Start-Up Charter School Application

For Schools Seeking Initial Approval from Both DeKalb County School District and the State Board of Education to
Operate in SY25-26

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5.	Attach a copy of the governing board's Governance Training Plan using the governance training memo available on GaDOE's website. (Item #15)	**24-29**
6.	Attach a completed Locally-Approved Charter School Partners Roles and Responsibilities chart. This chart shows the balance of authority between the charter school's board and management, as well as the required independence of the charter school from the district. (Item #17)	**30-35**

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13.	Attach a copy of the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers. Include the role the governing board will play in resolving such grievances and complaints. If this included in another response, please indicate that. (Item #36)	**600-608**

14.	Attach a copy of the charter school's Employee Policies and Procedures. (Item #37)	**609-628**
15.	Attach proof of the school's insurance coverage, including the terms, conditions, and coverage amounts. (Item #38)	**629-630**

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16.	Attach a copy of any intended education service provider contracts or arrangements for the provision of education management or support services, including with any EMO, CMO, ESO, etc. Such contracts shall describe the specific services for which the contracting organization is responsible. Such contracts should clearly delineate the respective roles and responsibilities of the management organization and the governing board in the management and operation of the charter school. Such contracts must also include the fee structure. (Item #44)	**631-632**
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20.	Attach a copy of the school's Certificate of Occupancy. (Item #48)	**649-650**
21.	Attach a copy of the facility's Emergency Safety Plan. (Item #49)	**651-652**
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	22a. A monthly cash flow projection detailing revenues and expenditures for the charter school's first two (2) years of operation based on 100% of the projected students enrollment;	**Excel Version in folder**
	22b. An alternative monthly cash flow projection detailing revenues and expenditures for the first two (2) years of operation with the assumption of one-half (1/2) of the projected student enrollment; and	**Excel Version in folder**

	22c. A spreadsheet projecting cash flow, revenue estimates, budgets, and expenditures on an annual basis for each of the five (5) years of the initial charter term.	**Excel Version in folder**
	22d. 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.	**716-722**
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26.	Attach the charter school's signed Local Board of Education Resolution approving the charter school's application.	**731-732**
27.	Attach the charter school's signed Governing Board Resolution approving the charter school's application. This will serve as the formal petition to the SBOE.	**733-734**
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HOW DO I KNOW WHICH APPLICATION TO SUBMIT?

This New Charter School Application form is for schools seeking *initial* approval from both a local Board of Education (BOE) and the State Board of Education (SBOE).

First submit their local application to your local BOE. Then submit to GaDOE a copy of the local application you submitted along with this New Charter School Application

Education HAS its

Local Board does

your local BOE and to GaDOE a copy of this

If your school is seeking a charter RENEWAL

ee the instructions in our Charter School Renewal Application

If your school is applying to the State Charter Schools Commis- sion (SCSC)

See the SCSC website at http://scsc.georgia.gov/petition-application

INTRODUCTION

A charter school application is a legal petition to a local Board (or Boards) of Education and the State Board of Education seeking approval of a charter school contract. Please note that if your new charter school is approved by both your local Board(s) of Education and the State Board of Education, it would be called a locally-approved charter school.

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

- A start-up charter school is a brand new school that did not exist before.
- A conversion charter school is an existing public school that becomes a charter school.

The evaluation of your application will focus on whether implementing the proposals in your petition will lead to the academic, organizational, and financial performance you are promising in exchange for broad flexibility from Georgia's education rule and laws. The evaluation will also determine whether:

- The proposed charter school will comply 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 viable; and

- The charter school is 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 new charter school 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 standard pre-opening checklist, which will be incorporated into the charter contracts for all new charter schools approved by the State Board of Education for the 2016-2017 school year or later.

Please note that charter terms or phrases used in this application are defined in State Board Rule 160-4-9-.04.

Georgia has a commitment to ensuring all children receive quality educational opportunities. For this reason, we prioritize approving 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 approve a charter contract for your new locally-approved charter school, your charter 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 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 initial charter contract.

