Charter School:

As the Chair of the Governing Board for the Charter School, I provide legal assurance that the Charter School understands and will adhere to the requirements contained in this Letter of Assurances.

Governing Board Chair

October 20, 2023
Date

# SCHOOL BUS SERVICES AGREEMENT
# Between
# DeKalb County School District
# And
# International Community School, 2023-2024 SY

This School Bus Services Agreement ("Agreement") is made and entered into on May 30th, 2023 by and between the DeKalb County School District ("DCSD") and International Community School (the "Charter"). The DCSD and the Charter are referred to jointly as the "Parties" and individually as a "Party."

WITNESSTH:

**WHEREAS**, the Charter operates a charter school in the DCSD, located at 2418 Wood Trail Lane, Decatur, Georgia 30033 pursuant to a charter between the Charter and the DeKalb County Board of Education;

**WHEREAS**, the Charter intends to provide school bus service for students who attend its school;

**WHEREAS**, the Charter desires to contract with DCSD to provide school bus services, and while DCSD has no requirement to do so, DCSD has agreed to provide school bus services for the Charter, pursuant to the terms and conditions set forth herein;

**NOW THEREFORE**, the good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged and in consideration of the mutual promises and undertakings contained herein, the parties hereto do hereby agree and consent to the following:

1. Term. This Agreement shall commence effective July 18, 2023 ("Effective Date") and expire on May 31, 2024 ("Term"), provided, however, that each Party has the right to terminate this Agreement for its convenience and without cause, after providing ninety (90) days written notice to the other Party. Notice shall be provided as stated below. Additionally, if either party breaches any of its obligations under this Agreement, the other party shall notify the breaching party in writing citing each and every claimed breaches. The breaching party shall have thirty(30) days to remedy the cited breaches. If the breaching party fails to remedy the cited breaches, then the other party may terminate this Agreement upon thirty (30) days written notice.

2. Termination. This Agreement shall automatically terminate upon the termination of the Charter ("Effective Date of Termination"). In the event of termination of this Agreement, the Charter shall be responsible for payment to DCSD for all

school bus services provided through the Effective Date of Termination. This Agreement is expressly subject to and contingent upon approval by the DeKalb County Board of Education, which approval may be granted or denied in the Board's sole discretion.

3. School Bus Services Provided by DCSD.
DCSD agrees to the following:

DCSD shall provide limited school bus service to the Charter, as outlined in Attachment A, during the Term of this Agreement. For the routes listed under the "REGULAR BUS SERVICE" section in Attachment A, the Charter will provide the specific dates of service and details (bell time schedules, half day, full day, etc.) for each day of each school year, but these dates may be altered due to inclement weather or other legal conditions. DCSD also agrees to provide field trip services according to the conditions listed in Attachment A. No persons other than students currently attending the Charter school, supervisors, DCSD employees, Charter employees, or DCSD drivers in training are to ride the buses without the written approval of the Charter. DCSD shall at all times have sole authority to develop, modify, and/or cancel routes.

DCSD shall provide all buses for the performance of this Agreement and agrees that all buses will meet all applicable requirements for school buses as set forth in federal, state and/or local law, rules, regulation or policies.

4. Charter Responsibilities. The Charter agrees to provide their specific dates of service and details, if any, as referenced in Paragraph 2 and the required insurance documents, outlined below in Paragraph 6, no later than thirty (30) days prior to its first day of service.

5. Pricing and Payment. The Charter shall pay DCSD for the school bus services provided hereunder according to the terms outlined in the "COMPENSATION FOR BUS SERVICES" Section of Attachment A. DCSD shall invoice the Charter monthly. The Charter shall pay such invoices within thirty (30) days of the date of each invoice.

6. Nondiscrimination. The Parties agree that no child shall be discriminated against on the basis of race, color, national origin, sex or disability. The Parties further agree that no child's eligibility for the National School Lunch Program will be overtly identified through actions of DCSD or the Charter.

7. Indemnification and Insurance. The Charter shall hold harmless and indemnify DCSD, the DeKalb County Board of Education, its members, officers, employees, agents, volunteers, and assigns (the "DCSD Indemnitees") for every liability, claim or demand arising out of or relating to DCSD's provision of school bus services under this Agreement. The Charter's obligation to indemnify DCSD Indemnitees shall survive the completion, expiration, or termination of this Agreement. In addition, the Charter shall cause the DCSD Indemnitees to be

named as additional insured under the Charter's insurance policies required by the terms of the charter. Neither DCSD nor any of the other DCSD indemnitees shall be liable for, nor shall the Charter seek recovery, reimbursement, or compensation for, any loss, liability, claims, demands, damages (whether direct, indirect, special, consequential, or otherwise) arising from or related to DCSD's provision of school bus services under this Agreement.

8. Modification. This Agreement may not be changed, modified, amended or altered except in a written agreement signed by the Parties.

9. Successors and Assigns. The provisions of this Agreement shall extend to the successors and assigns of the DCSD. This Agreement may not be assigned by the Charter without the prior written consent of the DCSD, which consent may be granted or withheld in DCSD's sole discretion.

10. No Violation. The Charter represents and warrants that the execution of, and performance under, this Agreement will not be a breach of, violation of, or conflict with any other contract or agreement to which it is a party or subject.

11. Severability. In the event that any term or provision of the Agreement is found to be, or becomes by operation of law, invalid, unenforceable or void, the remaining terms and provisions shall not be affected thereby and shall remain in full force and effect, and the invalid, unenforceable or void term or provision shall be deemed not to be a part of this Agreement.

12. Headings/Interpretation of Agreement. The headings contained in this Agreement are for convenience only and shall not affect in any way the meaning or interpretation of this Agreement. The Parties agree that this Agreement was fairly negotiated at arm's length, and neither Party shall be considered to have been the drafter of the Agreement for purposes of any rules of construction.

13. Governing Law and Venue. This Agreement shall be governed by and construed and enforced in accordance with the laws of the State of Georgia. The exclusive venue for any action arising out of or related to this Agreement shall be in the superior or state courts of DeKalb County, Georgia.

14. Transportation Boundaries. All parents are responsible for transporting their students to the pre-determined bus stops listed in Appendix B. Any changes in the bus stops will be determined jointly by DCSD and ICS.

15. Discipline. The ultimate responsibility and authority to suspend or expel any student from transportation services hereunder shall rest with the Charter. Drivers are responsible only for such discipline as is required to operate buses safely and properly. All discipline problems shall be reported to the Charter in writing by the driver following completion of the route.

16. Bus Stops. Students utilizing the bus will meet at locations that are pre-determined. Parents will be responsible for making sure students arrive and leave safely to each bus stop. Parents who do not meet their child at the bus stop on 2 occurrences may have bus-riding privileges revoked. DCSD will communicate with ICS in these incidences and ICS will communicate with parents, as needed.

17. Notices. Unless otherwise provided in the Agreement, all notices, including, but not limited to, any notice of termination of this Agreement, shall be in writing and shall be personally delivered, sent by overnight delivery service, or sent by certified mail, return receipt requested, postage prepaid. Notices shall be deemed given (a) on the date delivered if delivered personally, (b) on the first business day following the date of dispatch if delivered by overnight delivery service, or (c) on the earlier of confirmed receipt or the fifth ($5^{th}$) business day following the date of mailing if sent by certified mail. Notices shall be addressed as follows:

To DCSD: DeKalb County School District
Attn: Superintendent
1701 Mountain Industrial Boulevard
Stone Mountain, Georgia 30083

To Charter: Mrs. Chanika R. Perry
Attn: Board Chair
2418 Wood Trail Lane
Decatur, Georgia 30033

18. Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed an original, and all counterparts so executed shall constitute one agreement binding upon all the Parties. Counterparts may be transmitted by facsimile or electronic mail, and such electronically transmitted counterparts shall be binding and enforceable.

19. Waiver. No failure or delay by the DCSD in exercising any right or remedy hereunder shall operate as a waiver thereof, nor shall any single or partial exercise of any such right or power, or any abandonment or discontinuance of steps to enforce such right or power, or any course of conduct, preclude any other or further exercise thereof or the exercise of any other right or power. The rights and remedies of the DCSD hereunder are cumulative and are not exclusive of any rights or remedies which it would otherwise have hereunder. Nothing herein is intended to operate, nor shall it operate or be deemed to operate, as a waiver, in whole or in part, of DCSD's right to claim or assert sovereign immunity with respect to any claim arising hereunder, but such right is herein expressly reserved to the fullest extent provided by law.

20. Entire Agreement. This Agreement constitutes the entire agreement between the Parties with respect to the subject matter set forth herein and supersedes all prior, contemporaneous, written or oral negotiations, agreements, or understandings

between the Parties regarding such matters. No subsequent amendment or agreement shall be binding upon either party unless it is signed and delivered by both parties hereto.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their duly authorized signatories effective as of the date written above.

**DEKALB COUNTY SCHOOL DISTRICT**

By: _____
Dr. Vasanne Tinsley
DCSD Interim Superintendent

By: _____
Mr. Diijon Dacosta
DCSD Board Chair

**International Community School**

Chanika R. Perry
Chanika R. Perry (Apr 26, 2023 15:09 EDT)

By: _____
Chanika Perry
ICS Board Chair

By: _____ 04/26/2023
Fran Carroll
Executive Director

# ATTACHMENT “A”
# LEVEL OF SERVICE AND COMPENSATION FOR BUS SERVICES

## REGULAR BUS SERVICE

The level of bus service provided by DCSD to the Charter is limited to no more than 180 days of regular bus service as outlined below:

| Route # | School | Frequency/Mileage | Bus Type |
|---|---|---|---|
| 1 | International Community School | School Days/AM and PM | Conventional |
| 2 | International Community School | School Days/AM and PM | Conventional |
| 3 | International Community School | School Days/AM and PM | Conventional |
| 4 | International Community School | School Days/AM and PM | Conventional |

Regular bus service is defined as bus service provided to the general population of students attending the school and not service targeted for special needs of certain students. Other than the specific daily routes to and from school listed above and field trips below, no special education transportation, midday service, or other bus transportation services shall be provided under this Agreement. The Charter shall be responsible for providing special education transportation, midday service, or other bus transportation services required by federal, state and/or local law, rules, regulation or policies for the population of students attending the Charter.

## COMPENSATION FOR BUS SERVICES

DCSD will invoice **monthly,** and Charter shall pay the DCSD the following on a **monthly** basis:

1. Actual mileage cost for the month being invoiced is at $4.87 per mile. Miles calculated will include dead-head miles or any other mileage needed to provide the service under this Agreement; and

2. 3% transportation service fee applied to the total invoiced amount, to cover the administration of the drivers, invoicing duties, and other administrative costs; and

3. Driver's salary not to exceed $25.00 per hour.

4. Dead-head miles will be calculated as:
    - For a leg not connecting to a DCSD bus route, 100% of the miles from the first/last stop to/from the parking location of the bus.
    - For a leg connecting to a DCSD bus route, 50% of the miles from the first/last stop for the Charter to the last/first stop of the DCSD route.

5. Should the fuel prices increase to the point of a negative impact on DCSD's budget, then the Charter agrees to, within fifteen (15) days after receipt of written notice by DCSD, in good faith, renegotiate the terms of this Agreement.

## FIELD TRIP BUS SERVICE

DCSD will provide field trip service, when buses and/or drivers are available, for the Charter. The Charter shall follow the procedures of establishing and conducting field trip service according to the latest version of the *DCSD Transportation and Field Trip Request Manual*. Overtime charges may apply. DCSD will invoice full cost of field trips monthly according to *DCSD Transportation and Field Trip Request Manual* which apply to DCSD students. The Charter shall pay such invoices to DCSD within thirty (30) days of the date of each invoice.

# dcsd 23-24 bus contract

Final Audit Report 2023-04-26

| | |
|---|---|
| Created: | 2023-04-26 |
| By: | Fran Carroll (fran.carroll@icsgeorgia.org) |
| Status: | Signed |
| Transaction ID: | CBJCHBCAABAA5s7iset7zDRg8UKpllIHED7SCAWij4Kj |

## "dcsd 23-24 bus contract" History

Document created by Fran Carroll (fran.carroll@icsgeorgia.org)
2023-04-26 - 2:36:18 PM GMT- IP address: 50.194.224.228

Document emailed to chanika.perry@icsgeorgia.org for signature
2023-04-26 - 2:37:41 PM GMT

Email viewed by chanika.perry@icsgeorgia.org
2023-04-26 - 7:09:13 PM GMT- IP address: 104.179.177.30

Signer chanika.perry@icsgeorgia.org entered name at signing as Chanika R. Perry
2023-04-26 - 7:09:52 PM GMT- IP address: 104.179.177.30

Document e-signed by Chanika R. Perry (chanika.perry@icsgeorgia.org)
Signature Date: 2023-04-26 - 7:09:54 PM GMT - Time Source: server- IP address: 104.179.177.30

Agreement completed.
2023-04-26 - 7:09:54 PM GMT

Georgia Department of Education

Educating Georgia's Future

August 2, 2023

***Via Electronic Mail***
Chanika Perry, Governing Board Chair
International Community School
2418 Wood Trail Lane
Decatur, Georgia 30033

**RE: Charter School Contract Amendment**

Dear Ms. Perry:

Congratulations! On June 15, 2023, the State Board of Education approved the contract amendment for the International Community School. Please find attached the executed amendment form. If you have any questions, please contact me via email at yoshana.hill@doe.k12.ga.us.

Sincerely,

Yoshana J. Hill
Staff Attorney
Georgia Department of Education

Enclosure

cc: Fran Carroll, Executive Director, International Community School
Kina Champion, Director-School Innovation, DeKalb County Schools
Tiffany Taylor, Deputy Superintendent - Policy, Flexibility, & External Affairs, GaDOE
Allen Mueller, Director - District Flexibility and Charter Schools Division, GaDOE

**CHARTER AMENDMENT FOR INTERNATIONAL COMMUNITY SCHOOL**
**AMENDMENT NUMBER _#2_**

The State Board of Education ("State Board"), DEKALB COUNTY BOARD OF EDUCATION ("Local Board"), and INTERNATIONAL COMMUNITY SCHOOL, INC. ("Petitioner") (collectively referred to as "the parties") agree to amend the Charter School Contract for INTERNATIONAL COMMUNITY SCHOOL ("Charter Contract"). This amendment, which shall become effective upon the last signature, shall be referred to as "Amendment #_2_."

**WHEREAS**, the aforementioned parties entered into the Charter Contract for the operation of INTERNATIONAL COMMUNITY SCHOOL beginning on or about July 1, 2019; and

**WHEREAS**, the Charter Contract was previously amended on or about July 1, 2022; and

**WHEREAS**, the Local Board approved by a majority vote to amend the charter school contract to increase the maximum enrollment of INTERNATIONAL COMMUNITY SCHOOL from 450 to 475 effective July 1, 2023 through June 30, 2024.

**NOW THEREFORE**, in consideration for the promises made herein, the parties mutually agree to amend the Charter Contract as follows:

Paragraph 3 of the Charter Contract is hereby amended as follows:

Grade Range and Enrollment. *The Charter School shall serve grades K-5. The Charter School's total enrollment shall not exceed 475 during the term of the charter unless after reaching 475 the Charter School requests review by the Local Board and the Department. If the Local Board and the Department determine that the charter school has met all compliance requirements and charter contract goals based on the most recent year of academic data available, the Charter School's total enrollment may expand by an increment of no more than 15% annually, subject to annual review by the Local Board and the Department.*

Except as amended herein, the Charter Contract and all previous amendments are unaffected and shall continue in full force and effect in accordance with its terms. If there is a conflict between this amendment and the Charter Contract or any earlier amendment, the terms of this amendment will prevail.

**IN WITNESS WHEREOF**, the parties state and affirm that they are duly authorized to bind the respected entities designated below as of the day and year indicated.

Chairperson, STATE BOARD OF EDUCATION

7-19-23
(Date)

Diijon B. DaCoasta, Sr., Chairperson,
DEKALB COUNTY BOARD OF EDUCATION

7·10·23
(Date)

Chanika R. Perry
Chanika R. Perry (Jun 29, 2023 11:53 EDT)

Governing Board Chair,
INTERNATIONAL COMMUNITY SCHOOL, INC.

Jun 29, 2023
(Date)

INTERNATIONAL COMMUNITY SCHOOL

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

2418 Wood Trail Lane
Decatur, Georgia 30033

January 4, 2023

Dekalb County School District
1701 Mountain Industrial Boulevard
Stone Mountain, GA 30083

To whom it may concern,

ICS is celebrating its 20th year as a Dekalb County Public School this year. We are grateful for the decades of partnership with the district, and look forward to many more years to come. ICS is proud to partner with the district on the Active Ingredients Project with SUNY and on vaccine clinics for all DCSD families this spring. In addition, we partnered with McLendon Elementary to distribute food to our students before spring break in partnership with Hands on Atlanta. We are also an active member of Region 2 and the DHHS cluster. In short, ICS is an integral part of DCSD and loves working in this diverse community.

In our current charter term 2019-2024, ICS is authorized to enroll 450 students K-5. We considered expanding to middle grades to provide continuity for students in that delicate adolescent age range of grades 6-8. After speaking with Ms. Champion and others, the Board of Directors has decided to wait until our formal charter renewal process to consider grades 6-8 expansion.

However, since we are only K-5, we have historically had trouble filling our 4th and 5th grades because families often transferred to schools with K-8 models. With our 4th and 5th grades unfilled, our enrollment sat at 388 in 2018. This was a serious enrollment problem that we tried to fix by adding a 4th kindergarten homeroom class this school year. We planned to allow this class to grow up one grade level at a time each year while still staying within our 450 student cap until charter renewal in 2024 when we could request increased enrollment.

Then something unusual happened: While most schools and districts saw a decrease in student achievement and family engagement during COVID19, ICS saw an increase**. In 2022, our 5th grade mean GMAS scores exceed that of the district overall when compared. International Community School had a 5th grade mean score of 512 in ELA in comparison to Dekalb County School's 5th grade ELA mean score of 500. Additionally, ICS's 5th grade students garnered a mean score of 519 in math, whereas the district amassed a mean score of 491 in math.** Due to the improvement in our academic program as well as the extensive supports in place for physical and emotional wellbeing of students and families, ICS has seen record enrollment in all grades, including 4th and 5th grades. For the first time in our school's history, 4th grade is full with a waitlist and 5th grade is 90% full.

This unexpected enrollment influx meant that we are at 438 students in 2021-22. As our 4th kindergarten class moves into 1st grade next year, we project needing at least 460 seats to accommodate all the students who are returning. The year after that, we will need 483 seats as that 4th homeroom class moves into 2nd grade..

Based on section 3 of our current charter contract, **we request expanding our enrollment no more than 15% for the 2023-24 school year**. We have maintained documentation for all compliance measures related to our charter

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contract on a monthly basis, and are excited to be in the position where our academic data shows that we are capable of providing this unique education experience to more students in DeKalb County.

Please don't hesitate to reach out with questions or for additional information.

Thank you for your consideration, Dr. Chanika R. Perry

ICS Administration and Board of Directors

**Signature:** Chanika R. Perry (Jan 4, 2023 15:11 EST)

**Email:** chanika.perry@icsgeorgia.org

# International Community School

## Charter Renewal Exhibit
## 19

## Partnerships and Agreements

## This Exhibit is Not Available in Word Format

New American Pathways
HELPING REFUGEES AND GEORGIA THRIVE
2300 Henderson Mill Road NE, Suite 100
Atlanta, GA 30345
404.299.6099
newamericanpathways.org

**PARTNERSHIP MEMORANDUM OF AGREEMENT**
21st Century Community Learning Centers Program

This Partnership Memorandum of Agreement (this "Agreement") is made as of **August 23, 2023,** between New American Pathways, Inc., whose address is 2300 Henderson Mill Road NE, Suite 200, Atlanta, GA 30345; the International Rescue Committee in Atlanta (hereinafter referred to as "**IRC**"), whose address is 2305 Parklake Dr NE, Suite 100, Atlanta, GA 30345 and The International Community School (hereinafter referred to as "**ICS**"), whose address is 2418 Wood Trail Ln, Decatur, GA 30033.

**Introduction:**
The afterschool and summer programs (the "Program") offered by New American Pathways, Inc. (as fiscal agent) and IRC are out-of-school tutorial programs designed to help English Language Learners in DeKalb County adjust socially and academically to the American school environment. Proposed school sites are in the Clarkston High School feeder system, as well as the International Community School, a DeKalb County charter school:

- Jolly Elementary School
- Freedom Middle School
- International Community School
- Clarkston High School

Intended global program outcomes include:

- Students will demonstrate academic improvement in reading, language arts, math and science.
- Adult family members will participate in family literacy and education activities that promote improved adult literacy skills and involvement in their children's education.
- Students will participate in therapeutic, trauma informed activities and will experience a safe, fun environment in which they can face their fears, cope with adjusting environments and feel the support of a caring community.
- Program staff will provide out-of-school programs grounded in scientifically based best practices that will increase program quality and build long term capacity.

**New American Pathways and IRC** are collaborating refugee service organizations with years of successful, high quality programming for this target population and are active members of the Program. Through the Program, these service organizations aim to:

- Provide homework help and tutorial services to participating students and youth from refugee, immigrant and low-income families.
- Develop strong relationships between refugee service organizations to better serve the refugee community.
- Provide emotional and social adjustment support to refugee and immigrant children and their families as they adjust to life in the United States.
- Work with the broader community to promote the concept of community service as a viable model for addressing unmet community needs.

**New American Pathways** (formerly Refugee Resettlement and Immigration Services of Atlanta and Refugee Family Services) has provided high quality afterschool and summer programs serving English Language Learners in DeKalb County elementary and middle

schools for over a decade. New American Pathways will expand its programming to serve 165 unduplicated students at 3 schools. The elementary programs are provided onsite at Jolly Elementary School and The International Community School and the middle school programs are provided onsite at Freedom Middle School. The Program offers several unique elements that help ensure parent involvement and student success including:

- Intensive one-on-one and small-group English language and academic support by trained instructors, as well as ongoing trained volunteers from partner universities and colleges
- Academic and enrichment support for children provided by AmeriCorps Project RISE service members at each site
- Supplementary parental engagement programs, including both onsite services as well as supplementary services to families to encourage their participation in their children's education
- Partnerships with each school that engage day teachers in academic support for students in afterschool
- Strong enrichment program designed to keep the interest of students while reinforcing academic goals and life skills including: STEAM-focused activities, character education, computer lab, service projects, and sports
- School-based and home-based family support and interpretation services
- Ability to provide an integrated educational continuum for families that bridges early learning and elementary school with the IRC's proposed high school program at Clarkston High School.

**The International Rescue Committee (IRC) in Atlanta** has over 20 years of experience supporting refugee and immigrant adolescents in DeKalb County, Georgia to increase academic achievement and prepare students for success in high school and beyond. Through its diverse youth programming, the IRC in Atlanta served 1,383 youth of all ages, grade levels and educational needs in 2020. The IRC's Youth Futures afterschool and summer programming provides integration support, tutoring, academic counseling, college readiness preparation, and social and enrichment opportunities to refugee students attending Clarkston High School as they adjust to life in their new home. IRC will expand its programming to serve 150 unduplicated students at Clarkston High School over the five-year grant period. IRC Youth Futures After school program provides high school students:

- One-on-one content and English language tutoring by trained staff and a core team of committed volunteers, interns, and AmeriCorps member.
- Parent engagement support to help parents navigate their children's high school journey as well as the college application and financial aid processes.
- Individualized case management and group mentoring to guide students to pathways beyond high school, including post-secondary education and career training, and support to overcome barriers such as interrupted education, limited English proficiency, lack of familiarity with American education and credentialing systems, and addressing mental health needs.
- Career exploration opportunities that expose youth to a variety of networks and industries and expand their post-secondary choices. Youth are also provided with civic engagement opportunities that are meaningful to them by helping them identify and work towards the causes they care about.

Both programs will also provide summer programming to students - New American Pathways to Elementary and Middle School Students and IRC to High School Students.

Since the COVID-19 Pandemic, both New AP and IRC have provided forms of virtual programming to students. While the intention of this program initiative is to provide in

person programming at all sites, both organizations will provide some form of virtual programming if in person programming is not possible. This may be due to DeKalb school district requirements or due to public health policies of each agency.

**New American Pathways and IRC have received confirmation of support for this project from the Dekalb County School District (DCSD) and principals at Jolly Elementary School, Freedom Middle School, the International Community School and Clarkston High School.**

By offering afterschool and summer programming in these four schools in partnership with DCSD, the collaborating organizations will help ensure that:

- English Language Learner (ELL) students have equal educational opportunities that include English language literacy, STEAM-focused academic enrichment and trauma-informed social-emotional support.
- Parents with limited English proficiency (LEP) have meaningful access to a language assistance program with appropriate resources.
- DCSD staff have access to training on how to communicate effectively with LEP parents, including access to interpreters as necessary.
- Programming for ELL students and LEP parents that is evaluated annually and continually improved.

**DCSD** acknowledges and supports the goals and objectives of the Program and offers its endorsement of afterschool and summer programming in the DeKalb County schools and program identified.

1. **TERM OF AGREEMENT:** This Agreement shall continue in effect upon notification of award for the FY23 21st Century Community Learning Centers program and for as long as this grant (or any replacement or renewed grant) remains in place. It is required that this Agreement will be reviewed and signed each program year.

2. **NEW AMERICAN PATHWAYS, INC. RESPONSIBILITIES:** As the lead agency and grantee in this collaborative effort, New American Pathways, Inc. will be responsible for the following:
   - Serve as fiscal agent for the Program
   - Provide program direction and site supervisor training for the two refugee serving organizations
   - Directly manage the elementary, middle school program, and the K-8th grade summer programming
   - Submit required 21st CCLC reports
   - Coordinate the core academic curriculum, training and common resources to be used consistently by all service providers
   - Gather appropriate parent signatures for the purpose of student academic information release to program staff for reporting purposes and share with school site when requested
   - Ensure timely data collection and reporting
   - In accordance with DCSD data and privacy policies, requesting and gathering relevant data readily available for evaluation purposes (including student GTIDs, quarterly/semester grades, standardized test scores, and ensuring data is entered into the Student Information System (SIS) by a school site staff on behalf of the Program) as well as other student data as requested by the 21st CCLC grant.
   - Contribute a minimum of $150,000 each year of private funding to support the program activities at the three sites they manage.

**IRC RESPONSIBILITIES:** As a collaborating partner organization and sub-grantee, IRC is responsible for providing students participating in the Program with services as outlined in the work plan and budget. Specifically, IRC is responsible for the following:

- Directly manage the high school program site and 9th-12th grade summer programming
- Collecting data on program success in an accurate and timely fashion
- Maintaining program files
- Providing on-the-job training, supervision, and performance management related to effective performance of program staff
- Gather appropriate parent signatures for the purpose of student academic information release to program staff for reporting purposes and share with school site when requested
- Comply with grant requirements
- In accordance with DCSD data and privacy policies, requesting and gathering relevant data readily available for evaluation purposes (including student GTIDs, quarterly/semester grades, standardized test scores, and ensuring data is entered into the Student Information System (SIS) by a school site staff on behalf of the Program) as well as other student data as requested by the 21st CCLC grant.
- Contribute a minimum of $70,000 each year of private financial and service contributions (cash and in-kind) to support the program activities at Clarkston High School.

1. **ICS RESPONSIBILITIES:** As a collaborating partner, ICS is responsible for:
   - Supporting the goals and objectives of the Program
   - Allowing the collaborating organizations access to the school for the purpose of providing Program services
   - Provide clear and timely communication, direction, updates to school site openings and closings that will affect the Program and support program staff in hybrid or virtual transition as needed
   - When onsite, providing adequate classroom space for the afterschool program and access to common resources areas including the gymnasium, sports field and media center as available
   - Assisting with the coordination of transportation for afterschool students, the funding for which will be provided by New American Pathways through 21st CCLC grant funding
   - Making data readily available for evaluation purposes (including student GTIDs, quarterly/semester grades, standardized test scores, and ensuring data is entered into the Student Information System (SIS) by a school site staff on behalf of the Program) as well as other student data as requested by the 21st CCLC grant.

2. **FINANCIAL RESPONSIBILITIES:** New American Pathways, Inc. and IRC are submitting an application to the Georgia Department of Education for federal funding through the 21st Century Community Learning Centers (21st CCLC) grant. Pending approval, all Program costs for refugee serving organizations to provide high quality programming in the identified schools will be provided at no cost to the schools or the DCSD. Transportation for students will be provided utilizing grant funding and coordinated through DeKalb County School transportation channels. As fiscal agent, New American Pathways will be responsible for administering federal funds.

**3. PRIMARY PROGRAM CONTACT:**

Contact Person: Latoyia Brown; Title: Education and Youth Program Manager, New
Phone: (404) 951-2093; e-mail: latoyia.brown@newamericanpathways.org

**4. SIGNATURE OF AGREEING PARTIES:**

**NEW AMERICAN PATHWAYS, INC.**

Signature of Authorized Representative: Latoyia Brown

Title: Education and Youth Manager

Date: September 21, 2023

Site Supervisor and Title: Kristin Hiler, Education and Youth Program Manager

**INTERNATIONAL RESCUE COMMITTEE ATLANTA**

Signature of Authorized Representative: _____

Title: _____

Date: _____

Site Supervisor and Title: Julie Goldberg, Youth Program Supervisor

**INTERNATIONAL COMMUNITY SCHOOL**

Signature of Authorized Representative: _____

Title: Principal

Date: 09/21/2023

Authorized Representative and Title: Diamond Jeffries, School Principal

Diamond Jefferies, School Principal

# Notre Dame Mission Volunteers
# Partnering Site Amended Agreement 2022-2023

## Amended Contribution

**The original agreement has been amended due to** 0 **number of members enrolling in the partnering site and/or** 1 **number of members exiting from the partnering site.**

**Original contributions are based on** 4 **members at $**7500 **per member.**

**An additional** 0 **number of members are being enrolled at the parting site at $**0 **per member.**

1 **number of members are exiting. The original contribution for this member was $**681.82 **per month. This member served for** 9 **months for a total contribution of $**6136.38**.**

**The new contribution for the 2022-2023 service year will be $**25,909.12**.**

**A total contribution of $**15,000 **has already been applied to the 2022-2023 service year. That leaves a remaining contribution of $**10,909.12**.**

**I have read the above agreement, and agree to the amended terms listed as a Notre Dame Mission Volunteers Partnering Site**

Partnering Site Name

# of members serving at your site | Number of exited members at your site

Partnering Site Address

Site Supervisor/Certifying Official (Print) | Telephone Number

Site Supervisor Signature | Date

# International Community School

# Charter Renewal Exhibit
# 20

# Facility Lease

# This Exhibit is Not Available in Word Format

# GROUND LEASE

THIS GROUND LEASE (this "Lease"), made and entered into as of the 5 day of December 2011 ("Effective Date"), by and between the **DeKalb County School District** (hereinafter referred to as "Landlord") and **International Community School, Inc.**, a Georgia non-profit corporation and State of Georgia Local Education Agency, with an address of 3260 Covington Highway, Decatur, GA 30032 (hereinafter referred to as "Tenant"). Landlord and Tenant are collectively referred to herein as the "parties".

## ARTICLE I
## DEMISE OF PREMISES

For and in consideration of the covenants and agreements contained herein and other valuable consideration, Landlord shall lease to Tenant, upon the following terms and conditions, those certain premises (the "Premises") commonly known as Medlock Elementary School, 2418 Wood Trail Lane, DeKalb County, Georgia. The Premises shall include all improvements, fixtures, and appurtenances on and to the property, including any land, parking lots, playgrounds, athletic fields and the like.

## ARTICLE II
## INSPECTION PERIOD

Tenant shall have a period of ninety (90) days from the Effective Date (such period referred to as the "Inspection Period") in which to conduct with respect to the Premises whatever tests, investigations, and inspections Tenant may deem appropriate in connection with Tenant's intended use; provided, however, that Tenant shall restore the Premises to the condition in which they existed prior to such testing in the event Tenant should terminate this Lease for any reason prior to the Commencement Date. Tenant may terminate this Lease for any reason or no reason at all without penalty at any time prior to the expiration of the Inspection Period upon delivery of written notice of the same to Landlord. Upon such timely termination, neither party shall thereafter have any obligations hereunder (except for the foregoing obligation on the part of Tenant to restore the Premises, which obligation shall expressly survive such termination).

## ARTICLE III
## TERM

3.1 Term. The initial term of this Lease (the "Initial Term") shall commence on Sunday, July 1, 2012 (the "Commencement Date") and expire on Thursday, June 30, 2022 (the "Initial Term Expiration Date"), unless extended or terminated as hereinafter provided for. The parties acknowledge and agree that the Initial Term is preconditioned upon the continuing validity (and renewal, if applicable) of Tenant's educational charter; provided that if the charter becomes invalid, this Lease shall automatically terminate upon the expiration or revocation of Tenant's charter, subject to Tenant's right to appeal such revocation or expiration. Notwithstanding the foregoing, Landlord hereby grants Tenant the right to access the Premises from and after the Effective Date hereof for purposes of commencing and pursuing renovations, installing equipment and furnishings, and otherwise preparing the Premises for the 2012 – 2013 school year. Such early access shall otherwise be upon the same terms and conditions as contained herein.

3.2 Extension Options. Tenant shall have two (2) successive five (5) year extension options (each such option being herein sometimes referred to as an "Extension Option") after the Initial Term to extend the term of this Lease (each such five (5) year term being herein sometimes referred to as an "Extension Term"). Provided Tenant is not then in default of any term or condition of this Lease (beyond any applicable notice and cure period), Tenant may exercise each Extension Option by delivering written notice to Landlord no less than three hundred sixty (360) days prior to the expiration of the then-current Initial Term or Extension Term, as the case may be. Should Tenant elect not to extend the term of this Lease, the term of this Lease shall terminate and expire upon the expiration of the then-current Initial Term or Extension Term, as the case may be.

If the Extension Options (or any of them) are exercised, the term of this Lease shall be automatically extended for the applicable five (5) year Extension Term, upon all of the same terms, conditions and covenants as set forth herein, without the requirement of any further instrument to evidence such extension.

The Initial Term, together with any Extension Term(s), may collectively be referred to as the "Term."

3.3 Termination Rights.

(a) Landlord may terminate this Lease at anytime during the Initial or Extension Term(s) upon at least eighteen (18) months' advance written notice to Tenant should Avondale Elementary School, Fernbank Elementary School, Briar Vista Elementary School, Laurel Ridge Elementary School and/or McClendon Elementary School become filled to one hundred and fifteen percent (115%) of their capacity as determined by the Georgia Department of Education and there are no other available buildings, as determined in Landlord's reasonable discretion (the "Trigger Event"). In the event Landlord exercises the termination right granted under this paragraph, a termination fee ("Termination Fee") will be due from Landlord to Tenant at the time at which the termination is to become effective. The Termination Fee shall equal the unamortized cost of any structural improvements made by Tenant plus any alterations made by Tenant pursuant to Section 6.1(vi) if such alterations were approved in advance by Landlord at an interest rate of 4.5 % over the Term. Notwithstanding the foregoing, the termination right granted in this paragraph shall be inapplicable, null and void in the event the Trigger Event is precipitated by the closure of one of the listed elementary schools.

(b) Landlord may terminate this Lease effective at any time beyond the Initial Term for any reason by delivering advance written notice to Tenant no less than eighteen (18) months prior to the date set forth in the notice for termination. Said notice may be given prior to the expiration of the Initial Term, but shall not be effective until the Initial Term has first expired. In the event Landlord exercises

the termination right granted under this paragraph, the Termination Fee will be due from Landlord to Tenant at the time the termination is to become effective.

(c) Landlord may terminate this Lease at any time should Tenant breach any material term of the Lease, which breach is not cured within thirty (30) days following Tenant's receipt of written notice of the same; provided, however, if such breach is not capable of cure within such initial thirty (30) day period, the cure period shall be extended for an additional period of time as necessary so long as Tenant initiated the cure during such initial thirty (30) day period and is thereafter diligently pursuing such cure. No Termination Fee shall apply in the event this Lease is terminated in accordance with this paragraph.

(d) In addition to Tenant's rights under Article II above, Tenant may terminate this Lease at any time by delivering eighteen (18) months' advance written notice to Landlord. No Termination Fee shall apply in the event this Lease is terminated in accordance with this paragraph.

## ARTICLE IV
## RENT / OPERATING EXPENSES / MAINTENANCE

In lieu of monetary rent, Tenant shall pay all expenses relating to the operation and maintenance of the Premises arising after the Inspection Period and thereafter throughout the Term. The parties expressly acknowledge and agree that Tenant's covenant to maintain the Premises as contained in this Article IV is good, valid and sufficient consideration for the granting of the leasehold estate by Landlord to Tenant.

Tenant shall keep the Premises in good, clean and habitable condition and shall at its sole cost and expense keep the Premises free of insects, rodents, vermin and other pests and make all repairs and replacements of every kind. Without limiting the coverage of the previous sentence, it is understood that Tenant's obligations with respect to the maintenance and repair of the Premises include the repair and replacement of all lighting, heating, air conditioning, glass, electrical, mechanical, plumbing, sewer, roofs, fixtures, ducts, conduits and pipes that serve the Premises exclusively to the extent located within the Premises. Tenant shall maintain a service contract for the regular seasonal maintenance of the air conditioning and heating equipment with a reputable contractor at all times during the Term.

## ARTICLE V
## UTILITIES

From and after the earlier of (i) Tenant's entrance upon the Premises to commence renovations or (ii) the Commencement Date, Tenant shall arrange for all water, gas, electricity, telephone and any other utility service used at the Premises and shall pay directly to the applicable utility companies or governmental agencies the fees or charges for the use of all utilities consumed on the Premises. Landlord shall grant or join in such utility easements serving

the Premises as Tenant may reasonably request without charge therefore, but at no cost or expense to Landlord.

## ARTICLE VI
## USE, INITIAL IMPROVEMENTS AND ASSIGNMENT/SUBLETTING

6.1 Use & Initial Improvements. Tenant may use the Premises for operation of a public charter school and all uses incidental thereto, provided that the use is for an educational purpose (the "Permitted Use"). In connection therewith, Tenant shall have the right to (i) renovate the Premises (including the existing building(s) and all improvements related or ancillary thereto), (ii) erect or install upon the Premises one or more modular buildings, (iii) install and connect all utility services as may be necessary, (iv) install fencing and signage, (v) alter and change the landscaping, grassed areas and paved surfaces located upon the Premises so as to optimize the functionality of the Premises for the Permitted Use, and (vi) make non-structural alterations to the Premises provided that such alteration does not exceed $10,000 on an individual basis. Notwithstanding the foregoing, any structural improvements to the Premises must be approved in advance by Landlord, such approval not to be unreasonably withheld or delayed. Landlord shall determine whether it approves of any such request within sixty (60) days. If Landlord fails to respond within such sixty (60) day period, Landlord shall have been deemed to have approved such request. All such installations, improvements and modifications shall be at Tenant's sole expense and subject to applicable local, state and federal law or code. All permanent improvements made by Tenant shall remain with the Premises following the expiration or earlier termination hereof; however, Tenant may remove any of its trade fixtures, furniture, and equipment; provided however, that the cost of any such trade fixtures, furniture or equipment so removed shall not be included in any Termination Fee calculated pursuant to Article III. Tenant shall leave the Premises in a condition equal to or better than that in which they were received, normal wear and tear excepted. Notwithstanding the foregoing, Tenant may use or allow the use of the Premises for occasional non-educational purposes (*e.g.*, athletic contests and extra-curricular activities) so long as such non-educational purposes are ancillary to, and not in lieu of, the Permitted Use.

6.2 Assignment and Subletting. Tenant may assign this Lease or sublet all or a portion of the Premises only upon Landlord's prior written consent which shall not be unreasonably withheld, denied, or conditioned; provided, however, that no such consent shall be required for a sublease or assignment to an entity controlling, controlled by, or under common control with Tenant, so long as the sublessee or assignee uses the Premises for a Permitted Use.

## ARTICLE VII
## LIENS

Landlord represents and warrants that, as of the Effective Date hereof, the Premises is free from any liens. Tenant shall promptly pay when due the entire cost of all work done by it to the Premises and shall keep the Premises free of liens for labor or materials. Should mechanics', materialmen's or other similar liens be filed against the Premises by reason of the acts of either

party hereto, such party shall cause the lien to be canceled and discharged of record by bond or otherwise within thirty (30) days of receiving actual notice of such lien.

## ARTICLE VIII
## INSURANCE

8.1 Insurance. From and after the earlier of (i) Tenant's entrance upon the Premises to commence renovations or (ii) the Commencement Date, Tenant shall carry insurance with respect to the Premises as set forth in Exhibit "A" hereto. Notwithstanding the foregoing, Tenant shall not be required to maintain the insurance described in item 3 of Exhibit "A" until such time that Tenant's insurance provider does not consider the Premises "vacant", but in no event shall such date be later than July 1, 2012.

Landlord must be named as an additional insured on all such policies. If either party carries all-risk or other property insurance, then such policy shall contain a waiver of subrogation in favor of the other party, as herein below set forth. All such insurance coverages may be carried under "blanket" or "umbrella" policies from insurers licensed in the State of Georgia.

8.2 Mutual Release and Waiver of Subrogation. Landlord and Tenant hereby release each other and anyone claiming through or under the other by way of subrogation from any and all liability for any loss of or damage to property, whether caused by the negligence or fault of the other party, to the extent of any recovery made by the parties hereto for such loss or damage under any all-risk or other property insurance policy now or hereafter issued covering the Premises. In addition, Landlord and Tenant shall cause each such insurance policy carried by them insuring the Premises or the contents thereof, to be written to provide that the insurer waives all rights of recovery by way of subrogation against the other party hereto in connection with any loss or damage covered by the policy. The provisions of this Section 8.2 shall survive the expiration or earlier termination of this Lease for a period of two (2) years.

## ARTICLE IX
## EMINENT DOMAIN

9.1 Condemnation. If during the Term hereof, all or substantially all of the Premises shall be taken under power of eminent domain by any public or private authority, then Tenant may elect to terminate this Lease as of the date of such taking; subject, however, to the right of Tenant, at its election, to continue to occupy the Premises, subject to the terms and provisions of this Lease, for all or such part of the period between the date of such taking and the date when possession of the Premises shall be taken by the taking authority.

9.2 Award. If this Lease is terminated pursuant to this Article IX, all compensation awarded for any taking of the Premises except for (i) the unamortized value of Tenant's repairs and improvements on the Premises, (ii) any award for moving expenses, and (iii) any award for diminution of Tenant's leasehold estate shall belong to Landlord and Tenant hereby assigns its interest in any award for such taking, except for items (i) – (iii), to Landlord. In the event of a

condemnation where this Lease is not terminated, then Landlord and Tenant shall each be entitled to such award for its interest in the Premises as is provided for by applicable law.

9.3 Dealings with Taking Authority. Landlord and Tenant agree to promptly notify the other party when either of them receives actual notice of a taking or a threat thereof. Landlord and Tenant shall cooperate in good faith in contesting any taking, if such contest is desired by either party, with the contesting party bearing all costs and expenses thereof and, if said taking cannot be reasonably prevented, the contesting party shall endeavor to obtain the highest award possible for the property taken, the costs of said endeavor to be borne by the parties in proportion to their respective awards.

9.4 Termination. In the event of any termination of this Lease as the result of the provisions of this Article IX, Landlord and Tenant, effective as of such termination, shall release each other from all liability and obligations thereafter arising under this Lease, except where terms and obligations expressly survive any such termination.

## ARTICLE X
## QUIET ENJOYMENT

Contingent upon Tenant's compliance with the terms of this Lease, Landlord agrees that Tenant shall quietly and peaceably hold, possess and enjoy the Premises for the full term of this Lease and any extensions thereof without any hindrance or molestation by Landlord or anyone claiming by, through, or under Landlord. Landlord warrants that it owns fee simple title to the Premises subject only to matters of record and shall defend title to the Premises against the claims of all persons claiming by, through or under Landlord except with respect to matters of record.

## ARTICLE XI
## HAZARDOUS MATERIALS

Tenant acknowledges that Landlord has not conducted any environmental testing of the Premises. However, to the best of Landlord's knowledge and belief, Landlord is not aware of, nor has Landlord received written notice of, any hazardous materials in, on, or under the Premises (except for asbestos which may or may not be present in the existing building). As used herein, "hazardous materials" shall be interpreted broadly to include, but not be limited to, any material or substance that is defined or classified under federal, state, or local laws as: (a) a "hazardous substance" pursuant to section 101 of the Comprehensive Environmental Response, Compensation and Liability Act, 42 U.S.C. §9601(14), section 311 of the Federal Water Pollution Control Act, 33 U.S.C. §1321, as now or hereafter amended; (b) a "hazardous waste" pursuant to section 1005 or section 3001 of the Resource Conservation and Recovery Act, 42 U.S.C. §§6903, 6921, as now or hereafter amended; (c) a toxic pollutant, under section 307(a)(1);(d) a "hazardous air pollutant" under section 112 of the Clean Air Act, 42 U.S.C. §7412, as now or hereafter amended; (e) a "hazardous material" under the Hazardous Materials

Transportation Uniform Safety Act of 1990, 49 U.S.C. App. §18092(4), as now or hereafter amended; (f) toxic or hazardous pursuant to regulation promulgated now or hereafter under the aforementioned laws; or (g) presenting a risk to human health or the environment under other applicable federal, state or local laws, ordinances, or regulations, as now or as may be passed or promulgated in the future.

The parties acknowledge and agree that Tenant handles certain hazardous materials as part of its Permitted Use (e.g., cleaning and office supplies). Tenant shall handle, store, and dispose of such substances in compliance with all governmental regulations related to same and to hold Landlord harmless from any action or claim related to Tenant's use thereof.

## ARTICLE XII
## MISCELLANEOUS

12.1 Non-Waiver of Default. No acquiescence by either party to any default by the other party hereunder shall operate as a waiver of its rights with respect to any other breach or default, whether of the same or any other covenant or condition.

12.2 Recording. This Lease shall not be recorded. A short form or memorandum of this Lease in a form reasonably acceptable to Landlord and Tenant, describing the Premises and setting forth the term of this Lease and such other non-monetary provisions as Tenant shall reasonably require, may be recorded by Tenant at Tenant's sole cost and expense.

12.3 Notice. Any notice or consent required to be given by or on behalf of either party to the other shall be in writing and mailed by registered or certified mail, return receipt requested or personally delivered, sent by courier or expedited mail service, addressed to the other party as follows:

If to Tenant:

If before July 1, 2012:

International Community School
3260 Covington Highway
Decatur, GA 30032
Attention: Principal

If on or after July 1, 2012:

International Community School
2418 Wood Trail Lane
Decatur, GA 30033
Attention: Principal

With a copy by H. Thurston Cooke

| | |
|---|---|
| similar means to: | Chair, Board of Directors<br>1024 Viscount Count<br>Avondale Estates, Georgia 30002 |
| If to Landlord: | Superintendent<br>DeKalb County School District<br>1701 Mountain Industrial Boulevard<br>Stone Mountain, Georgia 30083 |
| With a copy by similar means to: | Joshua Mayes, Esq.<br>Sutherland Asbill & Brennan LLP<br>999 Peachtree Street, NE<br>Atlanta, Georgia 30309 |

or at such other address as may be specified from time to time in writing by either party. All such notices hereunder shall be deemed to have been given on the date of delivery unless delivery is refused or cannot be reasonably made, in which case the date of refusal or inability to deliver shall be deemed the date notice has been given.

12.4 Successors and Assigns. All covenants, promises, conditions, representations, and agreements herein contained shall be binding upon, apply, and inure to the parties hereto and their respective heirs, executors, administrators, successors, and permitted assigns.

12.5 Partial Invalidity. If any provision of this Lease or the application thereof to any person or circumstance shall to any extent be held invalid, then the remainder of this Lease or the application of such provision to persons or circumstances other than those as to which it is held invalid shall not be affected thereby, and each provision of this Lease shall be valid and enforced to the fullest extent permitted by law.

12.6 Interpretation. In interpreting this Lease in its entirety, the printed provisions of this Lease and any additions written or typed thereon shall be given equal weight, and there shall be no inference, by operation of law or otherwise, that any provision of this Lease shall be construed against either party hereto. The captions used in this Lease are for convenience only and do not limit or amplify the provisions hereof.

12.7 Headings, Captions and References. The section captions contained in this Lease are for convenience only and do not in any way limit or amplify any term or provision hereof. The use of the terms "hereof", "hereunder" and "herein" shall refer to this Lease as a whole, except when noted otherwise. The use of the masculine or neuter genders and the singular form shall include the plural when the context so requires.

12.8 Brokerage Commissions. Landlord and Tenant each warrants and represents to the other that there are no brokers, finders fees or any real estate commissions due to any broker, agent or other party in connection with the negotiation or execution of this Lease or on behalf of either of them. Tenant hereby agrees to indemnify and hold Landlord harmless from and against

any and all costs, expenses, liabilities, causes of action, claims or suits by any party for compensation, commissions, fees or other sums claimed to be due or owing with respect to the representation of Tenant in effecting or procuring this Lease.

12.9 Governing Law. This Lease shall be construed under the laws of the State of Georgia.

12.10 Force Majeure. In the event that either party shall be delayed or hindered in or prevented from the performance of any work, service, or other act required under this Lease to be performed by the party, and such delay or hindrance is due to strikes, lockouts, acts of God, governmental restrictions, enemy act, civil commotion, fire or other casualty, or other causes of a like nature beyond the control of the party so delayed or hindered, then performance of such work, service, or other act shall be excused for the period of such delay and the period for the performance of such work, service, or other act shall be extended for a period equivalent to the period of such delay. Lack of financial resources by either party shall not constitute a force majeure event hereunder, regardless of the reason for the lack of financial resources.

12.11 Indemnity. Tenant shall indemnify and hold Landlord harmless from all cost, expense, liability, obligation, claim or action, including without limitation reasonable attorney's fees actually incurred, arising from Tenant's use and occupancy of the Premises under this Lease, except for matters arising from Landlord's willful misconduct.

12.12 Entire Agreement. This Lease constitutes the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes all prior oral and written communications between the parties. No subsequent amendment or agreement shall be binding upon either party unless it is signed and delivered by both parties hereto. This Lease may be executed in counterparts.

12.13 Landlord's Right to Inspect. Landlord may enter upon the Premises during after-school hours to inspect same upon reasonable advance notice to Tenant, which shall be written notice unless an emergency condition exists, in which case Landlord shall give such notice as is practicable under the circumstances. Any such entry by Landlord shall be undertaken with due care and so as to minimize interference with operations on the Premises to the extent reasonably practicable.

12.14 No Agency Relationship. Nothing in this Lease shall be deemed or construed by the parties hereto, nor by any third party, as creating the relationship of principal and agent or of partnership or of joint venture between the parties hereto, it being understood and agreed that neither any provision contained in this Lease, nor any acts of the parties hereto, shall be deemed to create any relationship between the parties hereto other than the relationship of landlord and tenant.

12.15 Time is of the Essence. Time is of the essence of this Lease. Anywhere a date certain is stated for payment or for performance of any obligation, the day certain so stated enters into and becomes a part of the consideration for this Agreement. If any date set forth in this

Lease shall fall on, or any time period set forth in this Agreement shall expire on, a day which is a Saturday, Sunday or federal or state holiday, such date shall automatically be extended to, and the expiration of such time period shall automatically be extended to, the next day which is not a Saturday, Sunday or federal or state holiday. The final day of any time period under this Agreement or any deadline under this Agreement shall be the specified day or date, and shall include the period of time through and including such specified day or date.

12.16 Compliance with Codes and Ordinances. Tenant's use and maintenance of the Premises shall at all times comply with all applicable federal, state and local statutes, regulations, codes and ordinances.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, this Lease has been executed as of the day and year first above written.

LANDLORD:

**DeKalb County School District**

By: _____

Name: Dr. Cheryl L.H. Atkinson

Title: Superintendent

[OFFICIAL SEAL]

TENANT:

**International Community School, Inc.**

By: _____

Name: H. Thurston Cooke III

Title: Chair, Board of Directors

# Exhibit "A"

## Insurance

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

   (a) Name and address of agent/broker;
   (b) Name and address of insured;
   (c) Name of insurance company, underwriting syndicate, or other insuring entity;
   (d) Description of coverage in standard terminology;
   (e) Policy period;
   (f) Policy Number;
   (g) Limits of liability;
   (h) Name and address of certificate holder;
   (i) Acknowledgment to the Landlord of notice requirements of material adverse change;
   (j) Signature of authorized agent/broker;
   (k) Telephone number of authorized agent/broker; and
   (l) Details of policy exclusions applicable to this Agreement in comments section of Insurance Certificate.

   In addition to the Certificates of Insurance, Tenant's broker / insurer shall provide copies of the policy endorsements evidencing the coverage(s) for Landlord through the Indemnification and Insurance obligations assumed by Tenant herein. All certificates / endorsements evidencing primary and excess layers shall be renewed and kept current and up to date on an annual or lesser time basis as needed.

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

   (a) Commercial (Comprehensive) General Liability Policy (CGL), or equivalent coverage, to include the contractual obligation of Tenant for any liability assumed hereunder;

   (b) Should Tenant desire to structure their insurance program utilizing a Commercial Umbrella or Excess Liability Policy, all such policies shall have sufficient limits to provide that there is no gap in coverage between an underlying policy and the secondary layer;

   (e) Under all coverages required hereunder, the policy(ies) shall be endorsed to include the following terms and conditions:

      (i) All coverages shall be on an "occurrence" not "claims made" basis;
      (ii) The foregoing policies shall contain a provision that coverage afforded under the policies will not be canceled, allowed to lapse, fail to be renewed, or endorsed to adversely change any coverage applicable to Landlord or an Indemnitee for any

reason until at least thirty (30) days prior written notice has been given to Landlord;

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

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

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

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

(i) Minimum limits of $1,000,000 per occurrence $3,000,000 in the annual aggregate (if applicable) with insurers approved to conduct business in the State of Georgia

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

(iii) Shall include Indemnitees as Additional Insureds.

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

3) Tenant is required to maintain the following insurance coverage(s) on the Property during the Term of this Agreement:

(a) All Risk Property (and Flood) Insurance including but not limited to the perils of: Fire, Lightning, Explosion, Windstorm or Hail, Smoke, Aircraft or Vehicle Impact, Riot, Strike or Civil Commotion, Vandalism and Malicious Mischief, Collapse, Flood, Leakage from Fire Protection Equipment, and Earth Movement with terms, conditions, sublimits, exclusions and amendments as is usual in the insurance industry.

(b) The amount of the insurance shall, at a minimum, have a $6,000,000 Stipulated Loss Value.

(c) Tenant shall maintain Property Insurance on the premises throughout the term of this lease and any renewal or extension with Deductibles and/or Self Insured Retentions acceptable to Landlord, however, in no event shall such Deductible or SIR exceed $500,000 per occurrence.

(d) Landlord shall be designated as the "Loss Payee as its interest may appear."

(e) Underwriters shall agree to waive any right of subrogation against Landlord.

(f) All losses in excess of $100,000 shall include Landlord in the adjustment and settlement of the claim. Landlord shall have the right to accept or reject any settlement for claims in excess of $100,000.

(g) The foregoing policy(ies) shall contain a provision that coverage afforded under this insurance will not be canceled, allowed to lapse, fail to be renewed, or endorsed to

**adversely change any coverage applicable to Landlord for any reason until at least thirty (30) days prior written notice has been given to Landlord.**

June 29, 2021

Mr. D. Benjamin Estill II
Chief Operations Officer
DeKalb County School District
1701 Mountain Industrial Boulevard
Stone Mountain, GA 30083

Re: Intent to Renew Ground Lease

Dear Mr. Estill,

On behalf of the International Community School (ICS), we thank the DeKalb County School District (DCSD) for providing the land and facilities that allow ICS to serve our students and community. The initial term of our ground lease which commenced on July 1, 2011 will expire on Thursday June 30, 2022. Per the terms of the ground lease, we would like to formally notify DCSD that ICS would like to exercise the first of the two (2) five (5) year extension options provided in the current ground lease (section 3.2).

ICS is firmly invested in the facility and the neighboring community, and we have made significant investments over the last 7 years in facility upgrades, repairs and maintenance. We will continue to make investments over the course of this five (5) year extension to ensure the best possible learning environment for our students and provide the best stewardship of the facilities with which DCSD has entrusted us.

Respectfully,

Kristine Hansen-Dederick
Board Chair
International Community School Board of Directors

Cc: Mrs. Watson-Harris, Superintendent, DCSD
Mr. Trenton Arnold, Regional Superintendent, Region II
Ms. Kina M. Champion, Director, School Innovation

Gmail

**Julie Allen <julie.allen@icsgeorgia.org>**

# ICS Intent to Renew Facility Lease

1 message

**Kristine Hansen-Dederick** <kristine.dederick@icsgeorgia.org> Tue, Jun 29, 2021 at 5:29 PM
To: DBen_Estill@dekalbschoolsga.org
Cc: "Shakina Champion (Charter Schools/School Governa)" <Kina_Champion@dekalbschoolsga.org>, Cheryl_Watson-Harris@dekalbschoolsga.org, "Trenton Arnold (Region II)" <Trenton_Arnold@dekalbschoolsga.org>, Kathleen Cole <kathleen.cole@icsgeorgia.org>, "Peter M. Mbugua" <peter.mbugua@icsgeorgia.org>, Julie Allen <julie.allen@icsgeorgia.org>

Good Afternoon Mr. Estill,

Please see the attached notification from the International Community School, indicating our intent to renew our facility lease.

Thank you!
Kristine
--
Kristine Hansen-Dederick
Board Chair
International Community School
2418 Wood Trail Ln, Decatur, GA 30033
678-296-6539
www.icsgeorgia.org

**ICS Letter to DCSD Lease Renewal.pdf**
621K

Kina M. Champion
Director, School Innovation
Division of Community Empowerment, Innovation, & Partnerships
DeKalb County School District
1701 Mountain Industrial Boulevard
kina_champion@dekalbschoolsga.org

Ms. Champion:

On behalf of International Community School ("ICS") we are responding to your May 6, 2022 email. In that correspondence, you attached a new proposed Facilities Lease between ICS and the Dekalb County Board of Education (the "District") for the facility at 2418 Wood Trail Lane to begin July 1, 2022.

ICS currently leases this facility from the District pursuant to a Ground Lease dated December 5, 2011. Exhibit 1. The Ground Lease has an initial term that runs until June 30, 2022, and two five-year Extension Terms, which can be exercised at ICS's option up to 360 days prior to the end of the Initial Term or Extension Term.

On June 29, 2021, ICS's previous Board Chair, Kristine Hansen-Dederick, sent a letter to the District stating ICS's intent to renew the Ground Lease. Exhibit 2. This letter—which was sent more than 360 days before the expiration of the Initial Term—extended the term of the Ground Lease for five (5) additional years, or until June 30, 2027.

Accordingly, under Section 3.2 of the Ground Lease, the lease continues to operate and be enforceable "upon all of the same terms, conditions, and covenants as set forth [within the Ground Lease], without the requirement of any further instrument to evidence such extension."

We value our collaboration with the District to serve ICS families in the District If we can provide any additional information, or if you would like to discuss this issue any further, please feel free to contact either of us.

Sincerely,

5/25/22

Kathleen Cole
Board Co-Chair
International Community School, Inc.

5/25/2022

Peter Mbugua
Board Co-Chair
International Community School, Inc.

KH714830.DOCX

# International Community School

## Charter Renewal Exhibit
## 21

## Certificate of Occupancy

## This Exhibit is Not Available in Word Format

DV240

# DeKalb County
## Department of Planning & Sustainability

## Non-Residential Certificate of Occupancy

Installation or modification to signs at this location requires a separate Sign permit.

**Project**

Type: Non-Residential Permit Number:1043826181 Project: ICS/INTERNATIONAL COMMUNITY SH

Work Type: ALTERATIONS TO EXISTING STRUCT Construction Type: N/A

Occupancy Type: SCHOOLS, PUBLIC OR PRIVATE

Maximum Occupancy Load :

**Property**

Address: 2418 WOOD TRAIL LN DECATUR,GA 30033- Parcel ID: 18 061 14 013 Lot #:

Zoning: R-75 Rezoning: N/A Land Use: SUB Census: 223.01 District: 02 06

**Applicant**

Owner: DEKALB BOARD OF EDUCATION Address: 3770 N DECATUR RD DECATUR, GA 30032

Tenant: N/A Address: N/A

The structure has been inspected for compliance with the requirements of all codes for the occupancy and division of occupancy and the use for which the proposed occupancy is classified and the structure has been erected, to the best of the county's knowledge and belief, in compliance with all applicable county codes at the time of issuance of this certificate of occupancy. Occupancy shall be limited to the area defined by the building permit indicated above for which this certificate is issued.

In accordance with chapter 7, article ii, division 3, section 7-33(f) of the DeKalb county code, this certificate may be revoked by the director of development or his/her duly authorized representative for either one or more of the following:

(1) changes or alterations in the type of permitted use or occupancy without approval.

(2) changes or violations of the conditions of the certificate without approval.

(3) alterations, additions, or improvements to the building, structure, or systems without approval.

**Special Stipulations and/or Condititons (If Applicable)**

Date: 08/07/2012 Issued By: _____

**Permits, Zoning & Plans Review Supervisor**

# DeKalb County
## Department of Watershed Management

1580 Roadhaven Drive, Stone Mountain, GA 30083
(770) 621-7200 • FAX (770) 724-1446 • TDD 621-7237

Device Serial № 24 [illegible]
Test Date/Time 08/[illegible] 9:[illegible]
Tester Certification [illegible]
Device Test Result ☐ Pass ☐ Fail

**Backflow Prevention Device Test & Maintenance Report**

*(Please Print)*

**Account**

Contact Name: Brandon Davis Phone# (404) 609-9769
Business Name: International Community School Meter# [illegible] Meter Reading: N/A
Mailing Address: 2491 Briarcliff Rd Suite 100 Decatur GA 30033
Service Address: Same as mail address City: _____ ST: _____ Zip: _____

**Device**

Make: Conbraco Model: RP4A Size: 1½"
Type: ☐ RPZ ☐ DC ☐ DCDA ☐ Detector Check
Date Installed: Unknown Location on property: Underground mechanical room
☑ New ☐ Existing
Previous Device Serial №: N/A

Orientation: ☐ Vertical Up ☐ Vertical Down ☑ Horizontal
Use: ☐ Domestic ☐ Fire ☐ Irrigation
Protection: ☐ Containment ☑ Isolation

**Testing & Maintenance**

| | Initial Test Results | | Repairs/Comments | Re-Test Results | |
|---|---|---|---|---|---|
| | Tightness | Differential | | Tightness | Differential |
| Check Valve #1 (RPZ, DC, PVB) | ☐ Leak ☑ Tight | 8.0 | | ☐ Leak ☐ Tight | |
| Check Valve #2 (RPZ, DC) | ☐ Leak ☑ Tight | 4.2 | | ☐ Leak ☐ Tight | |
| Relief Valve (RPZ) | | 3.7 | PASS | | |
| Buffer (RPZ) | | 4.3 | | | |
| Line Pressure | | | | | |
| Shutoff Valve #1 | ☐ Leak ☐ Tight | | | | |
| Shutoff Valve #2 | ☐ Leak ☑ Tight | | | | |

Comments: Removed test cock caps

Test Procedure: ASPA

**Notification**

Alarm Company/Fire Department Notified: N/A
Person Notified: N/A Notified By: N/A
Turn Off Date/Time: N/A Turn On Date/Time: N/A

**Test Kit**

Test Kit Make: Watts Model: 909C
Serial №: 296994 Last Calibration Date: 03/20

**Tester**

Tester Name: Donald T Keating Jr. Certificate Expiration Date: 06/25
Tester certifies that this assembly has been tested with the above listed procedure and verifies that isolation valves were returned to pre-test orientation.

Signature: [signature] Telephone No. 770/810-1519

**(Submit original white copy to water purveyor)**

# DeKalb County
## Department of Watershed Management

1580 Roadhaven Drive, Stone Mountain, GA 30083
(770) 621-7200 • FAX (770) 724-1446 • TDD 621-7237

Device Serial № 402225
Test Date/Time 08/15/23 11:23AM
Tester Certification #1 cert
Device Test Result ☐ Pass ☐ Fail

**Backflow Prevention Device Test & Maintenance Report**

*(Please Print)*

**Account**

Contact Name: Brandon Davis Phone# (404) 495-8869
Business Name: International Community School Meter# 6" Insurance Loop Meter Reading:
Mailing Address: 2499 Wood Trail Circle Decatur, GA 30033
Service Address: Same as mailing address City: ST: Zip:

**Device**

Make: Febco Model: 850 Size: 2"
Type: ☐ RPZ ☑ DC ☐ DCDA ☐ Detector Check
Date Installed: unknown Location on property: East City Bus
☐ New ☑ Existing
Previous Device Serial №: n/a

| Orientation | Use | Protection |
|---|---|---|
| ☐ Vertical Up | ☑ Domestic | ☑ Containment |
| ☐ Vertical Down | ☐ Fire | ☐ Isolation |
| ☑ Horizontal | ☐ Irrigation | |

**Testing & Maintenance**

| | Initial Test Results | | Repairs/Comments | Re-Test Results | |
|---|---|---|---|---|---|
| | Tightness | Differential | | Tightness | Differential |
| Check Valve #1 (RPZ, DC, PVB) | ☐ Leak ☑ Tight | 6.3 PSID | Replaced #1 Check valve 08/15/23 | ☐ Leak ☐ Tight | 2.1 PSID |
| Check Valve #2 (RPZ, DC) | ☑ Leak ☐ Tight | 0.1 PSID | Replaced #2 Check valve 08/15/23 | ☐ Leak ☑ Tight | 2.2 PSID |
| Relief Valve (RPZ) | | | | | |
| Buffer (RPZ) | | | PASSED Annual Test | | |
| Line Pressure | | | | | |
| Shutoff Valve #1 | ☐ Leak ☑ Tight | | | | |
| Shutoff Valve #2 | ☐ Leak ☑ Tight | | | | |

Comments:

Repaired By: Watts Premier Test Procedure: AWWA

**Notification**

Alarm Company/Fire Department Notified: n/a
Person Notified: n/a Notified By: n/a
Turn Off Date/Time: n/a Turn On Date/Time: n/a

**Test Kit**

Test Kit Make: Watts Model: 25 DC
Serial №: 1614964 Last Calibration Date: 03/22

**Tester**

Tester Name: Donald J. Scarboro, Jr. Certificate Expiration Date: 06/25
Tester certifies that this assembly has been tested with the above listed procedure and verifies that isolation valves were returned to pre-test orientation.