A successful 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 planned school opening. Since it can take up to 4 months to move through the various review processes, please plan accordingly. Submitting to GaDOE your locally- approved application one year in advance of your planned opening date will provide plenty of time to obtain approval.

Please also note that filing a charter school application does not guarantee that a charter 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 successful charter school implementation will be recommended for denial.

Submission to GaDOE of the initial 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 formally 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 14 of this application; the form may not be altered in any way.)

☐ **CHARTER APPLICATION** (Answers to the questions posed on pages 15-27 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 30-33 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 34/Exhibit 28) ☐ The original must be signed in blue ink; stamped signatures will not be accepted.

☐ **EXHIBITS** (See list of required Exhibits on pages 28-29 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 14)
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 WEDNESDAY, FEBRUARY 7, 2024, IN ORDER TO BE IN THE 2024 REVIEW CYCLE FOR PROPOSED SCHOOL OPENINGS 2025-2026.

Petition for (Name of School): The Wright Community School

Delivered by (Charter School Representative):Tiana Stephenson

Received by (DCSD Representative):_____

Date and Time:_____

CHARTER APPLICATION COVER PAGE

Proposed Charter School Information

Check One: _X__ New Start-Up ___ New Conversion

Name of Charter School The Wright Community School

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

The Wright Community School Inc.

Local school system(s) in which charter school will be physically located: Dekalb County

Contact Information for the Governing Board Chair

Contact Person: Dr. Kimberly Gore Board Chair

Name **Title**

Contact Address: 3282 Thornecreek Drive, Douglasville, GA 30135

Telephone Number: 404-333-8975

Fax Number:

E-mail Address: board@thewrightcs.org

Contact Information for the Person Filling out this Application

Contact Person: Tiana Stephenson Lead School Founder

Name **Title**

Contact Address: 255 North Main Street #1669 Jonesboro, GA 30237

Telephone Number: 404-333-8975

Fax Number:

E-mail Address: stephenson@thewrightcs.org

CHARTER APPLICATION

Executive Summary

Name of Charter School: The Wright Community School

Opening Date: August 2025 Proposed Charter Term Length: 5 years

Grade range at the end of Year 5: 6th - 12th

What grades will the school enroll in its first year of operation?6th & 9th Expected enrollment in the first year of the charter term: 150 Expected enrollment at the end of Year 5: 600

This application was approved by DeKalb Board of Education on _____, 20___.

For each year of the proposed 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
Yr 1							100			50				150
Yr 2							100	100		50	50			300
Yr 3							100	100	100	50	50	50		450
Yr 4							100	100	100	100	50	50	50	550
Yr 5							100	100	100	100	100	50	50	600

1. **Research shows that charter schools are more academically, financially and organizationally stable if they grow by only one grade each year. If the charter school plans to grow more than one grade each year, please provide a brief rationale for this growth model. (350 words or less)**

The Wright Community School ("WCS") is dedicated to a strategic growth plan, incrementally adding one grade per year for both middle and high school. This approach aims to establish a robust foundation for our students within a stable, supportive, and academically enriching environment. At full scale, we will serve grades 6th-12th grade, which will directly address the concerns of families seeking a comprehensive option that effectively prepares students for post-

secondary and beyond. Inspired by successful charter and private school models such as the Dalton School[1], Washington Latin Public Charter School[2], and Tapestry Public Charter School[3]. WCS has incorporated proven strategies into its structure. Our model[4] ensures students are fully prepared for life after high school by focusing on individual needs and progress at each grade level.