Signature: Telephone No. 770-522-1504

**(Submit original white copy to water purveyor)**

# DeKalb County
## Department of Watershed Management

1580 Roadhaven Drive, Stone Mountain, GA 30083
(770) 621-7200 • FAX (770) 724-1446 • TDD 621-7237

Device Serial № 21546C9
Test Date/Time 9/19/23
Tester Certification _____
Device Test Result ☒ Pass ☐ Fail
INSPECTION

**Backflow Prevention Device Test & Maintenance Report**

*(Please Print)*

**Account**

Contact Name: Brandon Davis Phone# (404) 409-5969
Business Name: [illegible] Meter# Solar Meter Reading: _____
Mailing Address: _____
Service Address: 2814 Lithonia Industrial Ln City: Lithonia ST: GA Zip: 30038

**Device**

Make: Cambridge Model: 375A Size: 1 1/2"
Type: ☒ RPZ ☐ DC ☐ DCDA ☐ Detector Check
Date Installed: _____ Location on property: Mechanical Room (Parking)
☒ New ☐ Existing
Previous Device Serial №: _____

| Orientation | Use | Protection |
|---|---|---|
| ☐ Vertical Up | ☒ Domestic | ☐ Containment |
| ☐ Vertical Down | ☐ Fire | ☒ Isolation |
| ☒ Horizontal | ☐ Irrigation | |

**Testing & Maintenance**

| | Initial Test Results | | Repairs/Comments | Re-Test Results | |
|---|---|---|---|---|---|
| | Tightness | Differential | | Tightness | Differential |
| Check Valve #1 (RPZ, DC, PVB) | ☐ Leak ☐ Tight | | | ☐ Leak ☐ Tight | |
| Check Valve #2 (RPZ, DC) | ☐ Leak ☐ Tight | | | ☐ Leak ☐ Tight | |
| Relief Valve (RPZ) | | | | | |
| Buffer (RPZ) | | | | | |
| Line Pressure | | | | | |
| Shutoff Valve #1 | ☐ Leak | ☐ Tight | | | |
| Shutoff Valve #2 | ☐ Leak | ☐ Tight | | | |

INSPECTION ONLY

Comments: _____

Test Procedure: _____

**Notification**

Alarm Company/Fire Department Notified: _____
Person Notified: _____ Notified By: _____
Turn Off Date/Time: _____ Turn On Date/Time: _____

**Test Kit**

Test Kit Make: _____ Model: _____
Serial №: _____ Last Calibration Date: _____

**Tester**

Tester Name: _____ Certificate Expiration Date: _____
Tester certifies that this assembly has been tested with the above listed procedure and verifies that isolation valves were returned to pre-test orientation.

Signature: [signature] Telephone No. (404) 409-5969

**(Submit original white copy to water purveyor)**

# International Community School

# Charter Renewal Exhibit
# 22

# Emergency Safety Plan

INTERNATIONAL
COMMUNITY
SCHOOL

# Safe Schools Plan
# 2023-2024

# School Safety Plan

International Community School
2418 Wood Trail Lane
Decatur, GA 30030
404-499-8969
Fran Carroll, Executive Director
Diamond Jefferies, Principal

DeKalb County School System

The following persons participated in the development of the Safe School Plan.

| **Name** | **Position** | **Contact Information** |
|---|---|---|
| Diamond Jefferies | Principal | (404) 899-8969 |
| Charlotte Flores | Director of Community and Culture | (404) 899-8969 |
| Dione Smith | Assistant Principal | (404) 899-8969 |
| Chinar Hasan | Front Office Coordinator | (404) 899-8969 |
| Porcha Marbury | School Nurse | (404) 899-8969 |
| Htwe Htwe | Family Engagement Coordinator | (404) 899-8969 |
| | | |
| | | |

## Crisis Planning and Response Team

| Name | Position | Contact Information |
|---|---|---|
| Diamond Jefferies | Principal | (404) 899-8969 |
| Dione Smith | Assistant Principal | (404) 899-8969 |
| Charlotte Flores | Directory of Community and Culture | (404) 899-8969 |
| Porcha Marbury | School Nurse | (404) 899-8969 |
| | | |

## Emergency Evacuation and Family Reunification Protocol

| Name | Position | Task assigned |
|---|---|---|
| Georgette Bell and Debra Bryant | Front Office Manager<br>Registrar | Prepare and Maintain Emergency Kits |
| Diamond Jefferies, Fran Carroll, Dione Smith | Principal<br>ED<br>AP | Contact Regional Superintendent |
| Alex Bermudez | Teacher | Identify Missing/Absent Students |
| Charlotte Flores | Director of Culture | Locate and identify Injured and Sick |
| Diamond Jefferies | Principal | Designated staff to accompany injured/sick |
| Dawn Jones | Teacher | Staff Trained in First Aid/CPR |
| Georgette Bell and Debra Bryant | Front Office Manager<br>Registrar | Designated staff to handle telephone calls |
| Dione Smith and Htwe Htwe | AP<br>Parent Liaison | Designated staff to receive parents at reunification site |
| Georgette Bell | Business Manager of Facilities | Designated staff to show emergency personnel utility and ventilation shut offs |

| | | |
|---|---|---|
| Tam Nguyen and Dawn Jones | Teachers | Designated staff to assist with pedestrian traffic |
| Rob Prince | Technology Support | Designated Staff to Make Temporary ID Badges |
| Chinar Hassan | Front Office Coordinator | Designated staff to handle after-school activities |

Total number of students enrolled: _____475 (need to confirm)
Total number of staff hired: _____72 (need to confirm)

ICS uses TeacherEase, an online platform that contains all the contact information for each student enrolled at the school including parent/guardian name, telephone number and home address. The system can be accessed from a smartphone, tablet or laptop that has internet access.

As schools develop Safe School Plans, they should keep in mind that each of the incidents/crisis included in this template could impact a school temporarily or they could result in a long-term impact, even resulting in the closure of a school or school district over a long period of time, such as because of an epidemic or pandemic. For long-term impacts such as the closure of schools, see the Continuity of Operations Annex that describes how a school or district will identify and ensure the continuation of essential functions during an emergency and its aftermath. The goal of activating a Continuity of Operations Plan is to maintain essential functions and to sustain restored essential functions until full and normal operational status can be safely and effectively achieved. In addition, the activation of a Continuity of Operations Plan helps to protect buildings and facilities, equipment, records, students, teachers, staff, and other assets while mitigating the impact of the crisis. As with the other sections of the Safe School Plan, the Continuity of Operations Plan Annex should be developed and supported by coordination with local emergency management.

\

**Safe School Plan Emergency ID Plan**

1. School Site Safety Coordinator: Porcha Marbury

2. Alternate School Site Safety Coordinator: Dione Smith

3. School personnel to call 911: Georgette Bell

4. School personnel to call superintendent’s office: Diamond Jefferies, Dione Smith

5. School personnel to coordinate staff members trained in First Aid and/or CPR: Dawn Jones, Porcha Marbury

6. School personnel to get emergency kits: Georgette Bell, Debra Bryant, Sharene Smith

7. School personnel to accompany emergency first responders:Georgette Bell, Debra Bryant, Sharene Smith

8. School personnel responsible for students with special needs and description of needs[1] (i.e. medical issues, prescription medicines, dietary needs), marked confidential): Porcha Marbury, Chinar Hasan

9. School personnel to answer telephones:Porcha Marbury, Chinar Hasan, Georgette Bell, Debra Bryant, Sharene Smith

10. School personnel to collect student rosters: LaPorcha Marbury

11. School personnel to update media:Fran Carroll/Diamond Jefferies in consultation with the BOD.

12. School personnel to update parents: Dione Smith, Htwe Htwe

13. School personnel to secure translation services: Htwe Htwe

14. Location of central command post – rank order based on circumstances:
    1. Inside front office
    2. Media Center
    3. Cafeteria Outside (front of school)
    4. Portable Classroom: Community Resource Center 1B

15. Location for media personnel – rank order based on circumstances:
    1. Gymnasium
    2. Parking Lot

16. Location of reception area for parents and public – rank order based on circumstance:
    1. Inside entryway
    2. Cafeteria and outside of cafeteria
    3. Playground Area

17. If students need to be moved off campus they will be transported to:
    First Choice Site: Medlock Park
    Alternate Site: North Decatur Presbyterian Church

18. School personnel responsible for releasing students to parents and non-parent adults: Georgette Bell and Chinar Hasan

19. School personnel responsible for utilities shut off if necessary: Fran Carroll

20. School personnel responsible for directing traffic: Rob Prince

21. School personnel runners to support the Crisis Team: Julie Ogle, Mary Romano, Dawn Jones

22. School personnel responsible for accompanying students to the hospital: Htwe Htwe, Porcha Marbury

**Emergency Kits**

Contents of the school's emergency kits:

- *10 writing tablets and pens/pencils*
- *10 magic makers*

- *500 plain white peel-off name tag stickers (used to identify injured students or staff)*
- *Student release/sign-out sheets*
- *List of students on off-campus trips*
- *Five sets of safety gloves*
- *Floor Plan of the building*
- *Site Plan of the grounds and surrounding areas*
- *Copies of photographs of the building (interior and exterior)*
- *Copies of student and staff emergency contact/release information*
- *Information regarding any students with medical problems that may be impacted by the evacuation or emergency*
- *Most recent yearbook and list of students and school personnel*
- *Flashlight and extra batteries*
- *Bullhorn and extra batteries*
- *Cell phone and/or walkie-talkie*
- *Basic First-Aid kit*

List staff members responsible for the emergency kit(s):

Georgette Bell, Office Manager

Kits in front office and gym

**EMERGENCY EVACUATION and FAMILY REUNIFICATION PROTOCOL**

*Check the following to indicate compliance or leave blank if incomplete.*

___An assembly area has been identified at least 1,000 feet away from school in the event it becomes necessary to evacuate the school campus.

___Alternative assembly areas have been identified and shared with school personnel.

___Procedures are in place to remove all students and personnel from athletic fields and playground areas and back into the school.

___Evacuation routes to the assembly points on an evacuation plan have been identified.

___Procedures are in place for the special evacuation needs of the disabled.[2]

___A copy of the evacuation plan is available for school personnel for first responders.

___School personnel and students are aware of and have practiced evacuation procedures and routes.

___A procedure is in place to periodically test the public address system as the primary means of notifying building occupants and other methods of communicating with school personnel.

___Maps indicating primary and secondary evacuation routes are posted in all classrooms (for security reasons, only staff members should know assembly points).

___Teachers are trained to bring their classroom record books with them to the assembly area (s).

___Teachers are trained to verify that students are out of the classrooms and restrooms and workrooms.

___Teachers (or paraprofessionals) are trained to hold open the exit door(s) until all persons in the class have evacuated.

___Teachers are trained to lead students to the designated holding areas/assembly areas

___Teachers are trained to verify the presence of all students at the assembly site and immediately report students who are not present and furnish those names to school administrators as soon as possible.

___Teachers are trained to remain with their students until administrators sound the “all clear” signal.

___School personnel are preselected to collect critical information and to manage and monitor students at the assembly site(s).

___School personnel have been designated to take the ***Emergency Kit*** to the assembly area (s).

___Administrators and other school personnel are trained to collect lists of unaccounted for students from staff members and compare with the daily attendance absentee list and share the list with emergency response personnel.

___Administrators and other school personnel are trained to account for all students in the assembly area(s) to facilitate an orderly transfer of students to their parents.

___A procedure is in place to communicate and confirm that the building has been cleared.

___A procedure has been developed to direct parents to the assembly site(s) to pick up students and verify their guardianship of the student and sign for the release of students.

___School personnel have been trained to instruct parents or guardians to leave the site to make room for others once they have signed out their student.

___The school principal and/or other school personnel are trained to notify school transportation to begin routing school buses to the assembly area(s).

___School personnel have been identified to notify local law enforcement and emergency agencies of the incident/situation and inform them of traffic routing procedures of school buses.

___A news media area has been identified and media provided with detailed instructions to be read to the public to direct concerned relatives to the assembly site(s).

___A manifest for each school bus is established ahead of time to account for all students riding buses.

___School personnel have been trained to check the school bus manifest to account for every student.

___At the assembly site(s), designated school personnel have been assigned to identify all students and identify all non-uniformed personnel.

___School personnel have been trained to monitor students not riding buses and not picked up by parents or guardians to remain in the assembly area(s) until an authorized person arrives to pick them up.

___School personnel have been identified and trained to maintain contact with police/fire department(s) to stay informed about conditions at the school site.

___Procedures are in place if parents come to the school to check on and to check out their children that includes an orderly check out procedure requiring identification and using student attendance logs.

***___DO THE FIRST RESPONDERS HAVE A COPY OF THE SCHOOL FLOOR PLAN?***

## ACCIDENT or ILLNESS

The names and location of staff members certified in First Aid and CPR should be made available to every school employee in the building. A fully stocked First Aid Kit should be readily available at all times in different areas of the school building.

List school personnel with first aid/CPR/AED training and their location in the building:

| **Staff Name** | **Position** |
|---|---|
| Charlotte Flores | Director of Community and Culture |
| Htwe Htwe | Family Engagement Coordinator |
| Porcha Marbury | School Nurse |
| Georgette Bell | Office Manager |
| Dawn Jones | PE Teacher |
| | |
| | |

___School personnel have received Stop-the-Bleed Training from the Georgia Trauma Foundation (if school personnel have not received the training, the training is scheduled for _____)

**BOMB THREATS/SUSPICIOUS PACKAGES CHECKLIST**

Ü ***Daily Precautions***

___School personnel have been trained to routinely check their areas for any suspicious packages or items.

___School personnel have been trained what to do if they find a suspicious item, which should never be moved or touched.

___School personnel have been trained to notify school administrators when a suspicious item is found.

___A procedure is in place to isolate the area until law enforcement personnel have assessed the item.

___School personnel have been trained to lock classrooms and other rooms when not in use.

___School maintenance personnel have been trained to lock all doors after cleaning classrooms and other areas.

___School personnel who handle mail and packages are trained on how to recognize suspicious letters or packages (i.e., excess postage on a small package or letter indicates that the object was not weighed by the Post Office; no postage or non-canceled postage; handwritten notes such as "to be opened by Mr. Smith;" leaks, stains or sharp points, wires, etc.).

Ü ***Bomb or Bomb Threat Response*** *(Also see* ***Emergency Evacuation Procedures)***

___School personnel are trained on how to respond to a written or verbal bomb threat.

___School personnel and students are to move to the predetermined assembly points at least 1,000 feet away from the building using predetermined routes and exits.

___School personnel are trained to re-direct students if the predetermined routes pass near the location of the bomb or device.

___Procedures are in place for the special evacuation needs of the disabled.

___A procedure is in place to ensure that all school personnel and students have left the building, including checks of hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.

___School personnel have been designated to take the ***Emergency Kit*** to the assembly area (s).

___A procedure is in place to communicate and confirm that the building has been cleared.

___School personnel have been designated to account for all students by checking with teachers in the assembly area(s).

___School personnel and students have trained to remain in the assembly area until the "all clear" signal is sent.

___Procedures are in place if parents come to the school to check on and to check out their children that includes an orderly check out procedure requiring identification and using student attendance logs.

___School personnel have been designated to call the school district central office.

___A procedure is in place for administrative staff to prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

**Bomb Threat Call Checklist**

***Ask the Caller:***

1. Where is the bomb right now?
2. What does the bomb look like?
3. When is the bomb going to explode?
4. What kind of bomb is it?
5. What will cause the bomb to explode?
6. Did you place the bomb?
7. Why?
8. What is your name?

***Exact Wording of Bomb Threat:***

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

***Caller Information:*** Sex: Race: Age: Length of Call:

***Caller's Voice (check appropriate descriptions):*** Calm Nasal Slurred Soft Angry Whispered Stutter Loud Accent Excited lisp Disguised Laughter Slow Cracking Raspy Crying Normal Familiar Voice? Who?

***Background Sounds:*** Traffic Voices Music House Noises Static Clear Office Noises Factory Long Distance Machinery PA System Other:

***Threat Language:*** Well-Spoken Incoherent Offensive Words Message Read Taped Irrational

***Notifications:*** 911/School Police/Local Police/Central Office Other

***Call Received By:***

Name:

Title/Position:

Telephone Number:

Date:

***Notes/Comments:***

**TRAINING:** ***Georgia Emergency Management Agency or local emergency management staff can provide training for Bomb Threats.***

## CLOSING OF SCHOOL – SHELTER-IN-PLACE CHECKLIST

*Check the following to indicate compliance or leave blank if incomplete.*

Ü ***Precautions Before the School Day***

___School personnel instructed to listen to local radio and television broadcasts and look for text messages for information about school closures.

___Procedure in place to notify parents/guardians of school closures.

Ü ***Closure During the School Day***

___Procedure in place to check on condition of building and surrounding neighborhood.

___Procedure in place to notify central office of building, neighborhood, and weather conditions.

___Procedure in place to keep students and staff away from possible hazardous conditions, such as iced, slippery, blocked sidewalks, steps, walkways, etc.

___Procedure in place to inform parents/guardian of early school closure.

___Procedure in place to contact all school bus drivers to pick up students during the school day.

___Procedure in place for students will remain in classrooms until buses arrive.

___Procedure in place to ensure that all students and school personnel have left the building.

___Procedures are in place to secure the building and grounds.

Ü ***Shelter-in-Place (students remain in the building overnight)***

If weather conditions (or other reasons) create the necessity for overnight housing, the building must be secured and student movement limited.

___School personnel and the building is prepared for shelter-in-place.

___Procedures are in place to ensure access to food, water, first-aid, sleeping areas, communications, utilities, first-aid kits.

___Procedure is in place to determine if students should be kept at the school for overnight housing.

___Procedure is in place to notify local law enforcement, and local emergency management and fire and rescue.

___Procedure is in place to contact the central office and the news media.

___Procedure is in place if the HVAC and other systems are centralized to contact the Service Center to ensure that the school's climate control system is **not** turned off.

___School personnel have been designated to contact family members and will continue to do so throughout the night.

___School has designated areas of the building to house students and school personnel during the shelter-in-place.

___School has designated areas of the building that are off-limits for students.

___School personnel have been assigned supervision duties and shifts during the night to account for and supervise all students.

___School has set up an indoor security perimeter to ensure the safety and supervision of the students.

___Procedure is in place to account for every student during the night.

## CLOSING OF SCHOOL – WEATHER AND/OR SHELTER-IN-PLACE PROCEDURE

***Precautions Before the School Day***

• Listen to local radio and television broadcasts.

• Verify on school district recording **(678-676-1200)**.
• Verify by use of School District phone tree.

 ***During the School Day (See Emergency Evacuation, p. 6-7)***
• Check on condition of building and surrounding neighborhood.
• Inform Regional Superintendent of building, neighborhood, and weather conditions. • Keep students and staff away from possible hazardous conditions, such as sidewalks and steps.
• Keep emergency phone numbers close to the phones.
• A hotline early school closing phone message will be sent to each principal. • Notify staff of early school closing.
• Students will remain in classrooms until buses arrive.
• School staff will ensure that all persons have left the building.
• School staff will secure the building and grounds.
• School staff will leave the building as necessary.

 ***Shelter-in-Place***
If weather conditions (or other reasons) create the necessity for overnight housing, the building must be secured and student movement limited.
• The decision to provide overnight housing will be a joint decision between the building administrative staff, central office staff, and emergency personnel. • When the decision is made to have overnight housing, the principal will contact the Regional Superintendent and the news media will be informed. Transportation, **678-676-1333** should be called.
• The principal should contact the DCSD Service Center, **678-676-1315 (during school hours) or 678-676-1536 (after school hours)**, to ensure that the school's climate control system is **not** turned off.
• Designated school staff members will help contact family members and will continue to do so throughout the night.
• Students and staff will be routed to the safest part of the building. • The administrative staff and other staff members will be assigned supervision duties and shifts and will set up an indoor security perimeter to ensure the safety and supervision of the students. Also, shifts to answer the phones will be established. • Roll should be taken to account for every student and appropriate next day (or release day) checkout procedures should be followed.
• Contact DCSD Service Center, **678-676-1315 (during school hours) or 678-676- 1536 (after school hours)**, to inspect building for possible damage.
• Administrative staff, with assistance from the Regional Superintendent, should prepare a written statement to be sent home with students.

# DEATH OF A STAFF MEMBER OR STUDENT OR

# SUICIDE at SCHOOL (or Threat) CHECKLIST

In the event of a death of a staff member or student:

1. The Principal will contact the DeKalb County office to notify appropriate personnel. The Executive Administrative team and Counselor will convene to coordinate counselor or trauma personnel to be available at school.

School personnel assigned to assist with this incident:

| Staff Name | Position | Task |
|---|---|---|
| Diamond Jefferies | Principal | Notify ED, County, Staff and Families |
| Charlotte Flores | Director of Culture | Notify students |
| Dione Smith | Assistant Principal | Arrange logistics of county-wide crisis team |

*Check the following to indicate compliance or leave blank if incomplete.*

Administrative staff should contact the following immediately upon learning of the death of a staff member or student:

___Procedures are in place to contact emergency personnel.

___Procedures are in place to secure the area and keep all students away.

___Procedures are in place to contact the parents/guardian or other family members of the student.

___Procedures are in place to notify school personnel.

___Procedures are in place to contact the central office.

___School personnel have been trained on suicide awareness.

___School personnel have been trained on reporting suicide threats or signs of suicide ideation to the counseling staff.

___Procedures are in place to manage internal and external communications, including the news media.

___Procedures are in place to communicate with the school community.

___Procedures are in place to respond to students and monitoring their reactions.

___School personnel have been trained on how to respond to this type of incident.

___Procedures are in place if parents come to the school to check on and to check out their children that includes an orderly check out procedure requiring identification and using student attendance logs.

___Resources have been identified ahead of time to respond to students and staff grief and fear.

___Resources have been identified if they need to be mobilized to respond to widespread grief and fear.

___School personnel have been identified to specifically respond to this type of incident. School personnel assigned:

DEATH OF STAFF MEMBER PROCEDURE

Administrative staff should contact the following immediately upon learning of the death of a staff member or student:

 ***During School Hours***

- Alert the Crisis Management Team **(404-901-9069)**.
- Call Regional Superintendent.
- Administrative and counseling staffs should begin informing staff members and finally students.
- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

 ***Before or After School Hours***

- Call Regional Superintendent.
- Alert the Crisis Management Team **(404-901-9069)**.
- Director of Communications **(678-427-4898)**.

 ***Suicide at School***

- Call **911**.
- Call DCSD Department of Public Safety **(678-676-1810)**.
- Call Regional Superintendent
- Secure the area and keep all students away.
- Send notes and runners to staff members informing them that a medical emergency has occurred. Include any additional instructions (e.g., "The bell schedule will be changed and will be manually sounded at an appropriate time.").
- Alert the Crisis Management Team **(404-901-9069)**.
- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

 **NOTE: If a student threatens suicide, the counseling and administrative offices must be informed immediately. Also, the Crisis Management Team must be contacted as soon as possible. The student should be taken to the counseling office and someone should remain with the student at all times until the parents and/or the Crisis Management Team arrives.**

## FIRE CHECKLIST

A fire or smoke in the building requires immediate evacuation of the building. A safe, orderly evacuation depends on effective fire drill practices.

*Check the following to indicate compliance or leave blank if incomplete.*

Ü ***Response*** *(See* ***Emergency Evacuation****)*

___Procedures are in place to call **911.**

___Procedures are in place to ensure that the fire alarm system is inspected and operational.

___Procedures are in place to initiate an emergency evacuation.

___Procedures are in place and school personnel have been assigned to assist disabled students and school personnel to evacuate.

___School personnel and students have at least once a month practiced fire drills/evacuation, including the use of alternative evacuation routes.

___Procedures are in place to ensure that all school personnel and students have left the building.

___Procedures are in place to check hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.

___School personnel have been designated to take the Emergency Kit to the assembly area (s).

___School personnel have received training on how to use a fire extinguisher.

___Fire extinguisher locations are clearly marked and regularly inspected.

___Designated school personnel have been trained to account for all students by checking with teachers in the assembly area (s).

___School personnel have been trained to survey students at the assembly point (s) to check for injuries or trauma.

___School personnel and students have been trained to remain in the assembly area until the "all clear" signal is sent.

___Procedures are in place if parents come to the school to check on and to check out their children that includes an orderly check out procedure requiring identification and using student attendance logs.

NOTE: In Georgia schools, one fire drill ***shall*** be conducted each month that school is in session and recorded on the Georgia Fire Safety and Insurance Commission website. The Georgia State Fire Code also permits schools to substitute a severe weather drill for its required monthly fire drill during the months of February and November.

**TRAINING:** ***Georgia Emergency Management and Homeland Security Agency, local emergency management, and local fire department staff can provide training for Fire prevention and evacuation***

## HAZARDOUS MATERIALS/THREAT CHECKLIST

Chemical/Biological/Nuclear Threat or Accident

*Check the following to indicate compliance or leave blank if incomplete.*

Ü ***Preparation***

___Potential hazardous material sites have been identified and shared with local emergency management (i.e. above ground industry storage containers, railroad tracks, etc.)

___Procedures are in place to determine transportation routes during an emergency evacuation due to hazardous material.

___Procedures are in place to assemble school buses for an emergency evacuation.

___Safe routes and assembly areas for staff and students **inside** and **outside** of the building have been established.

___All chemicals in Science classes are identified and properly stored.

Ü ***INSIDE Building Hazardous Materials Accident or Threat*** *(See* ***Emergency Evacuation****)*

___Procedures are in place to call 911.

___Procedures are in place to immediately remove all students and school personnel from the area.

___Procedures are in place to seal off the area (s) around and near the accident.

___School personnel have been trained to avoid any contact with hazardous material.

___Procedures are in place to immediately shut down air-conditioning and ventilation units.

___School personnel are trained to provide emergency responders with a list of chemicals in the building.

Ü ***OUTSIDE Building Hazardous Materials Accident or Threat***

**NOTE:** Schools usually receive emergency notice from either emergency personnel or citizens of hazardous material accidents or threats originating outside of the school building. If the notice comes from *non-emergency sources*, the school administrative staff should contact emergency personnel at **911** and the Department of School Police or Local Police to confirm or refute the report. If the notice comes from *emergency sources*, the following procedures should be immediately initiated.

___Procedures are in place to remove all students and school personnel from athletic fields and playground areas and back into the school.

___School personnel have been designated to ensure that students and staff do not leave the building.

___School personnel are trained to account for all students.

___School personnel have been designated to contact transportation to keep school buses out of the hazardous material accident/threat area.

___Procedures are in place to inform school personnel that precautionary measures are being taken due to a report of an incident near the school.

___Procedures are in place to close all windows and outside doors.

___Procedures are in place to shut down air-conditioning and ventilation units or contact the Service Center to do so and prepare to move students away from windows and doors.

___Procedures are in place to quickly evacuate the facility, **based on the directions of emergency personnel** using the procedures in the ***Emergency Evacuation Section of this plan.***

___Procedures are in place to have first aid trained staff members on alert.

___Procedures are in place to remain in lockdown mode until the "all clear" signal/message is received from emergency personnel.

___Procedures are in place to inspect building after the incident for any contamination.

___Procedures are in place if parents come to the school to check on and to check out their children that includes an orderly check out procedure requiring identification and using student attendance logs.

___A procedure is in place for administrative staff to prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

**TRAINING:** ***Georgia Emergency Management and Homeland Security Agency or local emergency management staff can provide training for Hazardous Material incidents.***

## HAZARDOUS MATERIALS/NUCLEAR PROCEDURE

### Chemical/Biological/Nuclear Threat or Accident

 ***Preparation***

- Determine transportation routes (e.g., highway, rail, pipeline, etc.), storage areas and industrial use of potentially dangerous materials which are in the vicinity of the school. School chemicals should be under lock and key.
- Determine logically safe routes and assembly areas for staff and students **inside** and **outside** of the building.

 ***INSIDE Building Hazardous Materials Accident or Threat*** *(See Emergency Evacuation, p. 6-7)*

- Immediately remove all students and staff from the area.
- Call 911 and DCSD Department of Public Safety **(678-676-1810)**. • Call Regional Superintendent.
- **DO NOT TOUCH THE HAZARDOUS MATERIAL**.
- Seal off the area(s) around and near the accident.
- Shut down air-conditioning and ventilation units or contact the Service Center, **678- 676-1315 (during school hours) or 678-676-1536 (after school hours)**, to do so. • School personnel and students move to the predetermined assembly points 1,000 feet away from the building using predetermined routes and exits (**NOTE**: administrators must re-direct classes if the predetermined routes pass near the hazardous material accident site.)
- Ensure that all school personnel and students have left the building. Check hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.
- Designated staff should take the ***Emergency Kit*** to the assembly area (s). • Use walkie-talkies, classroom telephones (where available), bullhorns and adult runners to communicate and confirm that the building has been cleared. • Designated staff should account for all students by checking with teachers in the assembly area (s).
- Designated staff should survey students at the assembly point to check for injuries or trauma.
- All school personnel and students must remain in the assembly area until the "all clear" signal is sent.
- Alert the Crisis Management Team **(404-901-9069)**.
  - Contact DCSD Service Center, **678-676-1315 (during school hours) or 678-676- 1536 (after school hours)**, to inspect building for possible damage.
- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

***OUTSIDE Building Hazardous Materials Accident or Threat***

**NOTE:** Schools usually receive emergency notice from either emergency personnel or citizens of hazardous material accidents or threats originating outside of the school building. If the notice comes from *non-emergency sources*, the school administrative staff should contact emergency personnel at **911** and the Department of School Police, **678-676-1810**, to confirm or refute the report. If the notice comes from *emergency sources*, the following procedures should be immediately initiated.

- Contact Regional Superintendent.
- Return all students and personnel from athletic fields and playground areas into the school.
- **Initiate Level 1 or 2 Lockdown** ***(See Lockdown Procedures, p. 5)*** and assign designated staff to ensure that students and staff do not leave the building. • Contact Transportation,

**678-676-1333**, to keep school buses out of the hazardous material accident/threat area.

- Use intercom to inform students and staff that precautionary measures are being taken due to a report of an accident near the school.
- All teachers should account for all students.
- Close all windows and outside doors to the school.
- Shut down air-conditioning and ventilation units or contact the DCSD Service Center, **678-676-1315 (during school hours) or 678-676-1536 (after school hours)**, to do so.
- Alert the Crisis Management Team **(404-901-9069)**.
- Be prepared to quickly evacuate the facility, **based on the directions of emergency personnel**.
- Have first aid trained staff members on alert.
- Remain in lockdown mode until the "all clear" signal/message is received from emergency personnel.
- Use intercom to inform students and staff of the "all clear" signal/message and to give a brief explanation of the reason for the lockdown response.
- Contact Transportation, **678-676-1333**, when the "all clear" signal/message is received.
- Contact DCSD Service Center, **678-676-1315 (during school hours) or 678-676- 1536 (after school hours)**, to inspect building for possible damage.
- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

## INTRUDER/SUSPICIOUS PERSON CHECKLIST

**HOSTAGE/BARRICADE**

An intruder/suspicious person is someone whose presence is uninvited and unwelcome and/or whose behavior jeopardizes the safety of the school building.

*Check the following to indicate compliance or leave blank if incomplete.*

___Procedures and physical design restrict access to the building.

___All exterior doors are locked and have signs that provide directions to visitors advising them to use the main entrance.

___School personnel and students are instructed not to open locked doors for persons trying to enter the building from the outside.

___School uses a visitor identification name-tag system. Visitor tags should be disposable.

___School designated a school personnel to periodically check all exterior doors to ensure that they are secured (*NOTE: schools may NOT use chains to secure exterior doors; they must be accessible as emergency exits).*

___Procedures are in place to call 911.

___Procedures are in place to immediately order a lockdown.

___School personnel and students have been trained on the urgency of a lockdown; it is essential that the lockdown take place immediately.

___Procedures are in place to notify all school personnel of a lockdown, including all locations in the building such as the gymnasium, kitchen, media center, etc.