WCS will open with grades 6 and 9. To enhance social and emotional development, Middle and High School students will have separate daily activities, barring Advanced Placement courses or specific mixed-grade electives. Initially, teachers will instruct both 6th and 9th grades to ensure curriculum consistency, alignment, and student readiness. This approach promotes financial sustainability by utilizing teachers as versatile content experts. After the first year, educators will be designated for either high or middle school, except for non-core teachers or staff (See Appendices A and B). WCS will follow a slow growth model, prioritizing the addition of teachers to maintain a 25 to 1 ratio in all classes. To accommodate gradual expansion, we plan to introduce an additional grade level to both middle and high school. This strategic approach allows WCS to concurrently develop both schools, responding to the increasing demand for charter high schools. Dekalb County's district charter high school lacks a comprehensive mentorship program, 9th-grade dual enrollment options, and a community-centered discipline approach, while WCS will provide these features. By the fifth year of the proposed term, WCS will serve 600 students, with 300 in middle school (6th-8th) and another 300 in high school (9th-12th). Our goal is to provide a holistic educational experience that not

[1] https://www.dalton.org/about

[2] https://latinpcs.org/about/

[3] https://tapestrycharter.org/about-us/academic-model/

[4] https://www.sgdsb.on.ca/upload/documents/june-28-12-post-arc-research-7-12-school.pdf

only prepares students academically but also fosters personal growth and community involvement. Modern States/CLEP provides students with flexible, cost-effective, and accelerated pathways to college credit compared to the state's Dual Enrollment program. By offering free online courses, study materials, and the opportunity to earn college credit through exams, Modern States/CLEP allows students to save on tuition fees and progress faster in their academic pursuits. Efforts to ensure students meet college admissions requirements for Dual Enrollment courses will include guidance from advisors, collaboration with parents/guardians, and early preparation starting in 9th grade. SAT/ACT prep courses will be available during the Flexible Period and as extracurricular opportunities, beginning in 9th grade, to support students in achieving competitive scores for college admissions. Additionally, the Dual Enrollment program at The Wright Community School removes financial barriers and guarantees enrollment opportunities for 9th and 10th graders without fear of academic history affecting eligibility, promoting accessibility and inclusivity. Comprehensive mentoring at WCS involves assigning every student and educator a coach, providing guidance and support for a minimum of two years, thereby fostering enduring relationships, enhancing academic and personal development, and aiming to increase organizational effectiveness. WCS's mentoring program differs by prioritizing personalized support, enduring relationships, and organizational effectiveness, while also addressing staff retention and transition needs through tailored guidance and support for educators at all stages of their career. WCS prioritizes staff retention through competitive compensation, professional development opportunities, and a supportive work environment, aiming to retain highly qualified educators certified to teach both middle and high school. By offering competitive salaries, comprehensive professional development, and ongoing support, WCS fosters a culture that values and invests in its staff, ultimately contributing to the success of

both educators and students. To determine teacher effectiveness in middle versus high school, the Teacher Keys Effectiveness System (TKES) will be utilized, comprising components such as Teacher Assessment on Performance Standards (TAPS), Professional Growth, and Student Growth. These tools will assess teachers' performance and impact on student learning, incorporating qualitative evaluation methods and measures of professional development and student progress.

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

The mission of WCS is to empower students as P.I.L.O.T.S (Proactive, Innovative, Literate, Organized, and Tenacious Scholars) through fostering a strong community and providing individualized education enriched with support and leadership. WCS addresses academic challenges in Metro Atlanta, where 37% of 8th graders are proficient in math and 41% of 3rd graders in reading[5], by offering a supportive and individualized learning environment focused on critical subjects.

With community input from over 1500 stakeholders (Appendix H, I,&J) through 128 events, surveys of 313 students and community members (Appendix I) and listening sessions, the Founding Team spent over 16 months designing WCS. Based on the community input, the community strongly desired a school that emphasizes career readiness (100% of community members), prepares students for careers (84% of students), and values mentorship (63% of students). Dekalb has 8 district charter schools, but the current 6-12th-grade school lacks a

[5] https://l4lmetroatlanta.org/wp-content/uploads/L4L-2023_FINAL-linked2.pdf

comprehensive mentorship program, 9th-grade dual enrollment, and community-centered discipline, which WCS will provide.