___Procedures are in place to notify school personnel on playground/athletic fields of the lockdown and instructions.

___Procedures are in place to notify school bus drivers to remain away from the school.

___School personnel and students have been trained to remain in the classroom until the all-clear signal is given.

___School personnel have been trained to close or cover all windows and blinds.

___School personnel and students have been trained to remain calm and quiet.

___School personnel have been trained to seek protection if not in a classroom – nearby classroom, for example.

___Procedures are in place to monitor the location of the intruder/suspicious person using the surveillance cameras and monitors and walkie/talkies and communicating with law enforcement.

___School personnel is trained to remain in lockdown mode until the “all clear” signal/message is received.

___Procedures are in place if parents come to the school to check on and to check out their children that includes an orderly check out procedure requiring identification and using student attendance logs.

___A procedure is in place for administrative staff to prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

## INTRUDER/SUSPICIOUS PERSON PROCEDURE

***Preparation***

Being prepared often discourages outsiders from attempting to intrude upon the school environment.

• Restrict free access to the building to as few doors as possible.
• All exterior doors locked during the day should have signs that provide directions to visitors advising them to use the main entrance.
• Discourage students and staff from opening locked doors for others, because this will breach school security.
• Schools should use a visitor identification name-tag system. Visitor tags should be returned to the security/front desk when the visitor leaves the building. • Designate a school employee to periodically check all exterior doors that have been designated as secured doors.

***Response***

• When a lockdown is necessary to protect students and staff, it is essential that the lockdown take place immediately – delaying a lockdown may be dangerous. ***(See Lockdown Procedures, p. 5)***
• When a lockdown is deemed necessary, use the intercom system to announce school wide lockdown.
• Call **911** and the DCSD Department of Public Safety, **678-676-1810**. • Call Regional Superintendent.
• Make sure the hallways are clear of students and staff.
• Use walkie/talkie to inform teachers on the athletic fields or playground to stay away from the building.
• Be prepared to seek protection in a nearby room if the intruder/suspicious person approaches.
• Monitor the location of the intruder/suspicious person using the surveillance cameras and monitors and walkie-talkies.
• Allow no one to leave the classrooms.
• Close all windows and blinds.
• Encourage students to remain calm and quiet.
• Remain in lockdown mode until the "all clear" signal/message is received. • Alert the Crisis Management Team **(404-901-9069)**.
• Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

 **HOSTAGE/BARRICADE:** *(Staff SHOULD NOT attempt to negotiate with the hostage taker.)*

• Call **911** and the DCSD Department of Public Safety **(678-676-1810)**. • Call Regional Superintendent.
• Make sure the hallways are clear of students and staff.
• Use walkie/talkie to inform teachers on the athletic fields or playground to stay away from the building.
• Use the intercom system to announce school-wide lockdown **(Level 3).** • Be prepared to initiate evacuation procedures.
• Have first-aid trained staff members on alert.
• Remain in lockdown mode until further communications from emergency personnel.

 **EVACUATION** ***(See Emergency Evacuation, p. 6-7)***

• School personnel and students move to the predetermined assembly points 1,000 feet away from the building using predetermined routes and exits (**NOTE**: administrators must re-direct classes if the predetermined routes pass near the hostage/barricade area.)

• Ensure that all school personnel and students have left the building. Check hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.

• Designated staff should take the ***Emergency Kit*** to the assembly area(s). • Use walkie-talkies, classroom telephones (where available), bullhorns and adult runners to communicate and confirm that the building has been cleared. • Designated staff should account for all students by checking with teachers in the assembly area(s).

• Designated staff should survey students at the assembly point to check for injuries or trauma.

• Everyone should remain in assembly areas until the "all clear" signal/message is given. Once students are in the building, use intercom to explain situation. • Contact DCSD Service Center, **678-676-1315 (during school hours) or 678-676- 1536 (after school hours)**, to inspect building for possible damage.

• Alert the Crisis Management Team **(404-901-9069)**.

• Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

## LOCKDOWN PROCEDURES

**Lockdown procedures may be implemented in situations involving dangerous intruders or other incidents that may result in harm to persons inside the school building(s). DeKalb County School District adheres to GEMA lockdown levels and procedures.**

Important points to consider:

❖ When making the announcement to place the school in a lockdown, do **NOT** use "codes." It is best to state in plain speech that the school is in a level ___ lockdown until further notice. If deemed necessary, it may be appropriate to provide additional instructions based on the specific situation but do **NOT** announce the reason for the lockdown.

❖ The level of lockdown may change at any time. Students and staff should be prepared to respond appropriately.

Suggested levels of lockdowns

- **Level 1 – Exterior Lockdown**:
  - Lock all exterior doors, lock and monitor main access door.
  - Monitor movement of students, particularly between classes.
  - Movement is limited to inside the building.
  - Students and staff remain in building.
  - Block visibility into classrooms from exterior windows and doors*

*Example: Threat is exterior to school. Criminal activity in area of school.*

- **Level 2 – Interior Lockdown**:
  - Lock all exterior doors as well as ensure classroom doors are secured.
  - Open exterior window blinds or curtains to allow exterior visibility into classroom* ○

Conduct accountability procedures and display appropriate emergency status cards. ○ Staff and students do not leave classroom.
○ Continue classroom instruction or normal activities within the classroom. ○ Do not contact office unless you have pertinent information or an emergency. ○ Announce for all visitors/vendors inside the building to return to the office.

*Examples: Threat is inside school. Angry parent or student that is verbally upset and agitated but not physically threatening at current time. Medical emergency requiring EMS response.* Also, when a student is missing, level 2 may be implemented to restrict movement which will allow for accountability procedures and a search of the campus.

- **Level 3 – Full Lockdown**:
  - If safe to do so, lock exterior doors (primarily applicable when multiple buildings exist).
  - Immediately ensure classroom doors are locked and consider barricading interior classroom doors.
  - All persons move out of sight in locked room (e.g., next to interior walls, under desks, under tables). Turn off lights and/or block visibility if visibility is possible from interior windows and doors.
  - Remain silent.
  - Open exterior window blinds or curtains to allow exterior visibility into classroom* ○ School officials get into lockdown position also.

*Example: Threat is inside the school. A threatening person is at the school, possible weapon involved/active shooter (student/parent/staff). Work with DeKalb County School District Department of Public Safety on **Avoid, Deny, Defend**. **Avoid** the threat (this may mean different actions depending on location.), **Deny** the threat access to students and faculty through locked doors and barricading, **Defend** the threat as an absolute last resort- do not leave a secure area to "hunt" the threat.*

***Consult with DeKalb County School District, Department of Public Safety to determine their preference based upon their tactical capabilities.**

***IN THE EVENT OF AN ACTUAL ACTIVE SHOOTER SITUATION: IF YOU HEAR GUNFIRE, DO NOT HIDE UNDER DESKS OR STAY INSIDE. IF YOU CAN ESCAPE THROUGH A WINDOW, GET YOUR CHILDREN AND YOURSELF OUT AS QUICK AS POSSIBLE. IF YOU CANNOT ESCAPE THROUGH A WINDOW, HIDE.**

## STUDENT RUNAWAY/ABDUCTION/

## MISSING STUDENT CHECKLIST

*Check the following to indicate compliance or leave blank if incomplete.*

Ü ***Preparation***

___Procedures are in place to account for every student during the school day.

___Procedures are in place for daily attendance and notification of parents when students are absent.

___Procedures are in place for field-trip student rosters on each bus and a copy at the school.

___Procedures are in place at field-trip destination to account for all students upon arrival and prior to departure.

___School personnel are trained report any suspicious persons loitering on or near the school campus.

___Procedures are in place to limit access to the building and require identification and accountability procedures for adults who enter the school.

___Procedures are in place when releasing students to parents or guardians.

Ü ***Response*** *(State law prohibits the exchange of child custody on school property.)*

___School personnel are trained on how to handle a missing child or abduction.

___School personnel are trained to call **911**.

___Procedures are in place to have a description or picture of the missing student ready to give law enforcement.

___Procedures are in place to notify the parents/guardians.

___Procedures are in place to notify transportation if the student normally rides the bus.

___Procedures are in place to conduct a room-by-room search for the student and other potential hiding areas.

___Procedures are in place to survey students from the missing student's class for information.

___Procedures are in place to closely monitor siblings of the missing student.

___Procedures are in place to notify other schools if siblings of the missing student attend a different school.

___Procedures are in place to secure the perimeter of the building.

___Procedures are in place to curtail outside activities until the situation has stabilized.

___Procedures are in place if parents come to the school to check on and to check out their children that includes an orderly check out procedure requiring identification and using student attendance logs.

___Procedures are in place for administrative staff to prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

**TRAINING:** ***Georgia Emergency Management and Homeland Security Agency, local emergency management, or local law enforcement staff can provide training for Student Runaway/Missing Children.***

***STUDENT RUNAWAY PROCEDURE***

 ***Preparation***

• Ensure that student accountability procedures are in place and strictly followed at all times:
1. Daily attendance kept and parents notified of absences.
2. Daily tardiness recorded and parents notified.
3. Procedures to ensure students are checked out of school by authorized persons. 4. Field-trip student rosters are kept on each bus and a copy at the school. 5. At field-trip destination, all students are accounted for upon arrival and prior to departure.

• Maintain accurate up-to-date student files, which include:
1. Emergency medical information
2. Emergency contact numbers
3. Contact information for guardians and individuals authorized to make decisions on behalf of the student and individuals authorized to assume custody of the student.

• Inform staff to report any intruders/suspicious persons loitering on or near the school campus.
• Enforce identification and accountability procedures for adults who enter the school while the school is in session.
• Ensure that procedures are followed when releasing students to parents or guardians.

 ***Response*** *(State law prohibits the exchange of child custody on school property.)* • Notify administrative staff immediately.
• Notify Regional Superintendent.
• Call **911** and the DCSD Department of Public Safety **(678-676-1810)**. • Have a description or picture of the child ready to give law enforcement. • Notify the parents/guardians.
• Notify Transportation, **678-676-1333**, if the student normally rides the bus. • Conduct a room-by-room search for the student. Also, search grounds and other potential hiding areas.
• Survey students from the missing student's class for information. • Siblings of the missing student should be ***closely monitored*** at all times. If the siblings attend a different school, the administrator of that facility should be notified immediately.
• Secure the perimeter of the building. Make sure students do not leave. • Curtail outside activities until the situation has stabilized.
• Alert the Crisis Management Team **(404-901-9069)**.

## REPORT OF A WEAPON ON CAMPUS/ACTIVE SHOOTER CHECKLIST

*Check the following to indicate compliance or leave blank if incomplete.*

___Procedures are in place and school personnel have been trained to immediately inform the school resource officer or call 911 if a weapon is suspected on a student.

___Procedures are in place for the school resource officer or other law enforcement officer to be contacted with information about the student, location of the student, and the possible weapon.

___Procedures are in place for the school resource officer or other law enforcement officer and an administrator to escort the suspected student.

___Procedures are in place to for school personnel to carry all of the student's belongings at a safe distance.

___Procedures are in place to so the student always walks in front of the escort; never allow the student to walk behind any member of the escort.

___Procedures are in place to ensure that the student is not allowed to put his/her hands in pockets or to approach his/her belongings, nor should the student be allowed to go to a classroom or restroom while on the way to a private area.

___Procedures should be place and school personnel trained to allow the school resource officer or other law enforcement officer to follow their procedures for search and seizure. ___School personnel, other than school resource officers, are told to NEVER attempt to unload a firearm or handle a firearm.

___Procedure is in place to show the school resource officer or other law enforcement officer the student's locker. School personnel should never open a student's locker who is suspected of possessing a weapon.

___School personnel are told to never confront or attempt to disarm a student who is suspected of possessing a weapon.

___School personnel are trained to follow the instructions and protocols of school resource officers or other law enforcement personnel if the suspect is in a classroom or other crowded area, because the approach to the student should be carefully planned.

___Procedures are in place if parents come to the school to check on and to check out their children that includes an orderly check out procedure requiring identification and using student attendance logs.

___Procedures are in place for administrative staff to prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

# ACTIVE SHOOTER PROTOCOL

The following is to be used as a guide by all district personnel in the event of an active shooter situation at any school or school center.

An active shooter situation is defined as an incident involving one or more subjects participating in a random or systematic shooting spree and demonstrating their intent to continuously harm others. The activity is not contained to any one area and presents an immediate risk of death or serious bodily injury to all building occupants.

- With the report of a **weapon** or significant **threat,** an immediate **Level Three (3) Lockdown** will be initiated. ***(Lockdown Procedures, p. 5)***
  - a. Any person or staff member can advise of the threat.
  - b. The Principal or Designee can initiate the Lock down.
  - c. Any reasonable means of communication should be used to communicate the threat and appropriate response.
    - i. Example: School PA system, school radio, **Pre-determined** alarm signal or verbal alert by staff member.
- Staff shall immediately contact emergency response personnel by calling **911** on any available **school phone or cellular phone**.
  - a. Caller should give their **location**, the location of any threat, and a **description** of the threatening person.
- **Shelter in Place**
  - a. All staff members should take measures to protect the lives of students and their own lives by **Sheltering-In-Place**.
  - b. Teachers should, if possible, immediately **check the hallway** area near their classrooms and allow any students or staff members who may be in without shelter to enter.
  - c. Teachers should **secure door** by closing the door and ensuring the door is properly locked.
  - d. The **light** for the classroom should be **switched to the off position**. e. If possible, the **interior** door **window should be completely covered** as to not allow anyone from outside of the classroom to see inside.
  - f. **According to Level 3 lockdown procedures set forward by GEMA: Exterior blinds or window coverings are to be open to allow visibility into classroom. ***

    *******Consult local responding law enforcement to determine their preference based upon their tactical capabilities.*
  - g. All occupants of the room should move **out of sight to a blind corner** or a portion of the room which cannot be seen from the doorway or any windows.
  - h. Teachers should make every effort to keep the room's occupants **silent,** so as to not alert any threatening persons to the room.
    - i. Communication should be limited to emergency information only.
- **Evacuation**

a. Occupants of the room should **only leave when directed to do so** by **Law Enforcement** Personnel.
b. Once directed to leave by Law Enforcement Personnel, teachers will **escort and monitor** their class to the location directed by Law Enforcement personnel.
c. Teachers will **remain with their class** or group of students under all circumstances.
d. Designated staff should take the **Emergency Evacuation Kit** to the designated assembly area.

 **Defense**

a. **If locking mechanism are not working properly, all** effort should be put forth to **barricade the door** to keep possible threats out of the room occupied by staff and/or students.
b. If the room is penetrated by threatening individual, occupants are **authorized to defend** themselves against the threat.
c. Occupants may:
i. Throw items, if possible, as defense tools.
ii. Use books, pens, pencils, chairs and other items as defense tools.

## REPORT OF A WEAPON ON CAMPUS/GUNSHOTS HEARD PROCEDURES

 ***Response***

• Call **911** or immediately inform the DCSD Police or the DCSD Department of Public Safety, **678-676-1810**.
• Notify Regional Superintendent.
• Administrator and School Resource Officer (or other law enforcement officer) should proceed to the classroom or area where the weapon is reported to be. • While the School Resource Officer and an administrator escort the suspected student (or person) to a private area, another administrator or designated staff member should carry all of the student's belongings at a safe distance.
• The student should always walk in front of the escort; never allow the student to walk behind any member of the escort.
• At no time should the student be allowed to put his/her hands in pockets or to approach his/her belongings, nor should the student be allowed to go to a classroom or restroom while on the way to a private area.
• The student should be asked to empty his/her pockets and take off his/her shoes. • The belongings should be thoroughly searched.
• Any weapon found should be immediately secured. If found by an administrator or teacher or other staff member, the weapon **must** be turned over to the police. • At least two administrators or staff members should search the student's locker. If a weapon is found in the locker, the area should be secured and the DCSD Police or other police officer should remove the weapon.
• Administrators or school staff **should not** confront or attempt to disarm anyone who is in

possession of a weapon.
- Administrators or school staff **should never** attempt to unload a firearm, even if they have weapons experience.

**NOTE: If the suspected person is in a classroom or other crowded area, the approach to the student should be carefully planned. The person should be asked to leave the area before asking him/her to follow to private area for the search. If the person runs, he/she should not be chased. Secure the building and contact the local police jurisdiction.**

## TORNADO CHECKLIST

*Check the following to indicate compliance or leave blank if incomplete.*

Ü ***Definitions***

Ø **Tornado WATCH:** Indicates that weather conditions are present that **may** develop into a tornado. ***Move students from all mobile classrooms to the main building.***

Þ **Tornado WARNING:** Indicates that a tornado has been sighted in the immediate area. ***Protective measures must be taken immediately, starting with moving students from all mobile classrooms to the main building.***

Ü ***Preparedness***

___School personnel are trained to understand the difference between a watch and a warning.

___School has designated the best areas to serve as shelters, such as interior rooms, hallways, lowest floors, enclosed smaller areas away from glass, etc. and shared that with school personnel.

___Diagrams of the building with marked safe areas are provided to school personnel that include the quickest route to access the safest areas.

___School personnel are trained to avoid the use of gyms and other areas with wide roof spans and glass.

___A tornado response plan is developed that shows safe places in the building for school personnel and students to move to during a tornado.

___A communication plan is in place to quickly move students and school personnel to safe locations in the building, including the use of lower floors and/or interior areas such as hallways (without skylights).

___First Aid supplies are current, conveniently located, and school personnel are designated that know how to apply first aid.

___At least twice a year, school personnel and students practice severe weather drills.

___School has a weather monitor device that alerts staff to tornado watches and warnings.

***Response to WARNING***

___Procedures are in place to move students from all temporary or mobile classrooms to the main building.

___Procedures are in place to bring all students inside the building immediately.

___School personnel and students are instructed to take personal belongings only to provide extra protection from flying or falling debris (e.g., notebooks or coats to hold over head and shoulders).

___Procedures are in place to secure the building by closing windows and doors.

___School personnel and students are trained to seek cover in the designated safe areas and to take a protective seated position with hands/arms covering the head, neck and face.

___School personnel are trained to secure or store articles, when possible, that may become missiles indoors.

___Staff members trained in CPR and First Aid should be assigned to the sheltered areas.

___Procedures are in place to prohibit school personnel and students from leaving the building during a warning.

___Procedures are in place to communicate with bus drivers on field trips to notify them of the warning and instruct them on finding appropriate sheltering.

___Teachers are trained to keep their class rosters with them during the drill and remain with the class to be sure all students are present and are taking safety precautions.

___Procedures are in place to decide if and when student can be released from school (students should not be released during a warning).

___School personnel and students are trained to remain in the safe areas until the all clear signal is given.

___Procedures are in place for administrative staff to prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

___Procedures are in place to inspect the building after the storm and before students return to the school.

___Early dismissal procedures are in place if the storm caused damage to the school.

___Procedures are in place if parents come to the school to check on and to check out their children that includes an orderly check out procedure requiring identification and using student attendance logs.

___A protocol is in place to determine if the school is safe to return to normal operations. ___Procedures are in place to notify school personnel and parents/guardians about the status of the school.

___Procedures are in place for administrative staff to prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

**TRAINING:** ***Georgia Emergency Management and Homeland Security Agency, National Weather Services, local emergency management, or local law enforcement staff can provide training for Tornado and other severe weather situations.***

## TORNADO PROCEDURES

(ALSO SEE INFORMATION ON SEVERE THUNDERSTORM WARNINGS)

 ***Definitions***

➢ **Tornado WATCH:** Indicates that weather conditions are present that **may** develop into a tornado. ***Designate staff members to monitor weather reports on weather/hazard monitor and weather conditions and be prepared to move students from mobile classrooms and other unsafe areas if conditions change.***

⇒ **Tornado WARNING:** Indicates that a tornado has been sighted in the immediate area or indicated on radar. ***Protective measures must be taken immediately, starting with moving students from all mobile classrooms to the main building.***

 ***Preparedness***

• Evaluate the physical plant, and develop plans for the use of secure areas by student and staff.
• Plan for the use of lower floors and/or interior areas such as hallways. • Do not use gyms and other areas with wide roof spans.
• Inform staff and students that several short bell rings signify a **Tornado WARNING** (it is imperative that students and staff know the bell signal for a tornado warning). • Keep First Aid supplies current and convenient.
• At least twice a year, inform staff and students about severe weather and the appropriate response.
• Designate the best areas to serve as shelters, such as interior rooms, hallways, lowest floors, enclosed smaller areas away from glass, etc.
• Prepare diagrams of the building, and mark the tornado shelter areas thereon. Include the quickest route to access those shelters, and post the diagrams in each room. • Conduct drills/exercises so that everyone can become familiar with tornado warning procedures.

• Designate staff members to monitor weather reports on the weather/hazard monitor.

 ***Response to WARNING***

• Move students from all temporary or mobile classrooms and gymnasiums and multi purpose buildings to the main building.
• Take personal belongings only to provide extra protection from flying or falling debris (e.g., notebooks or coats to hold over head and shoulders).
• Secure the building by closing windows and doors.
• Direct everyone to seek cover in the hallways and to take a protective kneeling position facing the wall with hands/arms covering the head, neck and face. • **If possible**, secure or store articles that may become missiles indoors. • Students in unsafe locations will go to a pre-determined location. • Students should not be allowed to leave the building during a **WARNING**. *********If students are on a field trip at the time inclement weather occurs, bus drivers will be alerted to get students back on the bus and return to school or a safe haven*. • Teachers should keep their class rosters with them during the drill and remain with the class to be sure all students are present and are taking safety precautions. • Staff members trained in CPR and First Aid should be assigned to the sheltered areas.

• Students and teachers should remain in the secured areas and safety positions until the "all clear" signal is given.
• The administrator should contact **911**, the DCSD Department of Public Safety, **678- 676-1810** and the Regional Superintendent to report injuries and/or damage. • Contact DCSD Service Center, **678-676-1315 (during school hours) or 678-676- 1536 (after school hours)**, to inspect building for possible damage.
• Alert the Crisis Management Team **(404-901-9069).**
• Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

**NOTE:**

⇒ If the storm causes damage to the building, student and staff movement in the building following the storm should be closely monitored to identify unsafe parts of the building. Also, if the school day ends early due to the storm, activate the early dismissal procedures. If parents come to the school to check on and to check out their children, set up an orderly check out procedure in the school cafeteria area (if safe), requiring identification and using student attendance logs.

⇒ If the storm damaged the building, the decision to open or close the school the next school day should be made jointly by:
  • Superintendent's Office **(678-676-0791)**
  • Principal and staff
  • Regional Superintendent
  • DCSD Service Center, **678-676-1315 (during school hours) or 678-676-1536 (after school hours)**
  • DCSD Department of Public Safety **(678-676-1810)**

⇒ School District Staff will inform the local news media to announce the decision to the

public.

 **SEVERE THUNDERSTORM WARNING:**

- Move students from all temporary or mobile classrooms and gymnasiums and multi-purpose buildings to the main building.
- Bring all students into the building from outside activities and keep students from leaving the building until the warning is cancelled.
- **Where possible**, all electronic equipment should be unplugged.
- Keep students and staff away from glassed areas.
- Closely monitor weather developments and announcements.
- Contact above-listed phone numbers and initiate above-listed procedures if damage occurs.

*NOTE: Each school should keep its Digital Weather/Hazard Alert Monitor turned on and located where alerts can be heard.

## FLOODING CHECKLIST

*Check the following to indicate compliance or leave blank if incomplete.*

___School personnel know the local history of flooding near the school.

___School personnel know what a river, stream, or lake height forecast means in terms of the school, community, bus routes and student residential areas.

___School personnel know local elevations.

___Procedures are in place for transportation routes to avoid flood-prone areas.

___Procedures are in place for students living in flood affected areas to be taken home early, kept at school, or taken to relatives.

___School personnel are designated to monitor weather conditions in the affected areas via radio, internet, or television broadcasts.

___School personnel are trained to closely monitor dismissal to keep students away from flooded areas, flooding, or possible flooding areas.

___School personnel and students have been trained about walking home from school to stay away from creeks, rivers, stream, lakes, dams, and any flooding areas or areas with flash flood potential.

___Procedures are in place to shut off the water at mains so that contaminated water will not back up into the school water supply system.

___Procedures are in place to quickly evacuate students in accordance with emergency early dismissal procedures when there is a risk of flooding.

___Procedures are in place if conditions do not allow students to evacuate. Use of shelter-in-place procedures are planned.

___Procedures are in place to respond to a flash flood.

___School personnel are trained how and where to relocate students from low-lying levels/areas.

___Procedures are in place to unplug electrical equipment.

___A protocol is in place to determine if the school is safe to return to normal operations. ___Procedures are in place to notify school personnel and parents/guardians about the status of the school.

___Procedures are in place for administrative staff to prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

**TRAINING:** ***Georgia Emergency Management and Homeland Security Agency, National Weather Services, local emergency management, or local law enforcement staff can provide training for Flooding and other severe weather situations.***

***FLOODING PROCEDURES***

# FLOODING

 ***Preparedness***

• Know the local history of flooding near the school.
• Know what a river, stream, or lake height forecast means in terms of the school, community, bus routes and student residential areas.
• Know local elevations.
• Monitor forecasts and alert Regional Superintendent of any potential for flooding at the school prior to the day's opening. Early notification may result in students and staff being re-routed to another location.
• Plan alternative transportation routes to avoid flood-prone areas. • Make provisions for students living in flood affected areas to be taken home early, kept at school, or taken to relatives.

 ***Response***

• Monitor weather conditions in the affected areas via radio or television broadcasts. • Evacuate students immediately in accordance with emergency early dismissal procedures.

⇒ ***Contact Regional Superintendent concerning the issuance of a news release regarding early dismissal.***

• If the situation, according to emergency personnel, does not permit an evacuation, keep the students at school or in an alternate safe location.

• Closely monitor dismissal to keep students away from flooded, flooding, or possible flooding areas.

• Warn students walking home from school to stay away from creeks, rivers, stream, lakes, dams, and any flooding areas or areas with flash flood potential. • Shut off the water at mains so that contaminated water will not back up into the school water supply.

**NOTE: If flooding approaches the building or if a flash flood warning area includes the building,**

⇒ Students and staff should be relocated from low-lying levels and all electrical equipment should be unplugged.

⇒ If the storm causes damage to the building, student and staff movement in the building following the storm should be closely monitored to identify unsafe parts of the building. If parents come to the school to check on and to check out their children, set up an orderly check out procedure in the school cafeteria area (if safe), requiring identification and using student attendance logs.

⇒ The decision to open or close the school the next school day should be made jointly by:

- Superintendent's Office **(678-676-0791)**
- Principal and staff
- Regional Superintendent
- DCSD Service Center, **678-676-1315 (during school hours) or 678-676-1536 (after school hours)**
- DCSD Department of Public Safety **(678-676-1810)**
- DeKalb and/or Georgia Emergency Management Personnel

## EARTHQUAKE/HURRICANE CHECKLIST

Parts of Georgia are a MODERATE-EXPECTED EARTHQUAKE DAMAGE ZONE, according to the United States Geological Survey. Therefore, schools should be prepared.

*Check the following to indicate compliance or leave blank if incomplete.*

___School personnel and students are trained to take cover under desks, when possible, and cover their heads and necks.

___School personnel are trained to stay away from glass, heavy objects that could tilt over, outside windows and doors, shelves, and any objects that could fall.

___School personnel are trained to move students away from windows and relocate to the hallways or stairwells.

___School personnel are trained to immediately evacuate students if the earthquake begins to cause damage to the inside school building structure using emergency evacuation procedures, including accounting for all students and school personnel.

___School personnel are trained to move away from buildings, trees, fences, vehicles, poles, utility lines, and any other objects that could fall.

___School personnel are trained to stay away from the building and not reenter the building after an earthquake.

___Procedures are in place to have the building inspected before school personnel and students are allowed to re-enter the building.

___A protocol is in place to determine if the school is safe to return to normal operations. ___Procedures are in place to notify school personnel and parents/guardians about the status of the school.

___Procedures are in place for administrative staff to prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

**TRAINING:** ***Georgia Emergency Management and Homeland Security Agency, National Weather Services, local emergency management, or local law enforcement staff can provide training for Earthquakes.***

## BACTERIA OR MICROORGANISM THREAT CHECKLIST

Receipt of or threat to receive a bacteria-laced or microorganism-laced letter, box, container, envelope.

*Check the following to indicate compliance or leave blank if incomplete.*

___School personnel who handle mail and packages are trained to recognize unusual packages or letters (e.g., excess postage on a small package or letter indicates that the object was not weighed by the Post Office, no

postage or non-canceled postage, handwritten notes such as “to be opened by Mr. Smith,” leaks, stains or sharp points.

___Students and volunteers are NOT allowed to open or handle school mail.

___School personnel are trained to call 911 to report a suspicious package.

___School personnel are trained to isolate letter or package and leave the area.

___Procedures are in place to evacuate and seal off the area of building *(See **Emergency Evacuation**)*.

___School personnel are assigned to prevent others from entering the area.

___Procedures are in place to isolate victim or victims who have come into contact with letter or package.

___Procedures are in place to identify victims fully with name, address, and telephone number for first responders and health officials.

___A protocol is in place to determine if the school is safe to return to normal operations. ___Procedures are in place to notify school personnel and parents/guardians about the status of the school.

___Procedures are in place for administrative staff to prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

**TRAINING:** ***Georgia Emergency Management and Homeland Security Agency, local emergency management, or local law enforcement staff can provide training for Biological Incidents.***

## ACCIDENT/ILLNESS/INJURY PROCEDURES

The names and location of staff members certified in First Aid and CPR should be made available to every school employee in the building. A fully stocked First Aid Kit should be readily available at all times.

 ***Response:***

**In Non-Critical Situations:**

• Administer first aid by a trained staff member, if necessary.
• Send someone to the office for assistance.
• Notify Regional Superintendent.
• Call family members.

 **In Critical Situations:**

• Notify administrative staff.

- Notify Regional Superintendent.
- Notify DCSD Police, when available.
- Call emergency medical services **(911) (Call Poison Control, if needed: 404-616- 9000; 1-800-222-1222)**.
- Call DCSD Department of Public Safety **(678-676-1810)**.
- Administer first aid by a trained staff member.
- Limit activity in the vicinity of the affected student(s).
- Call family members.
- Alert the Crisis Management Team **(404-901-9069)**.
- Administrative staff, with assistance from the School District Information Office and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

**In Critical Situations with Several Injured or Ill:**

- Notify administrative staff.
- Notify DCSD Police, when available.
- Call DCSD Department of Public Safety **(678-676-1810)**.
- Call emergency medical services **(911)**.
- Notify Regional Superintendent.
- Ask other staff members to help control and contain the area.
- Administer first aid by a trained staff member.
- Limit activity in the vicinity of the affected student(s).
- Call family members.
- Alert the Crisis Management Team **(404-901-9069)**.
- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

## EPIDEMIC or PANDEMIC ANNEX

See Covid Playbook HERE

## SAFE SCHOOL PLAN SITE ASSESSMENT CHECKLIST

**To be completed quarterly, please initial:**

| A. School Interior | Yes | No | N/A |
|---|---|---|---|

| | | | |
|---|---|---|---|
| 1. The designated entrance door has clearly visible signs showing the location of the main office and advising visitors to report to the office. | | | |
| 2. The entrance lobby is visible from the main office. | | | |
| 3. Staff members, volunteer personnel, or a security camera monitor the main entrance lobby. | | | |
| 4. Visitors are required to sign in and out at the main office. | | | |
| 5. Hallways are free of travel impediments. | | | |
| 6. Hallways leading to required exit doors are kept clear and unencumbered with rugs or furniture which might impede traffic flow from building. | | | |
| 7. Blind spots in hallways and stairwells are equipped with parabolic mirrors (or similar surveillance device). | | | |
| 8. Remote and isolated hallways are monitored by security cameras or other monitoring methods. | | | |
| 9. Stairwells are monitored. | | | |
| 10. Restrooms are inspected for cleanliness and safety on a regular basis. | | | |
| 11. Restroom walls and stalls are free of graffiti. | | | |
| 12. Restrooms have a smoke detector. | | | |
| 13. Restrooms comply with ADA requirements. | | | |
| 14. All cafeteria food and perishables are stored properly. | | | |

| | | | |
|---|---|---|---|
| 15. Choking guidelines are clearly posted in cafeteria dining area. | | | |
| 16. Cafeteria staff can hear school alarms and announcements. | | | |
| 17. A staff member is assigned to make sure the cafeteria staff is contacted in the event of a lockdown or severe weather threat. | | | |
| 18. Surveillance cameras and monitors are installed in strategic locations. | | | |
| 19. If a classroom is vacant, students are restricted from entering unsupervised. | | | |
| 20. Classroom doors remain closed and locked when classes are in session. | | | |
| 21. Seating for the disabled is available, as per ADA requirements, in the auditorium and the gym. | | | |
| 22. Clear and precise emergency evacuation routes are posted at critical locations. | | | |
| 23. Fire extinguisher locations are clearly marked and regularly inspected. | | | |
| 24. School staff is trained on the use of fire extinguishers. | | | |
| 25. Access to catwalk and prop areas is restricted. | | | |
| 26. Access to electrical panels is restricted. | | | |
| ***B. Lighting*** **No N/A** | | | **Yes** |
| 1. The main lobby is properly lighted. | | | |

| | | | |
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| 2. The hallways are properly lighted. | | | |
| 3. Bathrooms are properly lighted. | | | |
| 4. Classrooms are properly lighted. | | | |
| 5. Hallways have emergency lighting. | | | |
| 6. Emergency lighting is in working condition. | | | |
| 7. Exit signs are properly lighted, clearly visible, and point in the correct exit direction. | | | |

| ***C. Doors*** | **Yes** | **No** | **N/A** |
|---|---|---|---|
| 1. Faculty members are required to lock classrooms upon leaving. | | | |
| 2. Exterior doors into the building remain locked at all times and include signage advising visitors to report to the main office. | | | |
| 3. Doors accessing internal courtyards are locked to prevent outside entry. | | | |
| 4. Areas accessible to intruders are secure. | | | |
| 5. All doors are properly labeled and numbered. | | | |
| 6. Cafeteria service delivery door remains locked at all times. | | | |
| ***D. Lab Safety/Chemicals/Hazardous Storage*** **No N/A** | | | **Yes** |

| | | | |
|---|---|---|---|
| 1. Boiler room is clean, free of debris, is not used for storage, access is controlled, and is inspected. | | | |
| 2. Lab safety procedures are reviewed and clearly posted. | | | |
| 3. Chemicals are securely locked when not in use. | | | |
| 4. Lab preparation areas, hazardous storage areas and mechanical rooms are properly protected from unauthorized access. | | | |
| 5. Science labs are equipped with a fire extinguisher and a fire blanket. | | | |
| 6. Eye wash station in labs and vocational shops are in working condition. | | | |
| 7. Hazardous objects (knives, scalpels, tools, etc.) are securely locked when not in use. | | | |
| 8. Chemical storage areas are locked, cleaned, and a Material Safety Data Sheets (MSDS) contains information regarding the proper procedures for handling, storing, and disposing of chemical substances. | | | |
| 9. An MSDS accompanies all chemicals or kits that contain chemicals. | | | |
| 10. All MSDSs are saved and stored in a designated file or binder using a system that is organized and easy to understand. | | | |
| 11. MSDS collection is placed in a central, easily accessible location known to all workers and emergency personnel. | | | |

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| 12. Paint booths, auto shops and welding booths are well ventilated and exhaust directly to the exterior. | | | |
| **School Exterior** | | | |
| ***E. Signage*** **Yes No N/A** | | | |
| 1. Visitor signs are posted near entrance advising visitors to report to the main office. | | | |
| 2. Weapons law signs are clearly posted at the main entrance. | | | |
| 3. Drug-free/Tobacco-free campus signs are posted. | | | |
| 4. Visitor and handicapped parking areas are clearly marked. | | | |
| ***F. Extracurricular/Play Areas*** **Yes No N/A** | | | |
| 1. Emergency vehicles can access play and athletic fields easily. | | | |
| 2. Bleachers are in good condition (no signs of rust). | | | |
| 3. The risers between bleacher seats are protected to prevent entrapment and children from falling through. | | | |
| 4. Field houses can be secured for safety and security. | | | |
| 5. The school ground is free of obstacles, graffiti, trash and debris. | | | |

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| 6. Surveillance cameras are installed in strategic locations. | | | |
| 7. Stadium evacuation procedures are posted. | | | |
| 8. Mechanical, electrical and other equipment on school grounds are surrounded by a protective enclosure. | | | |
| 9. Deep recesses in buildings with wings are fenced for safety. | | | |
| ***G. Surveillance*** | **Yes** | **No** | **N/A** |
| 1. The school has designated points of entry which are monitored to control building access. | | | |
| 2. Visual surveillance of parking lots or monitoring by remote security cameras is possible from the main office or some other area. | | | |
| 3. The location of trailers/portable classrooms enables natural surveillance. | | | |
| 4. If located in isolated areas, the trailers/portable classrooms are monitored with security cameras. | | | |
| 5. Trailers/portable classrooms are connected to the school's central alarm system. | | | |
| 6. Crawl spaces below building/trailers/portable classrooms are closed off. | | | |
| 7. Shrubbery and trees are well trimmed. | | | |

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| 8. Law enforcement, security, or other staff members patrol parking areas during school hours. | | | |
| 9. Student drivers and staff members must obtain parking decals or some other appropriate form of identification to authorize legitimate parking on school property. | | | |
| ***H. Lighting*** **Yes** **No** **N/A** | | | |
| 1. There is adequate lighting around the building to enhance night safety. | | | |
| 2. Lighting is provided at the entrances and other points of possible intrusion. | | | |
| 3. There is adequate lighting around trailers/portable classrooms. | | | |
| 4. Directional lights aimed at the building. | | | |
| 5. Lighting in parking lot provides uniform coverage to support camera surveillance. | | | |
| ***I. Windows and Doors*** **Yes** **No** **N/A** | | | |
| 1. Windows and doors are in good repair. | | | |
| 2. Windows and doors are adequately secured after hours. | | | |
| 3. Building perimeter is free from trees, branches, and telephone poles that may provide unauthorized access to upper floor levels or roof. | | | |
| 4. All exterior doors have non-removable hinge pins. | | | |

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| 5. Exterior doors, unless designated for entry, have no exterior hardware. | | | |
| 6. Exterior double doors have an astragal (plate) covering the gap between doors. | | | |
| 7. Required exit doors are equipped with panic hardware. | | | |
| 8. Doors accessing internal courtyards are tied into the central alarm system. | | | |
| 9. The school has developed written regulations regarding access to and use of the building by school personnel after regular school hours. | | | |
| ***J. Student Transportation Issues*** | **Yes** | **No** | **N/A** |
| 1. Staff members check bus loading/unloading area and pick-up/drop-off area before vehicles arrive to identify any possible hazards or impediments, and to make certain no unauthorized persons or vehicles are in the area. | | | |
| 2. Staff members are assigned to bus area during loading/unloading and the staff members understand their responsibilities for reporting any problems. | | | |
| 3. Access to bus loading/unloading areas is restricted during arrival/ dismissal. | | | |
| 4. An area is designated as the pick-up/drop-off zone for non-bus riders and is supervised by assigned staff members. | | | |
| 5. An emergency dismissal procedure is in place (i.e., student and staff evacuation from facility and vicinity). | | | |
| **School Procedures/Guidelines** | | | |
| ***K. Security*** | **Yes** | **No** | **N/A** |

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| 1. School has a procedure for handling all cash collected. | | | |
| 2. An escort is available for school personnel responsible for money collected or deposited during the school day. | | | |
| 3. Unused areas of the school can be closed off during after school activities. | | | |
| 4. Two-way communication is possible between administrators and SROs. | | | |
| 5. Teachers have the capability of communicating to office from classroom. | | | |
| 6. There is a central alarm system. | | | |
| 7. Alarm system is tested on a regular basis. | | | |
| 8. Photo identification badges are issued to all employees (including support staff and bus drivers) and are clearly visible. | | | |
| 9. Visitors are required to sign in and out and are issued temporary badges. | | | |
| 10. Official photo-ID is required of vendors, repairmen, etc. | | | |
| **One person is designated to perform the following security checks at the end of each school day:** | | | |
| **No N/A** | | | **Yes** |
| 1. Check that all classrooms and offices are locked | | | |
| 2. Check all classrooms, restrooms, locker rooms and other school areas to ensure that everyone has left the building | | | |

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| 3. Check all exterior entrances to ensure that they are locked | | | |
| 4. Check the security alarm system | | | |
| ***L. Law Enforcement Role*** **Yes No N/A** | | | |
| 1. A School Resource Officer is assigned to the school. | | | |
| 2. Law enforcement monitors school grounds after regular school hours and can contact school administrator(s). | | | |
| 3. Incidents of crime that occur on school property/events are reported to law enforcement and other appropriate agencies. | | | |
| 4. Law enforcement personnel are involved in the development of the school safety plan. | | | |
| 5. The school and law enforcement have an agreement of understanding that clearly defines the roles and responsibilities of each group. | | | |
| ***M. Emergency/Crisis Plan*** **Yes No N/A** | | | |
| 1. The school has a school safety plan that includes all categories as required by Georgia law (O.C.G.A. § 20-2-1185). | | | |
| 2. Local law enforcement and first responders were consulted in the development of the plan. | | | |
| 3. The plan is reviewed and updated each year. | | | |

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| 4. School safety plan drills have been conducted with students, teachers, and other school personnel. | | | |
| 5. The staff has received training on emergency procedures. | | | |
| 6. The staff has access to the school safety plan. | | | |
| 7. The plan has been submitted to GEMA. | | | |
| 8. The plan includes clear strategies for dealing with the media in the event of a crisis. | | | |
| 9. The plan includes a component for post-crisis response, such as the availability of counseling services for students and staff members, dealing with the probability of "copy-cat" incidents and dealing with post-traumatic stress. | | | |
| ***M. Emergency/Crisis Plan Continued*** | **Yes** | **No** | **N/A** |
| 10. Primary and secondary evacuation sites have been pre-determined for fire (500') & bomb threat (1000'). | | | |
| 11. School has developed an evacuation plan to accommodate students and staff with physical disabilities in the event of a crisis. | | | |
| 12. Table top exercises and/or practices have been conducted with staff. | | | |

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| 13. A reunification site has been established in case of emergency evacuation. | | | |
| 14. School staff is aware of proper response to blood and body fluid spills. | | | |
| 15. An appropriate number of staff members are trained in CPR. | | | |
| 16. School has access to an AED/defibrillator. | | | |
| 17. An appropriate number of staff members are trained in the use of AED/defibrillator. | | | |
| 18. Fire drills/tornado drills are conducted as required by Georgia law. | | | |
| 19. Fire drills are reported to the Office of Insurance and Safety Fire Commissioner in a timely manner. | | | |
| 20. The school maintains a record of fire inspection by the local or state fire officer. | | | |
| 21. School has a sprinkler system installed for fire suppression. | | | |
| 22. Intruder alert drills are conducted. | | | |
| 23. Intruder alert procedures are in place to inform bus drivers on field trips to delay returning to the school until the “all clear” signal is given. | | | |
| 24. School has a pandemic/epidemic preparedness plan. | | | |

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| 25. School has carbon monoxide detectors. | | | |
| 26. School has a backup generator on site for use in power outages | | | |
| 27. School has a procedure for securing students during an intruder alert who are on the playground or athletic fields, in locker rooms, gymnasium and/or in the cafeteria | | | |
| ***N. Administrative Procedures*** **No** **N/A** | | | **Yes** |
| 1. School or school district conducts pre-employment background checks for all employees. | | | |
| 2. The principal and administrative staff are highly visible. | | | |
| 3. The Student Code of Conduct is revised and reviewed annually (students/staff). | | | |
| 4. Students and/or parents sign for receipt of Student Code of Conduct. | | | |
| 5. Behavioral expectations and consequences for violations are clearly outlined. | | | |
| 6. A chain-of-command has been established when the principal is away. | | | |
| 7. Disciplinary consequences are fairly and consistently enforced. | | | |
| 8. Security measures/administrative supervision is established for extracurricular activities. | | | |

| | | | |
|---|---|---|---|
| 9. Staff members are assigned to supervise students (halls/bus/restrooms/cafeteria). | | | |
| 10. Parents are an integral part of the planning of student discipline procedures and actions. | | | |
| 11. Student medicines are secured (locked cabinet/desk). | | | |
| 12. Student check-out procedures are in place; only to an authorized adult. | | | |
| 13. Teachers/administrators are aware of mandatory reporting requirements (weapons, drugs, child abuse, etc.). | | | |
| 14. Federal/state laws regarding students with disabilities are followed. | | | |
| ***N. Administrative Procedures Continued*** | **Yes** | **No** | **N/A** |
| 15. Policies and procedures have been developed to allow students to transfer to another school if they are a victim of a violent criminal offense. | | | |
| 16. School files and records are maintained in locked, fireproof containers or vaults. | | | |
| 17. There is a control system in place to monitor keys and duplicates and/or card access systems. | | | |
| 18. School maintains a record of required health permits. | | | |

| | | | |
|---|---|---|---|
| 19. A log is maintained of all chemicals and other dangerous substances. | | | |
| 20. The school maintains record of all maintenance on doors, windows, lockers, and other areas of the school. | | | |
| 21. All field trips have a manifest on the school bus and at the school. In the event of an emergency, it is essential to account for all students, faculty and volunteers. | | | |
| ***O. Data Collection and Reporting*** | **Yes** | **No** | **N/A** |
| 1. An incident reporting database has been established. | | | |
| 2. Discipline incidents are accurately recorded as required by law. | | | |
| 3. The school analyzes data to identify recurring problems and to provide information relative to prevention. | | | |
| 4. The school has developed a procedure for periodic review and update of the incident reporting system. | | | |
| 5. Discipline incidents are regularly monitored. | | | |
| 6. Administrators are aware of mandatory reporting requirements (weapons, drugs, child abuse, etc.) | | | |
| 7. Chronic discipline procedures have been developed concerning students with recurring problems. | | | |
| 8. Students are referred to a disciplinary tribunal hearing for serious violations of school rules. | | | |

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| 9. The outcome of disciplinary tribunal hearings are recorded in the student's discipline record. | | | |
| 10. Unsafe School Choice Option (USCO) violations are accurately reported in the end-of-year data collection process. | | | |
| 11. School staff has been trained to accurately report USCO violations and discipline incidents on the annual discipline report. | | | |
| ***P. Prevention and Intervention*** | **Yes** | **No** | **N/A** |
| 1. PBIS and other school climate strategies are in place. | | | |
| 2. Students have access to conflict resolution/peer mediation programs. | | | |
| 3. Students may ask for help without the loss of confidentiality. | | | |
| 4. School policy provides a system whereby staff and students may report problems, incidents, or potential dangers anonymously. | | | |
| 5. Diversity awareness is emphasized. | | | |
| 6. Academic programs are available for "at risk students". | | | |
| 7. Students and parents are aware of school student support resources. | | | |
| 8. School has a well-developed network of service providers to which students can be referred. | | | |

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|---|---|---|---|
| 9. Adequate suicide prevention support systems are in place for students. | | | |
| 10. Bullying prevention strategies are part of the positive school climate strategies. | | | |
| 11. Administrators and teachers have been trained to recognize the early warning signs of potentially suicidal students, including knowledge of the appropriate steps in referring students for help. | | | |
| 12. Counselors facilitate student assistance programs/groups. | | | |
| 13. Parents are encouraged to volunteer and play an active role in the school. | | | |
| 14. School safety and violence prevention training is provided regularly to staff. | | | |

* To be checked quarterly

DeKalb County School District

# EMERGENCY RESPONSE PROCEDURES AND PROTOCOLS*

EMERGENCY

## FACULTY AND STAFF EDITION

# 2023-2024

**Poison Control: 404-616-9000; 1-800-222-1222**

***PLEASE KEEP A COPY OF THIS HANDBOOK IN THE CLASSROOM AT ALL TIMES.***

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# EMERGENCY KIT

**All schools should develop at least two emergency evacuation kits to be taken from the school during any evacuation (including drills to ensure consistency).** These kits will also prove valuable in other situations as well. It is essential that these kits be maintained and updated frequently. One kit should be kept in the administrator's office. This kit will become the portable "command center" for the lead school administrator during the first critical minutes of any crisis which requires the evacuation of the facility. A second duplicate kit should be located on the opposite side of the facility and taken to the evacuation site or family reunification site, should this procedure be implemented.

The school administrator at each emergency site (incident scene and family reunification site) should quickly contact the public safety site commander and provide access to the information contained in the kit. It is best that the kits remain under the supervision of the school official, as public safety representatives will not be familiar with the information in the box and will often need a school staff member to find and interpret the information that is needed.

Emergency evacuation kits should be stored in an out of site location so as not to be readily accessible to an offender, such as a burglar or hostage taker. Yet, they should be portable and easily accessible to administrators.

***A properly assembled kit that contains updated information can help school officials and public safety responders dramatically improve the way in which a crisis is handled. It is very important to have hard copies of information as power and/or internet may not be available in every situation.**

## ➲ EMERGENCY KIT CONTENTS

1. A copy of the DeKalb Emergency Response Procedures and Protocols Booklet
2. A copy of the Safe School Plan
3. Current call rosters of all students, including pertinent medical information, phone number, release information and contact information
4. Current list of all staff members, including phone numbers and contact information
5. Copy of school or district personnel directory with phone contact information
6. 10 writing tablets and pens/pencils
7. 10 magic markers
8. Signage for Staging Area
9. 500 plain white peel-off name tag stickers (used to identify injured students or staff)
10. Student release/sign-out sheets
11. Staff sign-in/sign-out sheets
12. List of students on off-campus trips
13. Five sets of safety gloves
14. Floor/Site Plan of the grounds and surrounding areas (Facility floor plan with utility shut offs and detailed instructions on disablement)
15. Copies of photographs of the building (interior and exterior)
16. Copies of student and staff emergency contact/release information
17. Emergency Medical Information for students & staff (Information regarding students & staff with medical problems that may be impacted by evacuation or emergency)
18. Most recent yearbook
19. Flashlight and extra batteries
20. Bullhorn and extra batteries
21. Cell phone and/or walkie-talkie
22. Basic First-Aid Kit
23. Emergency telephone numbers of assistance agencies
24. Set of master keys
25. Bus routes and driver contact information

***Although not included in the emergency evacuation kit, ensure that there is an emergency medical kit (usually maintained by the school nurse) that is also taken during all evacuations. This kit will be more extensive than a basic first aid kit and may also be specific to known medical conditions of students and staff.**

# LOCKDOWN PROCEDURES

**Lockdown procedures may be implemented in situations involving dangerous intruders or other incidents that may result in harm to persons inside the school building(s). DeKalb County School District adheres to GEMA lockdown levels and procedures.**

Important points to consider:

- ❖ When making the announcement to place the school in a lockdown, do **NOT** use "codes." It is best to state in plain speech that the school is in a ___ lockdown until further notice. If deemed necessary, it may be appropriate to provide additional instructions based on the specific situation but do **NOT** announce the reason for the lockdown.
- ❖ The level of lockdown may change at any time. Students and staff should be prepared to respond appropriately.

Suggested levels of lockdowns.

- **Level 1 - Exterior Lockdown**:
  - Lock all exterior doors, lock, and monitor main access door.
  - Monitor movement of students, particularly between classes.
  - Movement is limited to inside the building.
  - Students and staff remain in building.
  - Block visibility into classrooms from exterior windows and doors*

*Example: Threat is exterior to school. Criminal activity in area of school.*

- **Level 2 - Interior Lockdown**:
  - Lock all exterior doors as well as ensure classroom doors are secured.
  - Open exterior window blinds or curtains to allow exterior visibility into classroom*
  - Conduct accountability procedures and display appropriate emergency status cards.
  - Staff and students do not leave classroom.
  - Continue classroom instruction or normal activities within the classroom.
  - Do not contact office unless you have pertinent information or an emergency.
  - Announce for all visitors/vendors inside the building to return to the office.

*Examples: Threat is inside school. Angry parent or student that is verbally upset and agitated but not physically threatening at current time. Medical emergency requiring EMS response.*
Also, when a student is missing, level 2 may be implemented to restrict movement which will allow for accountability procedures and a search of the campus.

- **Level 3 - Full Lockdown**:
  - If safe to do so, lock exterior doors (primarily applicable when multiple buildings exist).
  - Immediately ensure classroom doors are locked and consider barricading interior classroom doors.
  - All persons move out of sight in locked room (e.g., next to interior walls, under desks, under tables). Turn off lights and/or block visibility if visibility is possible from interior windows and doors.
  - Remain silent.
  - Open exterior window blinds or curtains to allow exterior visibility into classroom*
  - School officials get into lockdown position also.

*Example: Threat is inside the school. A threatening person is at the school, possible weapon involved/active shooter (student/parent/staff). Work with DeKalb County School District Department of Public Safety on **Avoid, Deny, Defend**. **Avoid** the threat (this may mean different actions depending on location.), **Deny** the threat access to students and faculty through locked doors and barricading, **Defend** the threat as an absolute last resort- do not leave a secure area to "hunt" the threat.*

***Consult with DeKalb County School District, Department of Public Safety to determine their preference based upon their tactical capabilities.**

# EMERGENCY EVACUATION and FAMILY REUNIFICATION PROTOCOL

In some situations, it may be necessary to evacuate a school building. The only safe evacuation is an orderly, well-planned evacuation. It is imperative that each school staff understands **Preparedness** and **Response**.

➲ ***Preparedness***

- Identify more than one outside assembly point at least 1,000 feet away from school in the event it becomes necessary to evacuate the school campus. Where the surrounding terrain, buildings, streets, etc. make it impossible to assemble 1,000 feet away from the school, make sure all alternative assembly points are as far away from the school as possible (e.g., athletic fields, parks, businesses, etc.).
- Establish the evacuation routes to the assembly points on an evacuation plan.
- Provide for the special evacuation needs of the disabled.
- Maintain a copy of the evacuation plan at the administrative offices and other areas of the school so that teachers and administrators can evacuate with it and be able to refer to it once outside.
- Orient staff, faculty and students to the evacuation routes, specific duties, requirements, and responsibilities during an evacuation.
- Periodically test the public address system as the primary means of notifying building occupants. Establish alternate means of announcing an evacuation in the event of public address system failure.

➲ ***Response***

- Maps indicating primary and secondary evacuation routes should be posted in all classrooms (for security reasons, only staff members should know assembly points).
- Teachers should bring their class rosters with them to the assembly area(s).
- Teachers should ensure that their students are out of the classrooms and restrooms and workrooms.
- Teachers should close the doors after following their students out of the building.
- The first student in line should be instructed to hold open the exit door(s) until all persons in the class have evacuated.
- Classes should proceed to the designated holding areas/assembly areas. Once there, teachers should make a note of students who are not present and furnish those names to school administrators as soon as possible.
- Teachers should remain with their class until administrators sound the “all clear” signal.
- Assign personnel at the assembly site to collect critical information and to manage and monitor students at the assembly site(s).
- Administrators should collect lists of unaccounted for students from staff members and compare with the daily attendance absentee list.
- Identify the location of classes in the assembly area(s) to facilitate an orderly transfer of students to their parents.
- Direct parents to the Reunification site(s) to pick up students.
- The Principal and/or Regional Superintendent should notify school transportation to begin routing school buses to the assembly area(s).

- Designated persons should notify local emergency agencies and the DeKalb School Police Department to proceed to the Reunification site and set up a management center and to set up traffic routing procedures.
- A media area should be identified and provided with detailed instructions to be read to the public to direct concerned relatives to the Reunification site(s).
- When students begin loading on to buses, a manifest should be established to account for all students riding buses. This manifest should be taken to the Reunification site(s) to account for every student.
- At the Reunification site(s), designated personnel should identify all students and identify all non-uniformed personnel.
- Set up a sign-out area at the Reunification site(s) and release students only to authorized persons using the sign-out procedure.
- Instruct parents or guardians to leave the site to make room for others once they have signed out their student.
- Students not riding buses and not picked up by parents or guardians should remain in the Reunification area(s) until an authorized person arrives to pick them up.
- Maintain contact with police/fire department(s) to stay informed about conditions at the school site.

**NOTE: When an off-campus evacuation is called (e.g., a field trip to a museum) administrators and teachers should follow the same basic steps as outlined in evacuating the school building.**

# ACCIDENT/ILLNESS/INJURY

The names and location of staff members certified in First Aid and CPR should be made available to every school employee in the building. A fully stocked First Aid Kit should be always readily available.

➲ ***Response:***

**In Non-Critical Situations:**

- Administer first aid by a trained staff member, if necessary.
- Send someone to the office for assistance.
- Notify Regional Superintendent.
- Call family members.

➲ **In Critical Situations:**

- Notify administrative staff.
- Notify Regional Superintendent.
- Notify DCSD Police, when available.
- Call emergency medical services **(911) (Call Poison Control, if needed: 404-616-9000; 1-800-222-1222)**.
- Call DCSD Department of Public Safety **(678-676-1810)**.
- Administer first aid by a trained staff member.
- Limit activity in the vicinity of the affected student(s).
- Call family members.
- Alert the Crisis Management Team **(678-596-2739)**.
- Administrative staff, with assistance from the School District Information Office and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

➲ **In Critical Situations with Several Injured or Ill:**

- Notify administrative staff.
- Notify DCSD Police, when available.
- Call DCSD Department of Public Safety **(678-676-1810)**.
- Call emergency medical services **(911)**.
- Notify Regional Superintendent.
- Ask other staff members to help control and contain the area.
- Administer first aid by a trained staff member.
- Limit activity in the vicinity of the affected student(s).
- Call family members.
- Alert the Crisis Management Team **(678-596-2739)**.
- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

# BOMB THREATS/SUSPICIOUS PACKAGES

➲ ***Daily Precautions***

- Each morning, all school personnel should check their areas for any suspicious packages or items. Do not just look down at the floor; check all levels, including the tops of cabinets, shelves, etc. Suspicious items should never be moved or touched. School administrators should be immediately notified of the item and the area should be isolated until law enforcement personnel have assessed the item.
- All rooms should be locked when not in use.
- Cleaning and maintenance personnel should lock all doors after cleaning them.
- Persons who handle mail and packages should be alert to unusual packages or letters (i.e., excess postage on a small package or letter indicates that the object was not weighed by the Post Office; no postage or non-canceled postage; handwritten notes such as "to be opened by Mr. Smith;" wires, leaks, stains, or sharp points)

➲ ***Bomb or Bomb Threat Response (See Emergency Evacuation, p. 6-7)***

- Immediately contact the DCSD Department of Public Safety **(678-676-1810)**.
- Contact Regional Superintendent
- Assess whether evacuation is necessary (NOTE: Review Bomb Threat Checklist)
- If **NO** evacuation is initiated, immediately institute a **Level 2**/(**Interior) Lockdown** ***(See Lockdown Procedures, p. 5)*** and have Law Enforcement and Administrative & Building Personnel search school premises.
- If evacuation is initiated, conduct the following:
- Move school personnel and students to the predetermined assembly points 1,000 feet away from the building using predetermined routes and exits (**NOTE**: administrators must re-direct classes if the predetermined routes pass near the alleged location of the bomb or device.)
- Ensure that all school personnel and students have left the building. Check hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.
- Designated staff should take the ***Emergency Kit*** to the assembly area(s).
- Use classroom telephones (where available), bullhorns or adult runners to communicate and confirm that the building has been cleared. **DO NOT USE WALKIE-TALKIES OR CELLULAR PHONES** since radio transmissions may cause detonation of electric blasting caps in certain types of bombs. HOWEVER, walkie-talkies may be used outside for outside-to-outside communication.
- Designated staff should look for suspicious items and report such items to emergency personnel without touching or handling the items.
- Designated staff should account for all students by checking with teachers in the assembly area (s).
- All school personnel and students must remain in the assembly area until the "all clear" signal is sent.
- Alert the Crisis Management Team **(678-596-2739)**, if necessary
- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

# Bomb Threat Call Checklist

***(Place a copy of the checklist next to each school phone)***
***(It may be prudent to limit the utilization of students to answer school phones)***

***Ask the Caller:***

1. Where is the bomb right now?
2. What does the bomb look like?
3. When is the bomb going to explode?
4. What kind of bomb is it?
5. What will cause the bomb to explode?
6. Did you place the bomb?
7. Why?
8. What is your name?

***Exact Wording of Bomb Threat:***

***Caller Information:***
Sex: Race: Age: Length of Call:

***Caller's Voice:***
Calm Nasal Slurred Soft Angry Whispered Stutter Loud Accent
Excited Lisp Disguised Laughter Slow Cracking Raspy Crying
Normal Familiar Voice? Who?

***Background Sounds:***
Traffic Voices Music House Noises Static Clear Office Noises
Factory Long Distance Machinery PA System Other:

***Threat Language:***
Well-Spoken Incoherent Offensive Words Message Read Taped Irrational

***Notifications:***
911/School Police Regional Superintendent Other

***Calls Received By:***
Name:
Title/Position:
Telephone Number:
Date:

***Notes/Comments:***

# CLOSING OF SCHOOL – WEATHER AND/OR SHELTER-IN-PLACE

➲ ***Precautions Before the School Day***

- Listen to local radio and television broadcasts.
- Verify on school district recording **(678-676-1200)**.
- Verify by use of School District phone tree.

➲ ***During the School Day (See Emergency Evacuation, p. 6-7)***

- Check on condition of building and surrounding neighborhood.
- Inform Regional Superintendent of building, neighborhood, and weather conditions.
- Keep students and staff away from possible hazardous conditions, such as sidewalks and steps.
- Keep emergency phone numbers close to the phones.
- A hotline early school closing phone message will be sent to each principal.
- Notify staff of early school closing.
- Students will remain in classrooms until buses arrive.
- School staff will ensure that all persons have left the building.
- School staff will secure the building and grounds.
- School staff will leave the building, as necessary.

➲ ***Shelter-in-Place***

If weather conditions (or other reasons) create the necessity for overnight housing, the building must be secured and student movement limited.

- The decision to provide overnight housing will be a joint decision between the building administrative staff, central office staff, and emergency personnel.
- When the decision is made to have overnight housing, the principal will contact the Regional Superintendent and the news media will be informed. Transportation, **678-676-1333** should be called.
- The principal should contact the DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**, to ensure that the school's climate control system is **not** turned off.
- Designated school staff members will help contact family members and will continue to do so throughout the night.
- Students and staff will be routed to the safest part of the building.
- The administrative staff and other staff members will be assigned supervision duties and shifts and will set up an indoor security perimeter to ensure the safety and supervision of the students. Also, shifts to answer the phones will be established.
- Roll should be taken to account for every student and appropriate next day (or release day) checkout procedures should be followed.
- Contact DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**, to inspect building for possible damage.
- Administrative staff, with assistance from the Regional Superintendent, should prepare a written statement to be sent home with students.

# DEATH OF A STAFF MEMBER OR STUDENT OR SUICIDE AT SCHOOL (or Threat)

Administrative staff should contact the following immediately upon learning of the death of a staff member or student:

➲ ***<u>During School Hours</u>***

- Alert the Crisis Management Team **(678-596-2739)**.
- Call Regional Superintendent.
- Administrative and counseling staffs should begin informing staff members and finally students.
- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

➲ ***<u>Before or After School Hours</u>***

- Call Regional Superintendent.
- Alert the Crisis Management Team **(678-596-2739)**.
- Director of Communications **(678-427-4898)**.

➲ ***<u>Suicide at School</u>***

- Call **911**.
- Call DCSD Department of Public Safety **(678-676-1810)**.
- Call Regional Superintendent
- Secure the area and keep all students away.
- Send notes and runners to staff members informing them that a medical emergency has occurred. Include any additional instructions (e.g., "The bell schedule will be changed and will be manually sounded at an appropriate time.").
- Alert the Crisis Management Team **(678-596-2739)**.
- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

➲ **<u>NOTE</u>: If a student <u>threatens</u> suicide, the counseling and administrative offices must be informed immediately. Also, the Crisis Management Team must be contacted as soon as possible. The student should be taken to the counseling office, and someone should always remain with the student until the parents and/or the Crisis Management Team arrives.**

# FIRE

A fire or smoke in the building requires immediate evacuation of the building. A safe, orderly evacuation depends on effective fire drill practices.

➲ ***Response*** *(See Emergency Evacuation, p. 6-7)*

➲ Principal to call 911. In the absence of the principal a designee(s) will be assigned to call 911. (NOTE: Activating fire alarms sends a distress call to the fire department but calls **911** to make sure alarm was received.)

- Ring fire alarm bell.
- Pull fire alarm.
- Call Regional Superintendent.
- Use intercom to start the evacuation.
- Close all windows and doors to confine fire.
- School personnel and students move to the predetermined assembly points 1,000 feet away from the building using predetermined routes and exits (**NOTE**: administrators must re-direct classes if the predetermined routes pass near the fire or smoke areas.)
- Ensure that all school personnel and students have left the building. Check hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.
- Designated staff should take the ***Emergency Kit*** to the assembly area(s).
- Use walkie-talkies, classroom telephones (where available), bullhorns and adult runners to communicate and confirm that the building has been cleared.
- Designated staff should account for all students by checking with teachers in the assembly area(s).
- Designated staff should survey students at the assembly point(s) to check for injuries or trauma.
- All school personnel and students must remain in the assembly area until the "all clear" signal is sent.
- Alert the Crisis Management Team **(678-596-2739)**.
- Contact DCSD Service Center, **678-676-1371(during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**, to inspect building for possible damage.
- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

➲ **See p. 32 Procedures for Reporting Fire/Severe Weather/ Lockdown Drills**

# HAZARDOUS MATERIALS/NUCLEAR

## Chemical/Biological/Nuclear Threat or Accident

➲ ***Preparation***

- Determine transportation routes (e.g., highway, rail, pipeline, etc.), storage areas and industrial use of potentially dangerous materials which are in the vicinity of the school. School chemicals should be under lock and key.
- Determine logically safe routes and assembly areas for staff and students **inside** and **outside** of the building.

➲ ***INSIDE Building Hazardous Materials Accident or Threat (See Emergency Evacuation, p. 6-7)***

- Immediately remove all students and staff from the area.
- Call 911 and DCSD Department of Public Safety **(678-676-1810)**.
- Call Regional Superintendent.
- **DO NOT TOUCH THE HAZARDOUS MATERIAL**.
- Seal off the area(s) around and near the accident.
- Shut down air-conditioning and ventilation units or contact the Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)** School personnel and students move to the predetermined assembly points 1,000 feet away from the building using predetermined routes and exits (**NOTE**: administrators must re-direct classes if the predetermined routes pass near the hazardous material accident site.)
- Ensure that all school personnel and students have left the building. Check hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.
- Designated staff should take the ***Emergency Kit*** to the assembly area (s).
- Use walkie-talkies, classroom telephones (where available), bullhorns and adult runners to communicate and confirm that the building has been cleared.
- Designated staff should account for all students by checking with teachers in the assembly area (s).
- Designated staff should survey students at the assembly point to check for injuries or trauma.
- All school personnel and students must remain in the assembly area until the "all clear" signal is sent.
- Alert the Crisis Management Team **(678-596-2739)**.
- Contact DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**, to inspect building for possible damage.
- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

➲ ***OUTSIDE Building Hazardous Materials Accident or Threat***

**NOTE:** Schools usually receive emergency notice from either emergency personnel or citizens of hazardous material accidents or threats originating outside of the school building. If the notice comes from *non-emergency sources*, the school administrative staff should contact emergency personnel at **911** and the Department of School Police, **678-676-1810**, to confirm or refute the report. If the notice comes from *emergency sources*, the following procedures should be immediately initiated.

- Contact Regional Superintendent.
- Return all students and personnel from athletic fields and playground areas into the school.
- **Initiate Level 1 (Exterior) or Level 2 (Interior) Lockdown** ***(See Lockdown Procedures, p. 5)*** and assign designated staff to ensure that students and staff do not leave the building.
- Contact Transportation, **678-676-1333**, to keep school buses out of the hazardous material accident/threat area.
- Use intercom to inform students and staff that precautionary measures are being taken due to a report of an accident near the school.
- All teachers should account for all students.
- Close all windows and outside doors to the school.
- Shut down air-conditioning and ventilation units or contact the DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**, to do so.
- Alert the Crisis Management Team **(678-596-2739)**.
- Be prepared to quickly evacuate the facility, **based on the directions of emergency personnel**.
- Have first aid trained staff members on alert.
- Remain in lockdown mode until the "all clear" signal/message is received from emergency personnel.
- Use intercom to inform students and staff of the "all clear" signal/message and to give a brief explanation of the reason for the lockdown response.
- Contact Transportation, **678-676-1333**, when the "all clear" signal/message is received.
- Contact DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**, to inspect building for possible damage.
- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

**NOTE: IN THE EVENT OF A NATIONAL NUCLEAR WARNING, USE THE SAME PROCEDURES ABOVE AND TUNE TO THE WEATHER/HAZARD MONITOR AND TELEVISION NETWORKS.**

# INTRUDER/SUSPICIOUS PERSON HOSTAGE/BARRICADE

An intruder/suspicious person is someone whose presence is uninvited and unwelcome and/or whose behavior jeopardizes the safety of the school building. An intruder/suspicious person situation may escalate into a hostage/barricade emergency.

## ➲ INTRUDER/SUSPICIOUS PERSON

***Preparation***

Being prepared often discourages outsiders from attempting to intrude upon the school environment.

- Restrict free access to the building to as few doors as possible.
- All exterior doors locked during the day should have signs that provide directions to visitors advising them to use the main entrance.
- Discourage students and staff from opening locked doors for others because this will breach school security.
- Schools should use a visitor identification name-tag system. Visitor tags should be returned to the security/front desk when the visitor leaves the building.
- Designate a school employee to periodically check all exterior doors that have been designated as secured doors.

***Response***

- When a lockdown is necessary to protect students and staff, it is essential that the lockdown take place immediately – delaying a lockdown may be dangerous. ***(See Lockdown Procedures, p. 5)***
- When a lockdown is deemed necessary, use the intercom system to announce school-wide lockdown.
- Call **911** and the DCSD Department of Public Safety, **678-676-1810**.
- Call Regional Superintendent.
- Make sure the hallways are clear of students and staff.
- Use walkie/talkie to inform teachers on the athletic fields or playground to stay away from the building.
- Be prepared to seek protection in a nearby room if the intruder/suspicious person approaches.
- Monitor the location of the intruder/suspicious person using the surveillance cameras and monitors and walkie-talkies.
- Allow no one to leave the classrooms.
- Close all windows and blinds.
- Encourage students to remain calm and quiet.
  - Remain in lockdown mode until the “all clear” signal/message is received.
- Alert the Crisis Management Team **(678-596-2739)**.
- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

➲ **HOSTAGE/BARRICADE:** *(Staff <u>SHOULD NOT</u> attempt to negotiate with the hostage taker.)*

- Call **911** and the DCSD Department of Public Safety **(678-676-1810)**.
- Call Regional Superintendent.
- Make sure the hallways are clear of students and staff.
- Use walkie/talkie to inform teachers on the athletic fields or playground to stay away from the building.
- Use the intercom system to announce school-wide lockdown **(Level 3 (Full) Lockdown).**
- Be prepared to initiate evacuation procedures.
- Have first-aid trained staff members on alert.
- Remain in lockdown mode until further communications from emergency personnel.

➲ **EVACUATION** ***(See Emergency Evacuation, p. 6-7)***

- School personnel and students move to the predetermined assembly points 1,000 feet away from the building using predetermined routes and exits (**NOTE**: administrators must re-direct classes if the predetermined routes pass near the hostage/barricade area.)
- Ensure that all school personnel and students have left the building. Check hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.
- Designated staff should take the ***Emergency Kit*** to the assembly area(s).
- Use walkie-talkies, classroom telephones (where available), bullhorns and adult runners to communicate and confirm that the building has been cleared.
- Designated staff should account for all students by checking with teachers in the assembly area(s).
- Designated staff should survey students at the assembly point to check for injuries or trauma.
- Everyone should remain in assembly areas until the "all clear" signal/message is given. Once students are in the building, use intercom to explain situation.
- Contact DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**, to inspect building for possible damage.
- Alert the Crisis Management Team **(678-596-2739)**.
- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

# ACTIVE SHOOTER PROTOCOL

The following is to be used as a guide by all district personnel in the event of an active shooter situation at any school or school center.

An active shooter situation is defined as an incident involving one or more subjects participating in a random or systematic shooting spree and demonstrating their intent to continuously harm others. The activity is not contained to any one area and presents an immediate risk of death or serious bodily injury to all building occupants.

- With the report of a **weapon** or significant **threat,** an immediate **Level 3 (Full Lockdown)** will be initiated. ***(Lockdown Procedures, p. 5)***
    a. Any person or staff member can advise of the threat.
    b. The Principal or Designee can initiate the Lock down.
    c. Any reasonable means of communication should be used to communicate the threat and appropriate response.
        i. Example: School PA system, school radio, **pre-determined** alarm signal or verbal alert by staff member.
- Staff shall immediately contact emergency response personnel by calling **911** on any available **school phone or cellular phone**.
    a. Caller should give their **location**, the location of any threat, and a **description** of the threatening person.
- **Shelter in Place**
    a. All staff members should take measures to protect the lives of students and their own lives by **Sheltering-In-Place**.
    b. Teachers should, if possible, immediately **check the hallway** area near their classrooms and allow any students or staff members who may be in without shelter to enter.
    c. Teachers should **secure door** by closing the door and ensuring the door is properly locked.
    d. The **light** for the classroom should be **switched to the off position**.
    e. If possible, the **interior** door **window should be completely covered** as to not allow anyone from outside of the classroom to see inside.
    f. **According to Full Lockdown procedures set forward by GEMA: Exterior blinds or window coverings are to be opened to allow visibility into classroom. ***
    ******Consult DCSD Police Department to determine their preference based upon their tactical capabilities.*
    g. All occupants of the room should move **out of sight to a blind corner** or a portion of the room which cannot be seen from the doorway or any windows.
    h. Teachers should make every effort to keep the room's occupants **silent,** to not alert any threatening persons to the room.
    i. Communication should be limited to emergency information only.

- **Evacuation**
    a. Occupants of the room should **only leave when directed to do so** by **Law Enforcement** personnel.
    b. Once directed to leave by Law Enforcement Personnel, teachers will **escort and monitor** their class to the location directed by Law Enforcement personnel.
    c. Teachers will **remain with their class** or group of students under all circumstances.
    d. Designated staff should take the **Emergency Evacuation Kit** to the designated assembly area.
- **Defense**
    a. **If locking mechanism are not working properly, all** effort should be put forth to **barricade the door** to keep possible threats out of the room occupied by staff and/or students.
    b. If the room is penetrated by threatening individual, occupants are **authorized to defend** themselves against the threat.
    c. Occupants may:
        i. Throw items, if possible, as defense tools.
        ii. Use books, pens, pencils, chairs, and other items as defense tools.

# REPORT OF A WEAPON ON CAMPUS/GUNSHOTS HEARD

➲ ***Response***

- Call **911** or immediately inform the DCSD Police or the DCSD Department of Public Safety, **678-676-1810**.
- Notify Regional Superintendent.
- Administrator and School Resource Officer (or other law enforcement officer) should proceed to the classroom or area where the weapon is reported to be.
- While the School Resource Officer and an administrator escort the suspected student (or person) to a private area, another administrator or designated staff member should carry all the student's belongings at a safe distance.
- The student should always walk in front of the escort; never allow the student to walk behind any member of the escort.
- At no time should the student be allowed to put his/her hands in pockets or to approach his/her belongings, nor should the student be allowed to go to a classroom or restroom while on the way to a private area.
- The student should be asked to empty his/her pockets and take off his/her shoes.
- The belongings should be thoroughly searched.
- Any weapon found should be immediately secured. If found by an administrator or teacher or other staff member, the weapon **must** be turned over to the police.
- At least two administrators or staff members should search the student's locker. If a weapon is found in the locker, the area should be secured and the DCSD Police or other police officer should remove the weapon.
- Administrators or school staff **should not** confront or attempt to disarm anyone who is in possession of a weapon.
- Administrators or school staff **should never** attempt to unload a firearm, even if they have weapons experience.

**NOTE: If the suspected person is in a classroom or other crowded area, the approach to the student should be carefully planned. The person should be asked to leave the area before asking him/her to follow to private area for the search. If the person runs, he/she should not be chased. Secure the building and contact the local police jurisdiction.**

## WHEN GUNSHOTS ARE HEARD IN OR NEAR THE SCHOOL

- Immediately lockdown the school (Identify whether **Level 1 (Exterior) or Level 2 (Interior) Lockdown**. ***(See Lockdown Procedures, p. 5)***
- Contact staff outdoors with students to take refuge in a predetermined site.
- **Call 911.**
- View surveillance monitors to determine location and nature of the incident.

## OTHER CONTACT

- Regional Superintendent

# STUDENT DISRUPTION/CIVIL DISTURBANCES

- **Level 1 Disturbance** - Disruption is confined to one area, but no threat to students or staff.
- **Level 2 Disturbance** - Disruption forces are mobile and/or pose a threat to students and/or staff.
- **Level 3 Disturbance** – Disruption is widespread with large-scale student participation and is a serious threat to students and staff.
- When available, notify the DCSD Police.
- Use intercom system to signal level and location of disturbance (e.g., "We have a Level 3 in third hall) and specific instructions.
- Isolate the disruption.
- Clear the immediate area, including restrooms and hallways.
- Use walkie-talkies to monitor and assess the situation in order to provide instructions for staff members.
- Keep students in classrooms by announcing building lockdown (Interior Lockdown). ***(See Lockdown Procedures, p. 5)***
- For **Level 2** (**Interior)** or **Level 3 (Full) Lockdown**, call **911**, DCSD Department of Public Safety, **678-676-1810** and Regional Superintendent.
- For **Level 2** (**Interior)** or **Level 3 (Full) Lockdown**, staff members trained in CPR and First Aid should go to the area (if they are supervising students, a staff member should be designated to relieve them when they move to the area).

**NOTES:**

1. *Teachers should not leave students unsupervised.*
2. *Staff members should not approach the disturbance area alone.*
3. *Staff should clearly communicate simple instructions to students.*
4. *When approaching a crowd, remove the crowd one "layer" at a time from the outside in; do not push through the crowd toward the center or point of the disruption.*
5. *Do not allow students removed from the disturbance area access to lockers.*

- Use intercom to inform students and staff of the "all clear" signal/message and to give a brief explanation of the reason for the lockdown response.
- Plan close supervision of students during dismissal and boarding of buses. Coordinate with DCSD Department of Public Safety, **678-676-1810**, to ensure adequate protection of students until they have left the premises.
- Contact Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**, to inspect building for possible damage.
- Alert the Crisis Management Team **(678-596-2739)**.
- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

# STUDENT RUNAWAY/ABDUCTION/ MISSING STUDENT

➲ ***Preparation***

- Ensure that student accountability procedures are in place and strictly always followed:
  1. Daily attendance kept and parents notified of absences.
  2. Daily tardiness recorded and parents notified.
  3. Procedures to ensure students are checked out of school by authorized persons.
  4. Field-trip student rosters are kept on each bus and a copy at the school.
  5. At field-trip destination, all students are accounted for upon arrival and prior to departure.
- Maintain accurate up-to-date student files, which include:
  1. Emergency medical information
  2. Emergency contact numbers
  3. Contact information for guardians and individuals authorized to make decisions on behalf of the student and individuals authorized to assume custody of the student.
- Inform staff to report any intruders/suspicious persons loitering on or near the school campus.
- Enforce identification and accountability procedures for adults who enter the school while the school is in session.
- Ensure that procedures are followed when releasing students to parents or guardians.

➲ ***Response*** *(State law prohibits the exchange of child custody on school property.)*

- Notify administrative staff immediately.
- Notify Regional Superintendent.
- Call **911** and the DCSD Department of Public Safety **(678-676-1810)**.
- Have a description or picture of the child ready to give law enforcement.
- Notify the parents/guardians.
- Notify Transportation, **678-676-1333**, if the student normally rides the bus.
- Conduct a room-by-room search for the student. Also, search grounds and other potential hiding areas.
- Survey students from the missing student's class for information.
- Siblings of the missing student should be ***closely monitored*** at all times. If the siblings attend a different school, the administrator of that facility should be notified immediately.
- Secure the perimeter of the building. Make sure students do not leave.
- Curtail outside activities until the situation has stabilized.
- Alert the Crisis Management Team **(678-596-2739)**.

# TORNADO

(ALSO SEE INFORMATION ON SEVERE THUNDERSTORM WARNINGS)

➲ ***Definitions***

➢ **Tornado WATCH:** Indicates that weather conditions are present that **may** develop into a tornado. ***Designate staff members to monitor weather reports on weather/hazard monitor and weather conditions and be prepared to move students from mobile classrooms and other unsafe areas if conditions change.***

⇒ **Tornado WARNING:** Indicates that a tornado has been sighted in the immediate area or indicated on radar. ***Protective measures must be taken immediately, starting with moving students from all mobile classrooms to the main building.***

➲ ***Preparedness***

- Evaluate the physical plant and develop plans for the use of secure areas by student and staff.
- Plan for the use of lower floors and/or interior areas such as hallways.
- Do not use gyms and other areas with wide roof spans.
- Inform staff and students that several short bell rings signify a **Tornado WARNING** (it is imperative that students and staff know the bell signal for a tornado warning).
- Keep First Aid supplies current and convenient.
- At least twice a year, inform staff and students about severe weather and the appropriate response.
- Designate the best areas to serve as shelters, such as interior rooms, hallways, lowest floors, enclosed smaller areas away from glass, etc.
- Prepare diagrams of the building and mark the tornado shelter areas thereon. Include the quickest route to access those shelters and post the diagrams in each room.
- Conduct drills/exercises so that everyone can become familiar with tornado warning procedures.
- Designate staff members to monitor weather reports on the weather/hazard monitor.

➲ ***Response to WARNING***

- Move students from all temporary or mobile classrooms and gymnasiums and multi-purpose buildings to the main building.
- Take personal belongings only to provide extra protection from flying or falling debris (e.g., notebooks or coats to hold over head and shoulders).
- Secure the building by closing windows and doors.
- Direct everyone to seek cover in the hallways and to take a protective kneeling position facing the wall with hands/arms covering the head, neck and face.
- **If possible**, secure or store articles that may become missiles indoors.
- Students in unsafe locations will go to a pre-determined location.
- Students should not be allowed to leave the building during a **WARNING**. ****If students are on a field trip at the time inclement weather occurs, bus drivers will be alerted to get students back on the bus and return to school or a safe haven*.
- Teachers should keep their class rosters with them during the drill and remain with the class to be sure all students are present and are taking safety precautions.
- Staff members trained in CPR and First Aid should be assigned to the sheltered areas.

- Students and teachers should remain in the secured areas and safety positions until the "all clear" signal is given.
- The administrator should contact **911**, the DCSD Department of Public Safety, **678-676-1810** and the Regional Superintendent to report injuries and/or damage.
- Contact DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**, to inspect building for possible damage.
- Alert the Crisis Management Team **(678-596-2739).**
- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

**NOTE:**

⇒ If the storm causes damage to the building, student and staff movement in the building following the storm should be closely monitored to identify unsafe parts of the building. Also, if the school day ends early due to the storm, activate the early dismissal procedures. If parents come to the school to check on and to check out their children, set up an orderly check out procedure in the school cafeteria area (if safe), requiring identification and using student attendance logs.

⇒ If the storm damaged the building, the decision to open or close the school the next school day should be made jointly by:

- Superintendent's Office **(678-676-0791)**
- Principal and staff
- Regional Superintendent
- DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**
- DCSD Department of Public Safety **(678-676-1810)**

⇒ School District Staff will inform the local news media to announce the decision to the public.

➲ **<u>SEVERE THUNDERSTORM WARNING</u>:**

- Move students from all temporary or mobile classrooms and gymnasiums and multi-purpose buildings to the main building.
- Bring all students into the building from outside activities and keep students from leaving the building until the warning is cancelled.
- **<u>Where possible</u>**, all electronic equipment should be unplugged.
- Keep students and staff away from glassed areas.
- Closely monitor weather developments and announcements.
- Contact above-listed phone numbers and initiate above-listed procedures if damage occurs.

*NOTE: Each school should keep its Digital Weather/Hazard Alert Monitor turned on and located where alerts can be heard.

# FLOODING

➲ ***Preparedness***

- Know the local history of flooding near the school.
- Know what a river, stream, or lake height forecast means in terms of the school, community, bus routes and student residential areas.
- Know local elevations.
- Monitor forecasts and alert Regional Superintendent of any potential for flooding at the school prior to the day's opening. Early notification may result in students and staff being re-routed to another location.
- Plan alternative transportation routes to avoid flood-prone areas.
- Make provisions for students living in flood affected areas to be taken home early, kept at school, or taken to relatives.

➲ ***Response***

- Monitor weather conditions in the affected areas via radio or television broadcasts.
- Evacuate students immediately in accordance with emergency early dismissal procedures.
  - ⇒ ***Contact Regional Superintendent concerning the issuance of a news release regarding early dismissal.***
- If the situation, according to emergency personnel, does not permit an evacuation, keep the students at school or in an alternate safe location.
- Closely monitor dismissal to keep students away from flooded, flooding, or possible flooding areas.
- Warn students walking home from school to stay away from creeks, rivers, stream, lakes, dams, and any flooding areas or areas with flash flood potential.
- Shut off the water at mains so that contaminated water will not back up into the school water supply.

**NOTE: If flood approaches the building or if a flash flood warning area includes the building,**

⇒ Students and staff should be relocated from low-lying levels and all electrical equipment should be unplugged.

⇒ If the storm causes damage to the building, student and staff movement in the building following the storm should be closely monitored to identify unsafe parts of the building. If parents come to the school to check on and to check out their children, set up an orderly check out procedure in the school cafeteria area (if safe), requiring identification and using student attendance logs.

⇒ The decision to open or close the school the next school day should be made jointly by:

- Superintendent's Office **(678-676-0791)**
- Principal and staff
- Regional Superintendent
- DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**
- DCSD Department of Public Safety **(678-676-1810)**
- DeKalb and/or Georgia Emergency Management Personnel

# EARTHQUAKE

The northern part of Georgia is designated a "MODERATE-EXPECTED EARTHQUAKE DAMAGE ZONE." Therefore, schools should be prepared.

➲ ***Response***

- Movement during the actual tremors is not recommended. **Inside** the building, inform staff and students to take cover under desks, when possible, and cover their heads and necks. They should stay away from glass, outside windows and doors, shelves, and any objects that may fall. Students and staff in classrooms with windows should relocate to the hallways or stairwells. **Outside** the building, staff and students should move away from buildings and avoid utility lines.

➲ ***After the Tremors Stop (See Emergency Evacuation, p. 6-7)***

- School personnel and students move to the predetermined assembly points 1,000 feet away from the building using predetermined routes and exits (**NOTE**: administrators must re-direct classes if the predetermined routes pass near damaged areas.)
- Ensure that all school personnel and students have left the building. Check hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.
- Designated staff should take the ***Emergency Kit*** to the assembly area(s).
- Use walkie-talkies, classroom telephones (where available), bullhorns and adult runners to communicate and confirm that the building has been cleared.
- Designated staff should account for all students by checking with teachers in the assembly area(s).
- Designated staff should survey students at the assembly point to check for injuries or trauma and alert staff members trained in CPR and First Aid.
- **DO NOT RE-ENTER BUILDING**
- Alert the Crisis Management Team **(678-596-2739)**.
- Call Regional Superintendent.
- Contact DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**, to inspect building for possible damage.
- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

# HURRICANE

DeKalb County School District is far enough inland to have several hours of advanced warning of a pending or possible hurricane. In such cases, the Superintendent will announce school closings. However, some schools are designated emergency shelters and should make appropriate preparations.

➲ ***Preparedness***

- Monitor weather reports and be available to receive calls from emergency personnel and the DCSD Service Center.
- Bring all outdoor equipment inside of the building.
- Move equipment away from doors and windows.
- Unplug all electrical equipment.
- Remove all objects that may fall to floor level.
- Contact the DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**, for more information on building preparations.
- If the building has been designated as an evacuation shelter, determine its "structural integrity" with assistance from the DeKalb and Georgia Emergency Management Agencies (DEMA and GEMA).
- With the assistance of DEMA/GEMA, identify and designate the most appropriate protective areas within the school building.
- Work with DEMA/GEMA to develop a plan to provide provisions for temporary shelter and for checking-in and checking-out evacuees.
- Check school activity calendar to identify school activities or events that conflict within the estimated time for the hurricane warning area. Reschedule those activities in time to announce to students, staff, and public.
- If a hurricane or storms related to the hurricane move through the area of the building, carefully survey the building after the danger has passed, but do not enter the building if it appears structural damage has occurred. Instead, immediately report the damage to the DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-3771 (after school hours)**, the DCSD Department of Public Safety, **678-676-1810**, and the appropriate Regional Superintendent.
- Do not approach down electrical lines near or on the building.
- All damage, even minor damage, should be immediately reported to the Service Center.

# UTILITY EMERGENCY/AFTER-HOURS EMERGENCY

(Electrical power failure, gas line break or leak, water main or sewer break)

➲ **Should building need to be evacuated** ***(See Emergency Evacuation, p. 6-7)***

- Contact Regional Superintendent.
- School personnel and students move to the predetermined assembly points 1,000 feet away from the building using predetermined routes and exits.
- Ensure that all school personnel and students have left the building. Check hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.
- Designated staff should take the ***Emergency Kit*** to the assembly area(s).
- Use walkie-talkies, classroom telephones (where available), bullhorns and adult runners to communicate and confirm that the building has been cleared.
- Designated staff should account for all students by checking with teachers in the assembly area(s).
- Designated staff should survey students at the assembly point to check for injuries or trauma.
  - Everyone should remain in assembly areas until the "all clear" signal/message is given. Once students are in the building, use intercom to explain situation.
  - Contact DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**, to inspect building for possible damage or danger.
- Alert the Crisis Management Team **(678-596-2739)**.
- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

➲ ***Electrical Power Failure***

During and After School Hours:

- **Georgia Power Company 1-888-660-5890 (24-hours)**

**Evacuation Protocol**

*By order of the Dekalb County Fire Marshall, anytime an occupied school loses electrical power, and the facility does not have a working backup generator, the school must be evacuated after 90 minutes.*

*An emergency fire watch must be established anytime a school loses electrical power. The fire watch shall consist of personnel who have a flashlight and a walkie/ talkie and stationed throughout the school with no other responsibility but to watch for fire. Schools having emergency generators may remain occupied during a power failure as long as the generator is operating, and the fire watch is in place.*

➲ ***Gas Line Break***

During or After School Hours:

- **Atlanta Gas Light 770-994-1946 (24 hours)**

➲ ***Water Main Break or Sewer Break***

During or After School Hours:

- **DeKalb County Dept. of Watershed Management 770-270-6243 (24 hours)**

**OTHER CONTACTS**

- DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**
- Regional Superintendent

# BACTERIA OR MICROORGANISM THREAT

(Receipt of or threat to receive a bacteria-laced or microorganism-laced letter, box, container, envelope, etc.)

➲ ***Preparedness***

- Persons who handle mail and packages should be alert to unusual packages or letters (e.g., excess postage on a small package or letter indicates that the object was not weighed by the Post Office, no postage or non-canceled postage, handwritten notes such as "to be opened by Mr. Smith," leaks, stains or sharp points. Students and volunteers should NOT be allowed to open or handle school mail).

➲ ***Response (See Emergency Evacuation, p. 6-7)***

- Call **911** and DCSD Department of Public Safety **(678-676-1810)**.
- Call Regional Superintendent.
- Isolate letter or package.
- Cover letter or package with a heavy cloth or similar item to minimize contamination.
- Evacuate and seal off the area of building.
- Assign staff to prevent others from entering the area.
- Isolate victim or victims who have come into contact with letter or package.
- Identify victims fully with name, address, and telephone number for first responders and health officials.
- Decontaminate as instructed by medical/health personnel.
- Contact DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**, to inspect building for danger.
- Alert the Crisis Management Team **(678-596-2739)**.
- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

# AFTER-SCHOOL AND WEEKEND SAFETY

## ➲ An Expectation of Safety

While schools can be accessible to members of the school and community for extracurricular activities and community use, there is also a reasonable expectation for the safety and security of facility users by students, staff, parents, and community members. Unfortunately, most, if not all, schools have some level of potential risk. While the threat level may vary from school to school and community to community, school and community officials must take safety and security into account when allowing such activities to occur at school facilities.

**After-School and Weekend School Facility Use Suggestions:**

- Assign a staff member to schedule and coordinate after-school activities and community use of the building. Keep written records of scheduled use, contracts and agreements, and other related issues.
- Within contractual agreements with community organizations and other non-school event sponsors, there should be specific security requirements (supervision, security personnel, etc.) included as part of your agreement in allowing them to use school facilities.
    - Adult supervision is one of the most critical elements to adequate after-school and weekend facility safety. Supervising personnel may range from an overall activity's coordinator to specific school security personnel and/or law enforcement officers, as appropriate.
- Always have a school representative meet with the facility user before and after the use of the site.
    - Prior to use of the site, meet and discuss accessibility, expectations for the use of the facility, known hazards, and rules and guidelines. It is also very important to ensure that all personnel using the building are familiar with emergency procedures (i.e., fire evacuations, safe sheltering locations, and emergency contacts).
    - Meet at the conclusion of the use of the facility to ensure that no damage to the site has occurred and that all terms of the contract have been met.
- The number of open doors that are accessible to outsiders once the normal school day has ended should be limited.
- Concentrate after-school and weekend activities in limited areas of the school campus. If possible, avoid having activities spread out all over the school grounds. If you do have multiple activities taking place, try to identify ways to contain them to their designated areas.
- Restrict access to sections of the building not being used for after-school activities, being sure to comply with fire code standards.
- Contact DCSD Service Center, 678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours), to inspect building for possible damage.
- Notify DCSD Police, when available.
- Call DCSD Department of Public Safety (678-676-1810).

*Other strategies may also need to be employed. The specific needs and actions will vary based upon the unique nature of each school, district, and community.

# HELPFUL TIPS AND INFORMATION

## ➲ INFORMATION NEEDED WHEN CALLING THE REGIONAL SUPERINTENDENT:

- Name of person calling
- School name
- Description of the incident
- Names of people involved
- Grade of students involved
- Injuries (if applicable)
- Damage (if applicable)
- What action the school has taken thus far
- Other information, as necessary that impacts the school or School District
- Provide phone numbers to school, including private number
- If incident necessitates someone coming to the school, give specific instructions (e.g., where to park, who to meet, what door to use, etc.)

## ➲ HOW TO DEAL WITH THE NEWS MEDIA

- Greet the reporter/crew politely. Tell them to wait in the press car/truck or designate an area for them to sit in the school office away from students and the incident or incident area.
- Call the Director of Communications **678-427-4898** and Regional Superintendent. Ask them for advice or request that someone come to the scene as the official spokesperson.

## ➲ LIST CPR AND FIRST AID STAFF PERSONS

- Names:

## ➲ QUICK REFERENCE PHONE NUMBERS

- Superintendent's Office, **678-676-0791**
- Director of Communications, **678-427-4898**
- Crisis Management Team, **678-596-2739**
- Atlanta Gas Light, **770-994-1946**
- Georgia Power, **1-888-660-5890**
- DeKalb County Department of Watershed Management, **770-270-6243**
- DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**
- DCSD Department of Public Safety, **678-676-1810**
- DCSD Department of Public Safety Safe Schools Unit, **678-676-1810**
- DCSD Department of Student Relations, **678-676-1811**
- Transportation, **678-676-1333**
- Poison Control, **404-616-9000; 1-800-222-1222**

# REPORTING OF FIRE / SEVERE WEATHER AND LOCKDOWN DRILLS

1. Conduct FIRE DRILLS consistent with the districts most current adopted "EMERGENCY RESPONSE PROCEDURES AND PROTOCOLS" manual.
    a. Two (2) fire drills must be conducted and reported online within the first 30 days of school opening, with the first fire drill due within the first ten (10) days of the start of school. After the first two, the fire drills are conducted and reported online once monthly.
    b. During the months of November and February, the Georgia State Fire Marshal Office requires a severe weather drill is conducted and reported online, instead of a fire drill.
    c. The district requires the drills be performed by the 15th of each month. Schools will have until the 20th to add the required information to the Office of Insurance and Safety Fire Commissioner's fire drill reporting portal.

2. Conduct LOCKDOWN DRILLS consistent with the most current adopted "EMERGENCY REPSONSE PROCEDURES AND PROTOCOLS" manual.
    a. Safe Schools will provide guidance and training the first month of the first semester. During the first ten (10) days of school and **unobserved** practice lockdown drill should be conducted by the administrators/staff and posted to the Safety Fire Commissioner website. In addition, the Safe Schools Team will be checking documentation of fire drills, severe weather drills, and lockdown drills.
    b. During second semester and **observed** Lockdown drill will be conducted and scored. Schools will be evaluated on the following criteria:
        i. Was there a quick and orderly response to the school's signal for lockdown?
        ii. Were the doors locked?
        iii. Was anyone in an unsecured area?
    c. Lockdown drills **cannot** replace a required fire or severe weather drill. This would be an addition to the required drills.

3. Report all drills to the Office of Insurance and Safety Fire Commissioner's website fire drill reporting portal, located at: https://www.oci.ga.gov/PublicEducation/SchoolFireDrills.aspx

4. Ensure all dropdowns on the reporting portal are selected appropriate for the actual drill performed. Please choose "Fire Drill", "Lockdown Drill", "Tornado Drill", or "Severe Weather Drill".

5. Print out the confirmation of drill performed from the Office of the Safety Fire Commissioners website and place in the "RED FOLDER" under the tab marked "Fire Drills".

If you have any questions concerning any of the mentioned, please contact:

| **Fire/Emergency Evacuation Drills** | **Lockdown Drills** |
|---|---|
| Chet Walker | Kenneth Gilstrap |
| Fire & Life Safety Specialist | Safe Schools Specialist |
| 678-676-1352 / 678-525-7121 | 678-676-1810 / 404-436-7080 |

# VIRAL PANDEMIC PROCEDURES and PROTOCOLS

➲ **Preparedness**

- Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering as feasible
- Intensify cleaning, disinfecting, and ventilation of areas
- Encourage social distancing through increased spacing, small groups and limited mixing between groups as feasible
- Train all employees on health and safety protocols

➲ **Response**

- Develop and implement procedures to check for signs and symptoms of students and employees daily upon arrival as feasible
- Encourage anyone who is ill to stay home
- Plan for if/when students or employees get ill
- Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- Monitor student and employee absences and have flexible leave policies and practices
- Consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

**NOTE: If an outbreak occurs in building**

⇒ Faculty, staff, students, and parents should abide by procedures and protocols set forth by DCSD

⇒ Principals should notify their Regional Superintendent in the event of any cases or outbreaks. At that point, should the need to close a school building arise the decision will be made jointly by:

- Superintendent's Office **(678-676-0791)**
- Principal and staff
- Regional Superintendent
- DCSD Service Center, **678-676-1371 (during school hours) or 678-410-3771 / 470-422-0405 (after school hours)**
- DCSD Department of Public Safety **(678-676-1810)**

*Disclaimer: DCSD is consistently monitoring, updating, and providing stakeholders with the necessary information due to ever changing data pertaining to the pandemic procedures and protocols.*

# Advanced Weapon Systems

## Centegix CrisisAlert

In Dekalb County School District, safety of our students and staff is our top priority. To achieve this goal, we have partnered with CENTEGIX, a company that specializes in creating safer spaces through innovative solutions that empower and protect people. Our schools now have CENTEGIX's CrisisAlert solution installed, which provides real-time, precise alert location, immediate audio, visual incident notifications, lighted strobes, screen messages, and intercom integration. With a simple activation by pressing the button on an assigned CrisisAlert badge, staff and security professionals can request assistance and implement emergency protocols from anywhere on campus.

**CrisisAlert Test/Drill Procedures**

1. Press CrisisAlert badge three (3) times.
   a. Ensure a Staff Alert notification is sent to the responders' CrisisAlert phone and desktop apps.
   b. Close the alert with the reason "testing."
2. Wait 2-5 minutes.

**Activate a Full Lockdown Alert:**

*All FULL Lockdown Drills will be conducted after school or before school. If students are on campus, an intercom announcement will be broadcast indicating that you are testing.*

Press your badge continually until:

a. Strobes flash red and the CrisisAlert badge emits a slight chirping sound and vibration,
b. A desktop takeover message will display on staff computers and *eventually an automated intercom message will play.
c. In CrisisAlert, categorize the FULL Lockdown as "testing" and ensure you close the alert.

**Campus Wide Alerts via Mobile/Desktops**

- Red – Full Lockdown – **Level 3 (Lockdown Procedures p.5)**
- Orange – Interior Lockdown – **Level 2 (Lockdown Procedures p.5)**
- Yellow – Exterior Lockdown **– Level 1 (Lockdown Procedures p.5)**
- Blue – Severe Weather – Tornado **(Tornado Procedures p.23)**
- White – Evacuate
- Green – All Clear

# Evolv Technology Weapon Detection System

The DeKalb County School District has implemented additional security measures to keep our staff and students safe. Our high schools and middle schools are now equipped with a Touchless Weapon Detection system called Evolv Express. This system allows students, staff, and visitors to enter the school building through designated entrances equipped with advanced sensor technology scanners without waiting in long lines. It is important to note that the system only evaluates items passing through, not the students themselves, to check for potential threats.

**Key Points**

1. The Evolv's free-flow system operates faster than traditional metal detectors, which makes the entry process quicker and more efficient for staff, students, parents, and guests.
2. The EVOL system uses image-aided alarms to detect potential threats on individuals inside of backpacks, bookbags and other personal belongings.
3. Despite its efficiency, the system respects the privacy of staff, students, parents, and visitors as the flow through our key entry points.
4. With such high flow rates, the system requires far fewer staff to efficiently screen people when compared to traditional metal detectors.

# NOTES

# International Community School

## Charter Renewal Exhibit
## 23

## See Excel Budget Template

## This Exhibit is Not Available in Word Format

# International Community School

## Charter Renewal Exhibit
## 24

## Resume for CFO

## This Exhibit is Not Available in Word Format

**Jim Stevens**
**On-Call Accounting**
**Jim@OnCallAccounting.com**
**770-951-9749**

## SUMMARY

- **30 years experience in accounting and financial analysis**
- **20 years experience with non-profit organizations**
- **15 years certified QuickBooks ProAdvisor**

## EXPERIENCE

**Full-time, Part-time, or Interim Controller/CFO services for entities including:**

- **Council for Quality Growth, 2015-present**
- **Development Authority of Fulton County, 2015-present**
- **International Community School (Charter), 2014-present**
- **Various Community Improvement Districts, government, 1997-present**
- **Greater North Fulton Chamber of Commerce, 2004-2018**
- **Southern Polytechnic State University Foundation, 2002-2003**
- **Central Atlanta Progress, non-profit, 2002-2003**
- **Cobb Chamber of Commerce, 1997-2002**
- **Development Authority of Cobb County, 1997-2002**
- **Municipal Electric Authority of Georgia, Budget Analyst, 1995-1997**
- **Trenary & Associates, Accounting Consultant, 1992-1995**

## FUNCTIONAL EXPERIENCE

- **Non-profit and government**
- **Financial statements**
- **Budgeting & forecasting**
- **Accounting software implementation**
- **Management reporting**
- **Grant accounting**
- **Preparation for audits**
- **Arranging financing**

## EDUCATION

**MBA, Masters of Business Administration/Finance, 1987**
**BSEE, BS Electrical Engineering, Business Minor, 1985**
**Mississippi State University**

# International Community School

## Charter Renewal Exhibit
## 25

## GaDOE Assurances

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International Community School
Chartered through DeKalb County School District

# ASSURANCES FORM AND SIGNATURE SHEET

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

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

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

International Community School
Chartered through DeKalb County School District

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

This Charter School Application, Assurance Form, and attached Exhibits were approved by the Charter School's Governing Board on the 25th day of September, 2023.

Bailey L. [illegible]
Governing Board Chair, Charter School

10/20/23
Date

This Charter School Application, Assurance Form, and attached Exhibits were approved by the DeKalb Board of Education on the day of , 202_.

Chair, DeKalb Board of Education

Date

Superintendent, DeKalb Board of Education

Date

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

Governing Board Chair, Charter School

Date

Chair, DeKalb Board of Education

Date

Superintendent, DeKalb Board of Education

Date

# International Community School

## Charter Renewal Exhibit
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## Public Benefit Affidavit

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International Community School
Chartered through DeKalb County School District

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

# O.C.G.A. § 50-36-1(e)(2) Affidavit

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

1) X I am a United States citizen.

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

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

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

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

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

Drivers License.

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

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

Bailey L. Maxwell
Signature of Governing Board Chair

Bailey Maxwell
Printed Name of Governing Board Chair

SUBSCRIBED AND SWORN
BEFORE ME ON THIS THE
20th DAY OF October, 2023

NOTARY PUBLIC
My Commission Expires: 4-3-2026

G BELL HERDSMAN NOTARY PUBLIC DEKALB COUNTY, GEORGIA MY COMMISSION EXPIRES APRIL 03, 2026

# International Community School

# Charter Renewal Exhibit
# 28

# ICS Board Resolution

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**Board Resolution**
**International Community School, Inc.**

At the meeting of the Board of Directors of International Community School (hereinafter referred to as "The School") on the 25 of September 2023.

It was resolved that:

WHEREAS the International Community School is a charter school approved by the DeKalb County Board of Education in accordance with the laws of the State of Georgia;

WHEREAS the current charter contract between International Community School, Inc. and the DeKalb County Board of Education for the operation of the International Community School expires on June 30, 2024;

WHEREAS the International Community School is requesting the approval of a new five-year charter contract term from the DeKalb County Board of Education and the State Board of Education;

WHEREAS the Board of Directors for International Community School, Inc. supports the Charter Renewal Application and Petition, which reflects the mission, vision and future plans for next charter term for the International Community School.

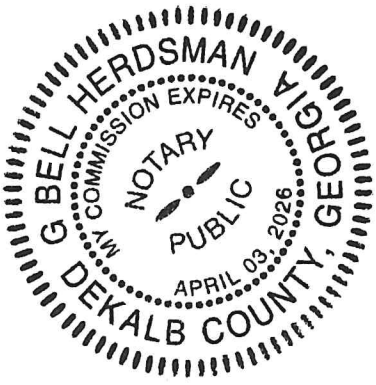
THEREFORE, BE IT HEREBY RESOLVED that the Board of Directors for International Community School, Inc. APPROVES the Charter Renewal Application and Petition for submission to the DeKalb County School District, DeKalb County Board of Education, Georgia Department of Education, and State Board of Education for the State of Georgia.

Bailey Maxwell
Signature of Governing Board Chair

Bailey Maxwell
Printed Name of Governing Board Chair

SUBSCRIBED AND SWORN BEFORE ME ON THIS
20th DAY OF October, 2023

G Bell Herdsman
NOTARY PUBLIC
My Commission Expires: 4-3-2026



# International Community School

## Charter Renewal Exhibit
## 29

## Renewal Letter of Intent

## This Exhibit is Not Available in Word Format

INTERNATIONAL COMMUNITY SCHOOL

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

# LETTER OF INTENT TO SEEK RENEWAL OF CHARTER

International Community School
2418 Wood Trail Lane
Decatur, Georgia 30033
(404) 499-8969
www.icsgeorgia.org

Tuesday, January 4, 2023

Georgia Department of Education
District Flexibility and Charter Schools Division 2053 Twin Towers East
205 Jesse Hill Jr. Drive, SE
Atlanta, GA 30334

Dekalb County School District
1701 Mountain Industrial Boulevard
Stone Mountain, Georgia 30083

**RE: Letter of Intent to Renew The International Community School**

To the District Flexibility and Charter Schools Division and Dekalb County School District Board of Education:

In accordance with Georgia State Board of Education (SBOE) Rule 160-4-9-.05, please accept this letter of intent to renew the Charter of The International Community School. We propose to renew our Charter for a term of 5 years to begin on July 1, 2024. We will submit a charter renewal application to the Dekalb
County School District Board of Education by their local deadline. If approved locally, we will submit our charter renewal petition to the Georgia Department of Education within 30 days of local approval but no later than November 1 of the year before our current charter contract expires.

Our vision for The International Community School *seeks staff and families who are committed to our vision of creating a supportive community of students, staff and parents, learning from each other and celebrating diversity among us.*

The mission of The International Community School *is an International Baccalaureate World School that educates refugees, immigrants and local children, and provides a rigorous and holistic education in an intentionally diverse community of mutual learners.*

INTERNATIONAL COMMUNITY SCHOOL

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We look forward to working with you during the renewal process and appreciate your consideration.

If there are additional policies and/or procedures that we should be aware of during our charter renewal process, please let us know.

Sincerely,

Chanika R. Perry (Jan 4, 2023 15:12 EST)

Chanika R. Perry

Board Chair

The International Community School

# International Community School

# Charter Renewal Exhibit
# 30

# ICS MTSS Implementation Guide

# Multi-Tiered Systems of Support
# MTSS Meeting

# Implementation Guide and Manual

# Implementation Guide

## What are Multi-Tiered Systems of Support/MTSS Meetings

MTSS meetings are a proactive and early intervention support system that provides teachers with different strategies and resources to implement in order to address academic and/or behavioral concerns for specific students. This is a collaborative problem solving approach to identify the root cause(s) of the concerns and specific actionable steps to help teachers and students find success.

## At what point are Intervention Meetings held?

Teachers can request an Initial Intervention Meeting after they have exhausted all of the resources available to them and have tried strategies suggested by their teammates and specialists in the building. Interventions must be provided for at least 6-8 weeks and have supporting documentation. Follow up meetings may be required.

## Which students benefit from a MTSS Meeting?

Any teacher can refer students who:

- Remain a glaring concern due to lack of progress despite interventions and accommodations
- Experience escalating concerns despite interventions and accommodations
- Have a unique situation requiring additional support
- Require additional accommodations and/or strategies based on teacher's judgment
- ESOL students who require additional monitoring beyond a EL/TPC Plan

## Who attends a MTSS Meeting?

- Classroom teacher
- MTSS Chair
- Content Specialist as appropriate and when available
- School Counselor as appropriate and when available
- New American Pathways Tutors and School Within a School Mentors as appropriate and when available
- Other teachers that work with the students may also be asked to attend or provide documentation (ESL, Gifted, PE, Music, Art, etc)

## What is the process for an Initial MTSS Meeting?

- At the time of the meeting, teachers will voice their concerns, bring all of the applicable data and documentation
- Teachers complete the Tier 2 referral form
- During the meeting one member of the team will take notes on the specific form. Copies of these notes are provided to the classroom teacher and other staff member responsible for implementing the suggested accommodations and interventions

## What is the process for on-going MTSS Meetings?

- Teams meet with the MTSS Chair biweekly for Tier 3 or monthly for Tier 2 as well as additional parent meetings for change in tiers.
- At the time of the meeting, teachers will voice their concerns, bring all of the applicable data and documentation
- Teachers complete the Meeting Student Status form

- During the meeting one member of the team will take notes on the specific form. Copies of these notes are provided to the classroom teacher and other staff member responsible for implementing the suggested accommodations and interventions
- If a student is not showing progress after 2 data collection cycles, the team can meet to determine if the student should be escalated to Tier 3 status.

# Meeting Forms

## Meeting forms

For initial academic and initial behavioral Interventional referrals, teachers complete a Tier 2 referral form, provide data and observations. For an Initial Tier 3 meeting for behavior, teachers must have an antecedent-behavior-consequence form and a behavior decision guide form.
Teachers should be sure to include:

- ❏ A description of their concerns
- ❏ Current accommodations and/or interventions the student is receiving
- ❏ Applicable data and documentation to demonstrate concerns and response to intervention

## MTSS Meeting Notes

A designated member of the MTSS Meeting Team should record notes during meetings to include:

- ❏ Summary of current performance of student
- ❏ Primary goal area as determined by team
- ❏ Current accommodations/interventions, frequency of interventions and staff responsible for implementation
- ❏ New accommodations/interventions to implement as determined by the team as well as the frequency of interventions and staff responsible for implementation

After the meeting, copies of this form are provided to the classroom teacher and other staff members responsible for implementing the suggested accommodations/interventions

## Intervention Checklists

At the conclusion of the meeting, the classroom teacher will be provided with an intervention checklist as guidance for what interventions to implement and when as well as a checklist document which will help determine if new interventions need to be put in place or if the suggested accommodations are not affected due to inconsistency in implementation.

## Meeting Frequency

Note: Teams should be meeting weekly during team MTSS planning time to input data, review best practices checklist and discuss progress of interventions with this checklist.

MTSS Data and meeting schedule

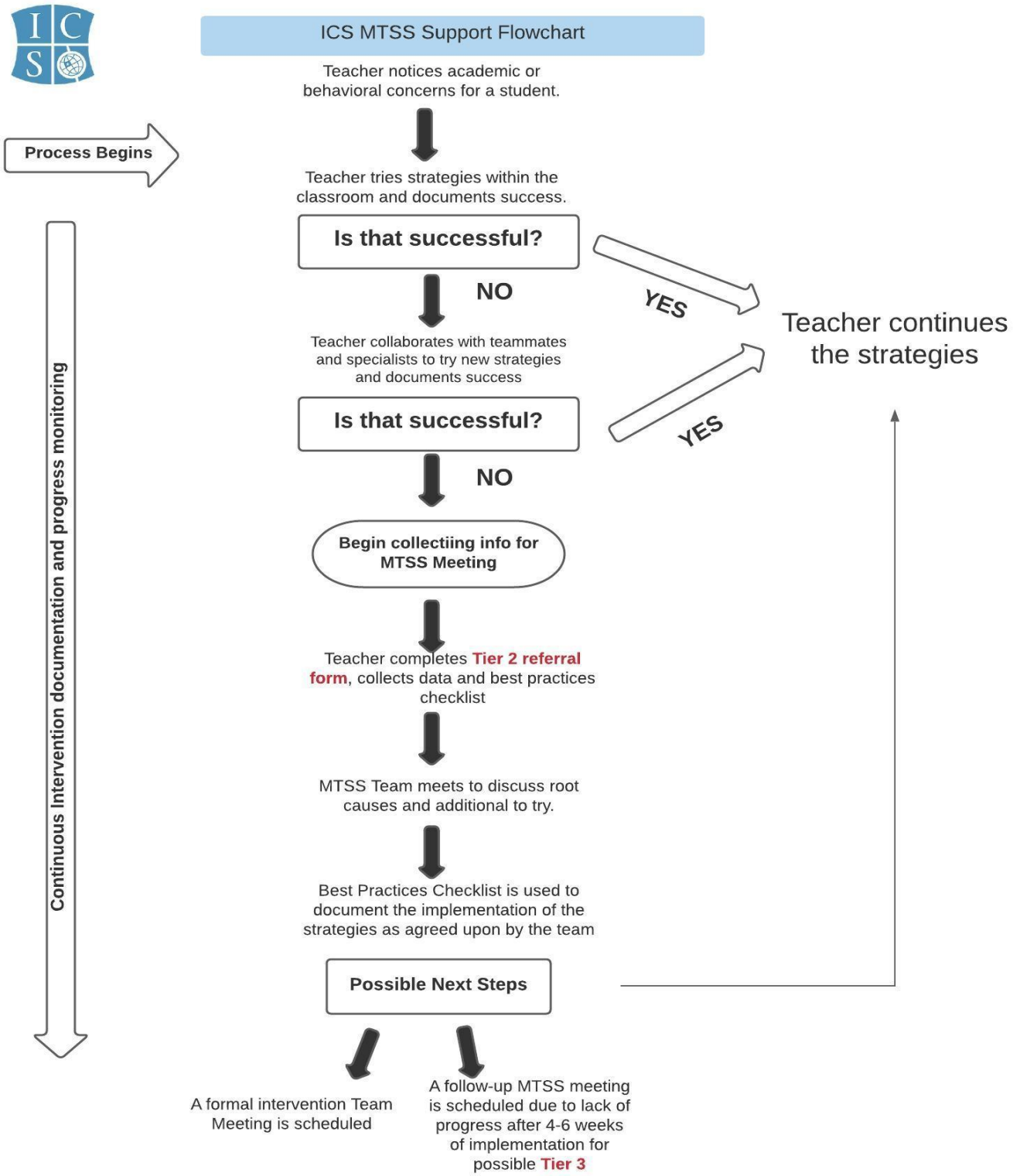
Teachers will input data on Wednesdays of each month from 3:00 - 3:30. Meetings with the MTSS Chair will be conducted on a rotational basis. See the example monthly schedule below. Linked is the sample excel spreadsheet used for each team.

| 3:00 - 3:30 | M | T | W | Th | F |
|---|---|---|---|---|---|
| Week 1 | 1st | | Kindergarten | Data input days | |
| Week 2 | 2nd | | 3rd | | |
| Week 3 | 4th | | 5th | | |
| Week 4 | Reserved for parent meetings | | Reserved for parent meetings | | |

The MTSS Chair will refer students who are on Tier II for a **hearing/vision screening** to be completed by a trained school professional (school psychologist, registrar, LTSE, etc). The hearing and vision screening results must be provided to the MTSS chair within 48 hours of scheduling of screening.

| Factor | Tier 1 | Tier 2 | Tier 3 |
|---|---|---|---|
| Proficiency | Approximately 80% of students will reach proficiency with core instruction | Approximately 15-20% will need supplemental support | Approximately 3-5% of students will require intensive supports |
| Instructional Time | Throughout the day for all students | 20-30 minutes, 1-3 times per week | 30-45 minutes, 3-5 times per week |
| Instructional grouping | Differentiated based on class data | 3-5 students | 1-2 students |
| Duration of intervention | | Typically 10-12 weeks | 20 weeks+ |
| Interventionist facilitating | | Homeroom teacher, interventionist | Homeroom teacher, interventionist, content specialist |
| Intensity of progress monitoring | Through formative assessments, exit tickets and unit benchmarks | Biweekly or monthly | Weekly |
| Success rate of student responses | Ensure that students are at least 80% successful on material. | Ensure that students are at least 80% successful on material. | Ensure that student is at least 80% successful on material. |
| Instructional focus | Core instructional programming | Use of core and supplemental program with the support of reteaching | More strategically structured, remediation intervention programs |

| | | | |
|---|---|---|---|
| | | Group level needs | Individual level needs |



# MTSS Meeting Student Progress Form

*Use this form for Parent Meetings*

| Student Information | | |
|---|---|---|
| Name: | Teacher: | Grade: |
| **MTSS Plan (check all that apply)** | | |
| ❑ Behavior | ❑ Reading | ❑ Writing |
| ❑ Math | ❑ Speech | |
| Goal(s): | | |
| **Data and Documentation**<br>**Please bring the following applicable data and documentation to the meeting:** | | |
| **Current status of the student:** | | |
| Current interventions | Staff | Frequency |
| | | |
| | | |

| Best Practices Checklist<br>Check the best practices already being implemented.<br>Highlight new strategies to try. | |
|---|---|
| Behavior | Reading |
| ❑ Behavior Plan<br>❑ Positive reinforcement plan<br>❑ Breaks<br>❑ Small group with counselor<br>❑ Lunch Bunch/social skills group<br>❑ Leadership opportunity<br>❑ Timer<br>❑ _____<br>❑ _____ | ❑ Reading mini-lesson<br>❑ Daily small group<br>❑ Independent reading & conferring<br>❑ Reading remediation<br>❑ Graphic organizers<br>❑ Visual prompts<br>❑ _____<br>❑ _____<br>❑ _____ |
| Math | Writing |
| ❑ Daily small group<br>❑ 1:1 with teacher<br>❑ Work with TA<br>❑ Use Manipulatives<br>❑ Software: _____<br>❑ _____<br>❑ _____ | ❑ Writing mini-lessons<br>❑ Small group practice<br>❑ One-to-one conferring<br>❑ Graphic organizers<br>❑ Highlighted lined paper<br>❑ _____<br>❑ _____ |

| New Interventions | Staff | Frequency |
|---|---|---|
| | | |
| | | |
| | | |

# Intervention Checklist

☐ Math ☐ Reading ☐ Speech ☐ Behavior

| Student: | Staff: | Week of: |
|---|---|---|

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | TOTAL |
|---|---|---|---|---|---|
| ☐ strategy | ☐ strategy | ☐ strategy | ☐ strategy | ☐ strategy | / |
| ☐ strategy | ☐ strategy | ☐ strategy | ☐ strategy | ☐ strategy | / |
| ☐ strategy | ☐ strategy | ☐ strategy | ☐ strategy | ☐ strategy | / |
| ☐ strategy | ☐ strategy | ☐ strategy | ☐ strategy | ☐ strategy | / |
| ☐ strategy | ☐ strategy | ☐ strategy | ☐ strategy | ☐ strategy | / |
| ☐ strategy | ☐ strategy | ☐ strategy | ☐ strategy | ☐ strategy | / |

Notes and Observations

_____

_____

_____

_____

_____

# Multi-Tiered Support Systems Meeting Checklist

| | | |
|---|---|---|
| **Pre-MTSS Meeting** | | |
| ☐ | Parents notified of meeting using Tier 2 (initial or review) or 3 form (initial, direct referral or review). At least 2 attempts have been made to contact parent by phone, email or text to schedule meeting date | MTSS Chair |
| ☐ | Slideshow is created and shared with HR Teacher and Intervention staff | MTSS Chair |
| ☐ | Parent brochure is sent out for initial Tier 2 or 3 meetings | HR Teacher |
| ☐ | Translator is secured and invited with instructions to Zoom meeting | MTSS Chair |
| ☐ | Calendar invite created and sent to all participants | MTSS Chair |
| ☐ | Special area teacher invited (ESOL, Gifted, Reading Intervention) or provide form to complete for student observations and data with 48 hours of meeting | MTSS Chair |
| ☐ | HR teacher gathers formative assessments, anecdotal notes, MAP scores, GMAS scores, etc and added to slideshow. For Tier 3 behavior meetings ABC and/or BDG forms completed by MTSS Behavior chair. | HR Teacher (MTSS Chair for Behavior) |
| **During MTSS Meeting** | | |
| ☐ | Introduces all attendees, establish end time and begins taking notes | MTSS Chair |
| ☐ | Provides background or update to student progress | HR Teacher |
| ☐ | Additional student information | Instructional Staff |
| ☐ | Parent invited to discuss other possible factors contributing to challenges | MTSS Chair |
| ☐ | Determines appropriate interventions | MTSS Chair w/staff support |
| ☐ | Parent invited to ask additional questions or discuss concerns | MTSS Chair |
| ☐ | Confirms who will responsible for intervention, probe and data input | MTSS Chair |
| ☐ | Summarizes meeting, provides next steps and schedule next meeting | MTSS Chair |
| **Post MTSS Meeting** | | |
| ☐ | Uploads notes to Infinite Campus within 5 days of meeting | MTSS Chair |
| ☐ | Pulls Zoom log to note attendance to upload to Infinite Campus | MTSS Chair |
| ☐ | Provides interventions and additional agreed upon resources to homeroom teacher within 72 hours | MTSS Chair |

# Additional SST Supports/Interventions

The DeKalb County School System Intervention Bank and website have specific interventions provided based on tiers. In the event of use of Instructional Match or for additional supports see the strategies outlined below:

## Instructional strategies

- Academic contract
- Ask parent/caregiver to structure study time
- Communicate with last year's teacher
- Cue/maintain eye contact with student when giving directions
- Give student immediate feedback
- Give student options for presentations
- Help parents/caregivers to learn Reading or Math strategies
- Homework checklist or folder
- Manipulative and Visual Prompts
- Preferential seating for student
- Send home unfinished work
- Study Carrel
- Supply student with samples of work expected

### Behavioral strategies

- Provide tools in calm down corner for student (drawing, squeezy ball, etc)
- Build rapport with student (focus on strengths, interests)
- Call home on a bad day for support or on a good day for shine
- Change antecedent behavior (event that occurs prior to target behavior)
- Clarify consequences with student and follow steps consistently
- Classroom problem-solving sessions
- Connect family with Community Resource Center
- Give leadership responsibilities/important jobs
- Help parent/caregiver setup home reward management system
- Ignore negative behavior if possible
- Recognize positive behavior
- Preferential seating for student
- Non-verbal signals between teacher and student
- Pair student with older or younger student for structured academic activity
- Positive reward system in class
- Provide breaks for relaxation or small-talk
- Provide time for physical activities/movement
- Refer for other services (mentor, lunch bunch, etc)
- Relaxation techniques
- Survey/interview student to determine interests

# International Community School

## Charter Renewal Exhibit
## 31

## ICS Cognia AER Report

## This Exhibit is Not Available in Word Format

# Accreditation Engagement Review

October 19, 2022 - June 30, 2023

## International Community School

Institution #310511

2418 Wood Trail Lane
Decatur, Georgia 30033
United States of America

©Cognia, Inc.

# International Community School

## Charter Renewal Exhibit
## 31

## ICS Cognia AER Report

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# Accreditation Is Continuous Improvement

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." Accreditation is a continuous improvement process that helps an institution improve teaching and learning. Using Cognia's Performance Standards, the institution examines its current effectiveness as well as its capacity and capability to achieve its vision and goals for the future.

Cognia believes all institutions can improve no matter how well they are currently performing. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and analyses of data from diverse sources to select and implement actions that drive improvement in education quality and student performance. Cognia recognizes that each institution's improvement journey is unique, and that we can serve you best by providing key findings specific to your institution.

Around the turn of the 21st century, accreditation transformed its focus and process from a ten-year evaluation focused on the accomplishments of an institution's past decade to a forward-focused process examining what an institution is striving to accomplish in the next five years. Modern accreditation examines the current and future capabilities and capacities of an institution in the context of its mission, purpose, and direction. The Standards for Accreditation define how a good institution behaves and provides the criteria to focus improvement efforts that will lead to growing learners, teachers, and leaders.

In reality, modern accreditation is a continuous improvement process. Every five years, the institution formally engages the Standards for Accreditation to reflect and examine its progress towards its desired future as expressed through its mission, purpose, and strategic direction.

Cognia's purpose driven, strategic process is the most widely used continuous improvement process in the world.

# Cognia Performance Accreditation and the Engagement Review

This report contains the findings of the Engagement Review Team (the Team). The findings of the Team are organized in five sections: Cognia Performance Standards, Observations, Assurances, Insights from the Review, and a Summary of Findings that includes Noteworthy Practices and Areas for Improvement.

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the Cognia Accreditation Process, highly skilled and trained Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against research-based Cognia Performance Standards. Using these Standards, Teams assess the quality of the learning environment to gain valuable insights and target improvements in teaching and learning as well as the operation of the institution.

To build a comprehensive evaluation of your institution, our experts gain a broad understanding of institution quality through a review of documented evidence, formal and informal observations, and community feedback. Using the Standards as a framework, the Team provides valuable guidance which will help to focus your institution's improvement journey.

# Assurances

Assurances are requirements that accredited institutions must meet. The Assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

| # | ASSURANCES. | YES/NO |
|---|---|---|
| **1.** | The institution has read, understands, and complies with the Cognia Accreditation and Certification Policies and Procedures. | Yes |
| **2.** | The institution complies with all applicable governmental laws or regulations. | Yes |
| **3.** | The institution adheres to ethical marketing and communication practices to transparently disclose current and accurate information to the public. | Yes |
| **4.** | The governing authority adheres to written policies that govern its conduct, decision making, ethics, and authority; and engages in training aligned to its roles and responsibilities. | Yes |
| **5.** | The institution annually submits all financial transactions for an annual audit conducted by an accounting authority external to the institution. | Yes |
| **6.** | The institution annually reviews and implements written management plans for security, crisis, safety and health for onsite and virtual environments that includes expectations, communications protocols, and training for students, staff and stakeholders. | Yes |
| **7.** | The institution participates in required training related to accreditation or certification by timeframes prescribed by Cognia. | Yes |

# Evaluations of Institution Analyses

Cognia expects institutions to use a systematic process to collect data and information using quality instruments, then analyze and synthesize that information to arrive at findings. From the findings, Cognia expects institutions to develop, prioritize, and implement theories of action that will sustain high performing areas and lead to improvement in underperforming areas.

Cognia requires institutions to complete analyses on selected data sources. Each analysis is evaluated using rubrics aligned to the main activities within the analysis process.

## Stakeholder Feedback Analysis

| CRITERION | YOUR SCORE |
|---|---|
| The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria. | ★★★☆ |
| The institution has analyzed and synthesized information. | ★★☆☆ |
| The institution has identified areas of noteworthy achievement and areas in need of improvement. | ★★☆☆ |
| The institution has interpreted findings, prioritized themes, and developed theories of action. | ★☆☆☆ |

## Student Performance Analysis

| CRITERION | YOUR SCORE |
|---|---|
| The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria. | ★★★★ |
| The institution has analyzed and synthesized information. | ★★★☆ |
| The institution has identified areas of noteworthy achievement and areas in need of improvement. | ★★★★ |
| The institution has interpreted findings, prioritized themes, and developed theories of action. | ★★☆☆ |

## Learning Environments Analysis

| CRITERION | YOUR SCORE |
|---|---|
| The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria. | ★★★☆ |
| The institution has analyzed and synthesized information. | ★★☆☆ |
| The institution has identified areas of noteworthy achievement and areas in need of improvement. | ★★☆☆ |
| The institution has interpreted findings, prioritized themes, and developed theories of action. | ★☆☆☆ |

## Culture of Learning

| CRITERION | YOUR SCORE |
|---|---|
| The narrative provides evidence for Standards related to Culture of Learning. | ★★★☆ |
| The institution has analyzed and synthesized information and responded to the prompts for Culture of Learning. | ★★★☆ |
| The institution has identified areas of noteworthy achievement and areas in need of improvement. | ★★★☆ |
| The institution has interpreted findings, prioritized themes, and developed theories of action. | ★★☆☆ |

## Leadership for Learning

| CRITERION | YOUR SCORE |
|---|---|
| The narrative provides evidence for Standards related to Leadership for Learning. | |
| The institution has analyzed and synthesized information and responded to the prompts for Leadership for Learning. | |
| The institution has identified areas of noteworthy achievement and areas in need of improvement. | |
| The institution has interpreted findings, prioritized themes, and developed theories of action. | |

## Engagement of Learning

| CRITERION | YOUR SCORE |
|---|---|
| The narrative provides evidence for Standards related to Engagement of Learning. | |
| The institution has analyzed and synthesized information and responded to the prompts for Engagement of Learning. | |
| The institution has identified areas of noteworthy achievement and areas in need of improvement. | |
| The institution has interpreted findings, prioritized themes, and developed theories of action. | |

## Growth in Learning

| CRITERION | YOUR SCORE |
|---|---|
| The narrative provides evidence for Standards related to Growth in Learning. | |
| The institution has analyzed and synthesized information and responded to the prompts for Growth in Learning. | |
| The institution has identified areas of noteworthy achievement and areas in need of improvement. | |
| The institution has interpreted findings, prioritized themes, and developed theories of action. | |

# Performance Standards Evaluation Results

Accreditation is based primarily on the evaluation of evidence that reflects an institution's ability to meet the expectations as defined by the Cognia Performance Standards. The Performance Standards define the elements of quality that research indicates is present in an effective institution. Accreditation standards provide the guideposts to becoming a better institution. The Engagement Review evaluators apply a four-level rubric to determine the degree to which the institution demonstrates effective practices that reflect the expectations of the standard. The rubric scale is designed to indicate the current performance of the institution.

**The rubric is scored from Level 4 to Level 1. Descriptions are provided in the table below.**

| RATING | LEVEL | DESCRIPTION |
|---|---|---|
| ★★★★ | 4 | Demonstrating noteworthy systematic and systemic practices producing clear results that positively impact learners. |
| ★★★☆ | 3 | Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard. |
| ★★☆☆ | 2 | Developing or improving practices that provide evidence that effort approaches desired level of effectiveness. |
| ★☆☆☆ | 1 | Reflecting areas with insufficient evidence and/or limited activity leading toward improvement. |

# Cognia Performance Standards Ratings

## Culture of Learning Standards

A good institution nurtures and sustains a healthy culture for learning. In a healthy culture, learners, parents, and educators feel connected to the purpose and work of the institution as well as behave in alignment with the stated values and norms. The institution also demonstrates evidence that reflects the mission, beliefs, and expectations of the institution (e.g., student work; physical appearance of the institution; participation in institution activities; parents' attendance at institution functions).Keys to A Culture of Learning

A healthy culture is evident where:

• Stakeholders are actively engaged and supportive of the institution's mission

• Learners' academic and non-academic needs and interests are the focal point

• Stakeholders are included and supported

## Standard 1

**Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion and is free from bias.**

YOUR RATING

| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias. |
| 3 | 3 - Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias. |
| 2 | 2 - Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias. |
| 1 | 1 - Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members seldom implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias. |

## Standard 2

**Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.**

YOUR RATING

| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values. |
| 3 | 3 - Staff members routinely demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and are consistent with and based on its stated values. |
| 2 | 2 - Staff members occasionally demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are consistent with and based on its stated values. |
| 1 | 1 - Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions may not be based on its stated values. |

## Standard 3

**Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.**

YOUR RATING

| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles. |
| 3 | 3 - Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles. |
| 2 | 2 - Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus sometimes based on data on learners' needs and consistent with guiding principles. |
| 1 | 1 - Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus rarely based on data about learners. |

## Standard 4

**Learners benefit from a formal structure that fosters positive relationships with peers and adults.**

YOUR RATING

| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - A formal structure is planned and consistently implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors consistently demonstrate respect, trust, and concern for one another's well-being. |
| 3 | 3 - A formal structure is planned and regularly implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors routinely demonstrate respect, trust, and concern for one another's well-being. |
| 2 | 2 - A formal structure may be planned but is minimally implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors sometimes demonstrate respect, trust, and concern for one another's well-being. |
| 1 | 1 - A formal structure is not planned or implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors rarely demonstrate respect, trust, and concern for one another's well-being. |

## Standard 5

**Professional staff members embrace effective collegiality and collaboration in support of learners.**

YOUR RATING

| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners. |
| 3 | 3 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners. |
| 2 | 2 - The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners. |
| 1 | 1 - The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners. |

## Standard 6

**Professional staff members receive the support they need to strengthen their professional practice.**

YOUR RATING

| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers. |
| 3 | 3 - Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers. |
| 2 | 2 - Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers. |

| | |
|---|---|
| 1 | 1 - Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers. |

## Leadership for Learning Standards

The ability of a leader to provide leadership for learning is a key attribute of a good institution. Leaders who engage in their own learning while tangibly supporting the learning process for learners and teachers have a significant positive impact on the success of others. Leaders must also communicate the learning expectations for all learners and teachers continuously with consistency and purpose. The expectations are embedded in the culture of the institution, reflected by learners', teachers', and leaders' behaviors and attitudes toward learning. Keys to Leadership for Learning

Leadership for learning is demonstrated when school leaders:

• Communicate expectations for learning

• Influence and impact the culture in positive ways

• Model and engage in learning while supporting others to do so

Standard 7

**Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.**

YOUR RATING

| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders. |
| 3 | 3 - Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders. |
| 2 | 2 - Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders. |
| 1 | 1 - Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders. |

## Standard 8

**The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.**

YOUR RATING

| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement. |
| 3 | 3 - The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement. |
| 2 | 2 - The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to focus the institution's improvement. |
| 1 | 1 - The governing authority's decisions demonstrate minimal commitment to learners and rarely support the institution's identified priorities. The governing authority and institution leaders seldom collaborate on the institution's improvement. |

## Standard 9

**Leaders cultivate effective individual and collective leadership among stakeholders.**

YOUR RATING

| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities, and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities. |
| 3 | 3 - Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities. |
| 2 | 2 - Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities. |
| 1 | 1 - Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities. |

## Standard 10

**Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.**

YOUR RATING

| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - Leaders intentionally and consistently identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders consistently use analyzed data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders implement and monitor documented practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning. |
| 3 | 3 - Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders routinely use data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders regularly implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning. |
| 2 | 2 - Leaders hire qualified professional staff members who contribute to the institution's culture and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate professional staff members to improve performance. |
| 1 | 1 - Leaders hire qualified professional staff members without consideration of contribution to the institution's culture and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance. |

Standard 11

**Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.**

YOUR RATING

| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change. |
| 3 | 3 - Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change. |

| | |
|---|---|
| 2 | 2 - Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change. |
| 1 | 1 - Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change. |

## Standard 12

**Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.**

YOUR RATING

| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness, and effectiveness for all learners. |
| 3 | 3 - Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners. |
| 2 | 2 - Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners. |
| 1 | 1 - Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners. |

## Standard 13

**Qualified personnel instruct and assist learners and each other in support of the institution's mission, purpose, and beliefs.**

YOUR RATING

| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - All staff members demonstrate commitment to enhancing their professional practice over and above the required knowledge and skills for their positions. Staff members work collaboratively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors consistently demonstrate alignment and coherence with the institution's mission, purpose, and beliefs. |
| 3 | 3 - All staff members demonstrate the required knowledge and skills for their positions. Staff members work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. |

| | |
|---|---|
| | Staff members' individual and collective decisions and behaviors demonstrate alignment and coherence with the institution's mission, purpose, and beliefs. |
| 2 | 2 - Most staff members demonstrate the required knowledge and skills for their positions, and a plan is being implemented to ensure that all staff members are qualified for their positions. Staff members sometimes work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors sometimes demonstrate alignment and coherence with the institution's mission, purpose, and beliefs. |
| 1 | 1 - Some staff members do not demonstrate the required knowledge and skills for their positions, and a plan does not exist to ensure that all staff members are qualified for their positions. Staff members rarely work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors rarely demonstrate alignment and coherence with the institution's mission, purpose, and beliefs. |

Standard 14

**Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.**

YOUR RATING

| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - Professional staff members consistently suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. A systematic process is used to identify and verify that information resources and materials are selected from credible sources. |
| 3 | 3 - Professional staff members suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. These information resources and materials are selected from credible sources and based on verifiable information. |
| 2 | 2 - Professional staff members sometimes suggest and provide information resources and materials for learners that broaden and enrich the learning process and/or support learners' personal interests. These information resources and materials are usually selected from credible sources and based on verifiable information. |
| 1 | 1 - Professional staff members rarely suggest and provide information resources and materials for learners that broaden and enrich the learning process or support learners' personal interests. These information resources and materials are rarely selected from credible sources or may not be based on verifiable information. |

Standard 15

**Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.**

YOUR RATING

| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are consistently based on current data at any point in time. |
| 3 | 3 - Professional staff members routinely analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are routinely based on current data and at predetermined points in time. |
| 2 | 2 - Professional staff members sometimes analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are sometimes based on current or updated data. |
| 1 | 1 - Professional staff members rarely analyze learners' needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources. Resources are rarely allocated in alignment with documented learners' needs or to ensure equity for learning. |

## Engagement of Learning Standards

A good institution ensures that learners are engaged in the learning environment. Learners who are engaged in the learning environment participate with confidence and display agency over their own learning. A good institution adopts policies and engages in practices that support all learners being included in the learning process. Keys to Engagement of Learning

Engagement is demonstrated when all learners:

- Are included in the learning process
- Participate with confidence
- Have agency over their learning

Standard 16

**Learners experience curriculum and instruction that emphasize the value of diverse cultures, backgrounds, and abilities.**

YOUR RATING

| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - Respect for the diversity of cultures, backgrounds, and abilities is embedded in every aspect of the institution's culture and learning environments. The presence and contributions of the global community are authentically integrated in the curricular content and instructional practices. |

| | |
|---|---|
| 3 | 3 - Respect for the diversity of cultures, backgrounds, and abilities is clearly present in the institution's culture and learning environments. The presence and contributions of the global community are intentionally included in the curricular content and instructional practices. |
| 2 | 2 - Respect for the diversity of cultures, backgrounds, and abilities is somewhat present in the institution's culture and learning environments. The presence and contributions of the global community are inconsistently included in the curricular content and instructional practices. |
| 1 | 1 - Respect for the diversity of cultures, backgrounds, and abilities is rarely present in the institution's culture and learning environments. The presence and contributions of the global community are not included in the curricular content and instructional practices. |

## Standard 17

**Learners have equitable opportunities to realize their learning potential.**

YOUR RATING



| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings. |
| 3 | 3 - Professional staff members know their learners well enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy. |
| 2 | 2 - Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy. |
| 1 | 1 - Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy. |

## Standard 18

**Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.**

YOUR RATING

| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk taking, collaboration, and design thinking. |
| 3 | 3 - Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking. |
| 2 | 2 - Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking. |
| 1 | 1 - Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk taking, collaboration, or design thinking. |

## Standard 19

**Learners are immersed in an environment that promotes and respects student voice and responsibility for their learning.**

YOUR RATING

| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - Conditions across all aspects of the institution promote learners' active discovery and expression of their needs and interests. Learners give input into the instructional and learning activities they pursue and the methods in which they learn. Learners consistently identify their learning targets and monitor their progress. |
| 3 | 3 - Conditions within most aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners give input into most of the instructional and learning activities available to them. Learners are frequently involved in identifying their learning targets and monitoring their progress. |
| 2 | 2 - Conditions within some aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners have some opportunity for input into the instructional and learning activities available to them. Learners are sometimes involved in identifying their learning targets and monitoring their progress. |
| 1 | 1 - Learners engage in environments that are heavily instructor-centered. Learners have little or no input into the instructional and learning activities available to them. Learners are rarely expected to monitor their learning progress. |

## Standard 20

**Learners engage in experiences that promote and develop their self-confidence and love of learning.**

YOUR RATING

| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - Learners consistently pursue challenging opportunities that may not always result in success, knowing that they will be supported when needed. Learners readily and consistently show motivation, curiosity, and excitement about their learning. |
| 3 | 3 - Most learners pursue opportunities that may not always result in success, knowing they will be supported. Most learners show motivation, curiosity, and excitement about their learning. |
| 2 | 2 - Some learners pursue opportunities that may not always result in success, but only with significant, individual support. Some learners show motivation, curiosity, and excitement about their learning. |
| 1 | 1 - Most learners primarily pursue opportunities they believe to be risk-free or heavily guaranteed to be successful. Most learners show little motivation, curiosity, or excitement about their learning. |

Standard 21

**Instruction is characterized by high expectations and learner-centered practices.**

YOUR RATING

| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential. |
| 3 | 3 - Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential. |
| 2 | 2 - Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential. |
| 1 | 1 - Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential. |

## Standard 22

**Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.**

YOUR RATING

| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity. |
| 3 | 3 - Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content. |
| 2 | 2 - Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content. |
| 1 | 1 - Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content. |

## Standard 23

**Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity.**

YOUR RATING

| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - Professional staff members seamlessly and deliberately integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources consistently support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity. |
| 3 | 3 - Professional staff members intentionally select and integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources routinely support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity. |
| 2 | 2 - Professional staff members occasionally select and integrate digital resources that add value to the learning process or encourage learners' active engagement in the learning process. Digital resources sometimes support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity. |
| 1 | 1 - Professional staff members select and integrate few or no digital resources or select digital resources that rarely add value to the learning process or encourage learners' active engagement in the learning process. Digital resources rarely support learners' pursuit of interests or deepen or extend curriculum topics to stimulate learners' curiosity. |

# Growth in Learning Standards

A good institution positively impacts learners throughout their journey of learning. A positive impact on the learner is reflected in readiness to engage in and preparedness for the next transition in their learning. Growth in learning is also reflected in learners' ability to meet expectations in knowledge and skill acquisition. Keys to Growth in Learning

Growth is evident when

• Learners possess non-academic skills that ensure readiness to learn

• Learners' academic achievement reflects preparedness to learn

• Learners attain knowledge and skills necessary to achieve goals for learning

## Standard 24

**Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.**

YOUR RATING

| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities. |
| 3 | 3 - Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities. |
| 2 | 2 - Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities. |
| 1 | 1 - Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities. |

## Standard 25

**Leaders promote action research by professional staff members to improve their practice and advance learning.**

YOUR RATING

| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research. |
| 3 | 3 - Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry- |

| | |
|---|---|
| | based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research. |
| 2 | 2 - Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research. |
| 1 | 1 - Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research. |

Standard 26

**Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.**

YOUR RATING

| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices. |
| 3 | 3 - Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices. |
| 2 | 2 - Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices. |
| 1 | 1 - Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices. |

## Standard 27

**Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.**

YOUR RATING

| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - The institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success. |
| 3 | 3 - The institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success. |
| 2 | 2 - The institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success. |
| 1 | 1 - The institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices. |

## Standard 28

**With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.**

YOUR RATING

| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - Professional staff members consistently engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals. |
| 3 | 3 - Professional staff members regularly engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals. |
| 2 | 2 - Professional staff members sometimes engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals. |
| 1 | 1 - Professional staff members rarely engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals. |

## Standard 29

**Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.**

YOUR RATING

| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity. |
| 3 | 3 - Professional learning is learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented. |
| 2 | 2 - Professional learning is occasionally learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented. |
| 1 | 1 - Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist. |

## Standard 30

**Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.**

YOUR RATING

| LEVEL | DESCRIPTION |
|---|---|
| 4 | 4 - Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction. |
| 3 | 3 - Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction. |
| 2 | 2 - Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction. |

| | |
|---|---|
| 1 | 1 - Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction. |

# Insights from the Review

The evaluators engaged in professional discussions and deliberations about the effectiveness of the processes, programs, and practices within the institution to arrive at the findings of the report. Guided by evidence, the evaluators arrived at findings that will inform your institution's continuous improvement efforts. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness.

The findings are organized into narratives around four Key Characteristics critical to the success of any educational institution: culture of learning, leadership for learning, engagement of learning, and growth in learning. The narratives also provide the next steps to guide your institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The feedback provided in this Accreditation Engagement Review Report will assist your institution in reflecting on its current improvement efforts and adapting and adjusting your plans to continuously strive for improvement.

**Culture of Learning**

**The school maintains a focus on valuing diversity with a commitment to equity, respect, and fairness across this multicultural community.** The team reviewed the limited data from stakeholder surveys gathering parent perspectives as well as community surveys and parent listening sessions. The use of the parent's home language made a positive impact as it was a change from previous years when all surveys were done in English. The availability of listening sessions also provided an avenue for parents to participate in the school and provide their voices to leaders. The adjustment of language provided a higher level of equity and showed respect to the families and cultures of the community. The overview presentation to the team, as well as the narrative discussion, provided recognition of a need to expand parent participation using survey instruments as the response rates are low and the evidence provided did not identify subgroups by language. School leaders provided data analysis reflecting three areas of need being academic rigor and performance, developing staff, and overall communication. Absent an understanding of subgroup responses, it is difficult to understand from the data presented whether any particular sub-group is underrepresented. The efforts to actively engage all stakeholders in supporting the International Community School (ICS) priorities and guiding principles toward learner academic growth and well-being may be distorted. School leadership acknowledged the need for greater participation and has put forward some creative ideas to better engage parents and the community; however, the data provided to the team does not reflect a root cause analysis process or the logic supporting the theory of action presented. The team recommends using existing survey data and re-engaging the root cause analysis process to determine obstacles to gather more robust stakeholder information.

ICS has adopted the International Baccalaureate (IB) Primary Years Programme (PYP) as a vehicle to deliver challenging academic content and promote growth in understanding and an inclusive environment for students and the local community as well. The team reviewed narrative documentation provided reflecting a professional learning community (PLC) model for staff that includes weekly reviews of student formative data with an eye to improving student success. The underlying processes of the PLC model focus on what the intended learning is, understanding evidence of learning, and, most importantly, what is to be done when desired learning is or is not evident. The ICS response to the potential answers to these questions is providing time each day for Tier 2 and 3 multi-tiered system of support (MTSS) interventions for either remediation or extended learning. The team sees this commitment to the learning culture as embracing effective collegiality and collaboration to provide support to all learners to reach their maximum proficiency. The narratives reflect the actual commitment of staff time and service resources to the school community to build a sense of community that provides a space for refugee and American learners to grow together intellectually and socially where cultures mix in a formal structure that fosters positive relationships with peers and adults. The team considers these unique characteristics at ICS to be essential to supporting the mission and vision of the

school and recommends the continued effort to identify common challenges and develop solutions to expand stakeholder involvement in the daily life of the school.

**Leadership for Learning**

**The institution's leadership has changed several times in recent years; however, there is a focused effort to provide stability and ownership through professional learning communities (PLCs), developing instructional leaders, and shared decision-making.** According to the narrative discussion and overview presentation, the leadership team is committed to the mission and vision of the school and works to support continuous improvement. The established PLC structure, including the Guiding Coalition of administrative leaders and teacher leaders, take up challenges across the spectrum of the school. According to narratives, the continuous improvement process is based on analyzed data about all learners and their progress. The unique makeup of the student body, comprised of local American students, immigrants, and refugee learners from multiple cultures, offers multiple challenges to leaders across several domains, including reading, writing, and mathematics growth, while engaging the cultural values of all learners. The implementation of PLC strategies supported by the leadership team, governing body, Guiding Coalition, and internal teaching and learning committee in a collaborative environment serves to uphold the school's priorities and drive improvement forward. Using the stakeholder feedback data, the team concludes that the current structures are valued and supported across the school community and serve to increase commitment to the school and its mission. Further, the current leadership team has established a pipeline to develop future school leaders, as well as taking specific initiatives to recruit and retain qualified teachers. The recruitment of teachers trained in teaching second language learners, as well as new faculty who are from the same linguistic communities as the students, demonstrate a deep understanding of the cultural values of the school community. The efforts to develop and retain qualified teachers are supported by coaching and targeted professional development that is reviewed and revised regularly and connected to imparting the ICS culture around developing and sustaining strong relationships among learners and faculty. Narrative material identified strategies like MTSS, PLC analysis, and revision of instruction based on formative assessment and projections from predictive assessments, such as MAP, iReady, and Pioneer Valley, have become the norm in the school. According to materials provided to the team, there is a residual number of instructional staff who do not hold essential certification; however, professional development activities target areas of need. School leaders are focused on hiring qualified teaching and support staff who are qualified and committed to the vision of the school as well as supporting existing staff to gain qualifications. The team recommends continuing the specific leadership emphasis on hiring qualified and certificated teachers who can meet the needs of all learners in the school, including connecting with and supporting families.

**Engagement of Learning**

**ICS has well-established data that supports improving, supportive, and equitable learning environments across the school.** Leadership presentations and narratives outline the nature and focus of the IB PYP curriculum as it stresses curiosity, voice, and student contribution to learning. Given the multicultural and multilingual makeup of the student body, faculty, and parents, there is an embedded need and opportunity to value diverse cultures, backgrounds, and abilities. Leaders stated that bringing multiple cultures together in the school setting was complicated by poverty, status, and language, sometimes impacting behavior. The need to feel valued and safe at school appears to have been addressed through adopting the Second Step curriculum for social-emotional learning (SEL). The implementation of such a curriculum with accompanying time commitments to use morning and afternoon meetings to build relationships contributes to the environment that fosters lifelong skills in creativity, curiosity, collaboration, and, above all, risk-taking. In the ICS setting, all students have the opportunity to access the curriculum and expanded MTSS Tier 1 strategies to take ownership of their learning and behavior. Leaders acknowledge that instructional practices have a need for further development even though observations reflect most classrooms employ a student-centered setting with self-directed learning. The use of small groups for collaborative learning was also noted; however, groups were not always engaged in differentiated projects but doing the same learning activity across classrooms, according to walk-through data analysis. The team concurs with the leadership observation that more professional development support is needed to improve teacher skills in providing differentiated learning activities that provide instruction based on the individual needs and interests of learners. The team sees the intricacies involved when factoring in a variety of English language functional reading and

writing skills. Narrative discussion of walk-through observational data states that “students were observed in small groups based on their assessment data and working collaboratively with students and able to express what they were learning and why.” Other narrative material affirmed that tasks and questioning in multiple classrooms reflected several depth of knowledge (DOK) activities in progress. The team interprets the evidence and discussion provided as supportive of the overall mission of the school. The overarching need based on assessment results indicates a specific need to improve writing skills beyond oral language and reading fluency. The team recommends continuing to focus on reading but also including writing across content areas as a key component of project-based work. Writing as a performance task for each major project should enhance overall language development and mastery.

**Growth in Learning**

**International Community School is committed to analyzing the impact of teaching and learning throughout the school year, focusing on the results.** Leaders provided extensive data summaries to the team outlining challenges and reflecting growth. The early challenges with acquiring language and learning to read in early grades are complicated by the trauma of relocation combined with learning a second language are significant. The batteries of assessments provided to the team are substantial and offer a robust picture of progress across MAP, iReady, Milestone ELA and math, Access, and Pioneer Valley reading data. The team took note of the prescribed instructional adjustments going forward and suggests providing small group reading instruction in walk to read groups to focus on specific student needs along with systematic progress monitoring to adjust groups over time. These interventions can be planned and implemented based on analyzing progress monitoring data and be used to advance learning as students gain experience with English. The overall assessment system described above satisfies state reporting requirements and offers insights into overall student growth. The team reviewed discussions provided regarding the functioning of PLCs, and it appears there could be an opportunity to use the action research modality of PLCs to explore current and proposed interventions with the intent of determining efficacy. Leaders have already attested to improved discipline rates resulting in less lost class time as well as improved attendance at school. It is not clear from the evidence provided whether assessment results have been disaggregated by ESOL category or native English speakers vice EL students. While whole group performance is important, developing cohort MAP data by group fall to fall or spring to spring, as well as considering whether all students are engaging iReady assessments providing valid data samples, could provide valuable insights into understanding the range of developmental, physical, and intellectual abilities of individuals students and like groupings. The team encourages the leadership team to review the assessment tools already in use for opportunities to disaggregate data providing more discrete information to inform decisions.

The Engagement Review Team congratulates the International Community School on its preparation for the Engagement Review and hopes that the themes and actions in the report help successfully guide the institution on its continuous improvement journey.

# Summary of Findings

The review process focused on establishing evidence of effective practice and performance of the institution in relation to the accreditation standards.

## Areas for Improvement

Using information collected and reviewed, the team identified the following Areas for Improvement that will help the institution improve. The Areas of Improvement will be revisited when the institution conducts Cognia's Progress Review.

**1** **Develop and implement common formative assessments in the format of state benchmark assessments that can serve the dual purpose of checking progress and overcoming language challenges.**

Standard 26

RATIONALE Providing students with experience in the testing modality, format, and mode of state assessments will reduce stress when students take the state assessments and, at the same time, provide teachers with quality formative data to shape instruction.

**2** **Develop, implement, and evaluate a teacher feedback process to select, deliver, implement, and evaluate professional learning being implemented.**

Standard 29

RATIONALE By ensuring high-quality and focused professional development driven by teacher needs, students will be better served.

# Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status for your institution based on these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance.

**Your Institution's IEQ**

**263**

| SCORE | DESCRIPTION |
|---|---|
| **Below 220** | An IEQ score below 220 indicates that the institution has several Areas for Improvement and should focus their improvement efforts on those areas and the related Standards and/or Assurances. The institution will be required to present evidence of improvement to Cognia within one year through a Progress Review. Additional Progress Reports may be required if satisfactory improvement is not achieved. |
| **220 - 300** | An IEQ in the range of 220-300 suggests the institution some Areas of Improvement and may include one or more Noteworthy Practices. |
| **Above 300** | An IEQ of 300 and above indicates the institution meets Cognia for expectations for accreditation that includes one or more Areas Improvement as well as one or more Noteworthy Practices. Institutions must address the Areas for Improvement and provide evidence of actions taken and results to Cognia in a required Progress Review due two years following the review. Additional Progress Reports may be required if satisfactory improvement is not achieved. |

# Your Next Steps

Accreditation is a continuous improvement process. The Engagement Review provides independent, objective guidance in relation to the Performance Standards and the institution's improvement journey. Upon receiving the Accreditation Engagement Review Report, the institution is expected to implement the following steps:

- Review and share the findings in this report with stakeholders.
- Use the findings from the report to guide and strengthen your institution's improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.
- Report to Cognia on your progress toward improvement.

# Evaluator Roster

The Engagement Review Team is a group of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete Cognia training and eleot certification to ensure knowledge and understanding of the Cognia tools and processes. The following professionals served on the Engagement Review Team**:**

| TEAM MEMBER NAME | BRIEF BIOGRAPHY |
|---|---|
| **Erik Swanson**<br>**Lead Evaluator** | Dr. Erik Swanson retired as Superintendent of the Omak School District in Omak, Washington in 2020. In this role, Dr. Swanson led a unique school district serving over 5,000 students in brick and mortar and online settings. He began his career as a secondary music educator in the Clark County, Nevada school district in 1973. His classroom experience over 15 years includes elementary and secondary music education. In 1984 he transitioned into the Department of Defense Education Activity abroad leading multiple schools K-12 as both Assistant Principal and Principal. In 2010 Dr. Swanson returned to the US as an elementary Principal in Yakima, WA, and in 2013 became Superintendent of the Omak Schools. Dr. Swanson holds a PhD in Educational Leadership, M Ed in Curriculum and Instruction, and BA Ed in Music Education. He has served on multiple engagement reviews with NCA-CASI, AdvancED/Cognia overseas and in multiple states from the Pacific Northwest to the Southeastern United States where he currently resides. Dr. Swanson is currently certified by Cognia as a Regional Accreditation Evaluator. |
| **Rose Marie Bell** | |

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# International Community School

## Charter Renewal Exhibit
## 32

## Family Engagement

## This Exhibit is Not Available in Word Format

# International Community School

# Charter Renewal Exhibit
# 32

# Family Engagement

https://www.theatlantic.com/education/archive/2016/07/how-marginalized-families-are-pushed-out-of-ptas/491036
https://www.washingtonpost.com/local/education/as-cities-gentrify-and-schools-diversify-ptos-grapple-to-ensure-all-parent-voices-are-heard/2019/09/20/50314488-7277-11e9-8be0-ca575670e91c_story.html
https://www.theatlantic.com/family/archive/2018/09/white-kids-race/569185/

***At ICS, as a beloved community, we approach complex issues with strong communication, collaboration, perspective, respect and active listening. We seek staff and families who are committed to our vision of creating a supportive community of students, staff and parents, learning from each other and celebrating diversity among us.***

***As a demonstration of this, we have the Beloved Community Council. This is a council composed of a representative from our top 6 language groups. This council promotes equity in family voices amongst our major language groups. It encourages more voices and perspectives to be heard during decision making and community building as these representatives then communicate and collaborate with their communities.***

Meet 3-4 times a year.

To promote equity in family voices amongst our major language groups. To encourage more voices and perspectives to be heard during decision making.

To encourage increased family engagement as each parent representative seeks input from members of their language communities.

From our Statements of Understanding:

- As a beloved community, we approach complex issues with strong communication, collaboration, perspective, respect and active listening.

I contribute to a legacy and my voice and actions matter.

Our ICS Vision

The International Community School seeks staff and families who are committed to our vision of creating a supportive community of students, staff and parents, learning from each other and celebrating diversity among us.

Breaking Barriers, Building Bridges

2022-23

Charlotte Flores, Director of Community and Culture
Htwe Htwe, Family Engagement Coordinator
Naw Chaw-Burmese
Jenny Waggener-English
Fowsia Mohamed-Somali
Fazal Aimaq-Dari/Farsi/Pashto
Naina Siwa- Nepali
Ruhi Mistry- Hindi
Eshrak Al Faiq- Arabic

**March 29, 2023**

- Focus group with GCSA for the Facilities Strategic Planning
- The same questions from the survey were asked at this meeting to allow further comment and reflection.
- The meeting was recorded for GSCA

**January 12,2023**

- **Reflections on-**

**UN day–**Would have more children in the performances
–Have each country perform separately
–everyone agreed to this
–liked the system of getting food, entrance, exit and dessert outside
–keep the serving with adults and potluck permission
–more supervision with drinks
–parade was better having closer to for security as well as time for more performances

**Health Fair–**Everyone thinks this is great event and we should continue to do this annually

**Toy Store–**Should have more educational toys and writing practices
–Make it available for families to donate as well

- **Arts Fest-Food?**

–Everyone thinks that we should offer food again.
–Thought ticket was good process
–last year there were no drinks (could ask families to donate drinks …single serving drinks)
–other people could set up if the person has children and needs help setting up
–advertise earlier volunteer opportunities (set up, clean up, supervise drinks)

- **Calendar for next year? Eid instead of one day in February**
  –loves the idea because ICS is not just one religion
  –affirmed by everyone
  –February day seems the best to exchange for it…the Friday

- **Communication–where do they get it most: DOJO, Blast, phone tree, hard copies**
  –Phone trees with translators
  –DOJO–is great
  –Blast–not everyone opens email, often goes in SPAM
  –pass out papers at carpool as well (they are great in Friday Folders but folders don't always come home
  –educate families about keeping notifications on for DOJO (maybe do a flier with graphics)

  - Next meeting April 13, 2023

**<u>August 25. 2022</u>**

**Beginning of school reflections**

- Everyone felt it has gone so much smoother
- Feel Open House was better because of having the forms to fill out ahead of time
- Loved having the translations available
- Was not time consuming

**Title 1 Night September 1, 2022**

- Affirmed the idea of having the translators for the second hour

**Plan for listening session on September 22, 2022**

- Everyone wants to have it on campus
- Questions for grand
- CRC workshop options
- Hope to have the Family Directory by then. Realization that there may have been confusion over the word "directory"

**UN Day October 28, 2022**

- They think food was done safely last year and we should do it in a similar way
- Should space out the food more
- Put out just some food and then replenish
- They think that we should have families sign up and divide up the families for what to bring
- Families should provide most of the food, but are open to us buying some main dishes to supplement the supply
- We need to have more volunteers to direct traffic especially once the parade starts
- More Trash Cans needed and more volunteers to clean up

**Other Concerns:**

- Is there a policy for when it is too hot to go outside for recess?
- The lunch forms are confusing, people still need more assistance with them

**Other Important Dates**

CRC workshop November 17, 2022
Holiday Toy Marker December 7, 2022
Middle School Transition Meeting January 5, 2023
K-2 Literacy Night February 16, 2023
Milestone Parent Meeting March 23, 2023
Arts Festival March 30, 2023
Beloved Community Council Meeting April 13, 2023

## Beloved Community Council

**2023-24**

Charlotte Flores, Director of Community and Culture
Htwe Htwe, Family Engagement Coordinator
Eh Win-Burmese
Jenny Waggener-English
Fowsia Mohamed-Somali
Shakila Aimaq-Dari/Farsi/Pashto
Chunku Siwa- Nepali
Shweta Bhatia- Hindi
Chinar Hasan- Arabic

July 20, 2023

- **Welcome and Introductions**
- **2023-24 Road Map** 2023-2024 ICS Roadmap
  *-Discussion was had over the need for our multilingual families to clearly understand the attendance protocol*
  *-Suggestions were made to have a one page visual for the process that would be available at Meet the Teacher event*
  *-It was stated that we also need to have more education for families around the importance of attendance*
  *-Also, suggested was to have assistance for how to sign up and use Class Dojo during beginning the school events*
  *-Families would also like a copy of their child's schedule*
  *-One parent rep reported the positive experience they had with a homevisit last year. She felt that the relationship and communication between the teacher, family and student were strengthened*
  *-Families affirmed the increase of the garden committee and opportunities for family engagement. Suggestions were made that once produce and eggs are available, there could be a co-op or raffle for items based on family engagement*
  *-There were questions about improvements for the playground and taking care of the ants there*

- **Year at Glance**

| | |
|---|---|
| July 26 | New Family Orientation 5:00 and Popsicle Party Welcome Party 5:45 |
| August 3 | Meet the Teacher 12-4 |
| August 7 | First Day |
| August 24 | Annual Title 1 Stakeholder, ESOL and Listening Session 5:30 |

September 14 Curriculum and Title 1 Annual meeting 5:30
October 27 UN Day
November 10 Fall Festival
December 13 Toy Market
January 11 Middle School Transition Meeting
February 16 Arts Fest
March 7 Glow Literacy Night
May 9 IB Exhibition
May 10 Field Day
May 20 Kindergarten Program
May 21 5th grade Program

*-Families affirmed this calendar and chance for involvement*
*-Families also affirmed all of the field trips last year*

- Questions for Listening Session 8/24/23
  *-What workshops would families like this year?*
  *-Families will submit other questions to Ms. Flores by 8/20 and we will also include questions for Title 1 Stakeholders*