Defining features of WCS include:

Community Culture: WCS will establish a community-centered and supportive school culture, promoting leadership through restorative justice initiatives[6][7]. WCS's approach to culture and discipline, led by The Transformative Student Coalition (TSC) and Transformative Community Coalition (TCC), guided by the Dekalb County Code of Conduct, exemplifies a community-centered approach. TSC reviews lower-level infractions, and TCC reviews higher-level infractions, aiming to prevent suspensions and expulsions for a positive learning environment.

Individualized Pathways and Flexible Scheduling: WCS aims to provide academic choice and discovery. Students will have academic advisors, and the schedule is adaptable to their interests and needs. The learning experience will be tailored, offering opportunities for Dual Enrollment, CTAE, and AP courses in the 9th grade. WCS's Exploratory Week provides students with the opportunity to audit courses without fear of failure by allowing them to enroll in classes to assess alignment with their interests and academic needs. Mastery Based Learning prepares students for college readiness by emphasizing deep understanding of concepts and skills before progressing to new material, mirroring the expectations and rigors of college-level coursework. Through Mastery Based Learning, students develop essential academic skills such as critical thinking, problem-solving, and self-directed learning, which are vital for success in higher education.

6 https://csgjusticecenter.org/publications/using-trauma-informed-restorative-justice-with-youth/

7 https://www.ccvs.vermont.gov/uploads/Voice%20and%20Choice.pdf

Comprehensive Support System: Every student and educator at WCS is assigned a coach for guidance and support. Academic coaches, administrators, and mentors play a crucial role in fostering a sense of belonging, boosting engagement, and supporting growth for both students and educators.

APPLICATION CONTENTS

Identify the appropriate page numbers where the following information is located in the application and include the page numbers on the Table of Contents (pages 2-9).

ACADEMIC PROGRAM

1. **Describe the focus of the curriculum (including if it incorporates STEM, STEAM, International Baccalaureate, or any other such branded program). Include as Exhibit 10 a copy of the scope and sequence for each proposed course/grade level.**

The curriculum at The Wright Community School (WCS) will be focused on rigorous standards-aligned academics and opportunities for individualized exploration through programming options such as Advanced Placement (AP), Career, Technical, and Agricultural Education (CTAE), and Dual Enrollment. The curriculum was selected due to its alignment with Georgia state standards along with personalized, mastery-based learning, differentiated instruction, and real-world applications. The curriculum supports the WCS's commitment to providing individualized educational experiences ensuring that students receive the support and rigor based on their academic needs. The target population encompasses students with diverse achievement levels, including those below grade level, English learners, and students with disabilities. Our academic program is designed to provide tailored support and resources to ensure that all students can meet expected standards.

Istation: The new requirements for Istation screening in Georgia include the approval of Istation's Indicators of Progress (ISIP) assessment as a K-3 dyslexia screener for the 2024-2025 school year. This approval aligns with the Georgia Department of Education's mandate to screen all K-3 students for dyslexia characteristics and other disorders, with funding provided by the Georgia General Assembly to support this initiative. Additionally, the Proposed School Leader and Special Education Lead at Wright Community School will receive a Dyslexia endorsement prior to the school opening, with priority given to hiring or acquiring endorsements for other

teachers when operational. Furthermore, the Multi-Tiered System of Supports (MTSS) process at Wright Community School will incorporate evidence-based and multisensory instruction and interventions aimed at addressing potential dyslexic characteristics among students.

Early Literacy Act: The Georgia Early Literacy Act (House Bill 538), Georgia's new K-12 English Language Arts Standards (implementation SY 2025-26), and Georgia's dyslexia efforts (Senate Bill 48) are crucial initiatives shaping the state's literacy landscape. S.B. 48 mandates local school systems to screen all kindergarten students and select students in grades 1-3 for dyslexia characteristics starting in 2024-25, with reading proficiency screenings occurring three times annually. Identified students falling behind in reading will receive personalized improvement plans within 30 days and intensive intervention until they reach grade-level proficiency. The Proposed School Leader and Special Education Lead at Wright Community School will receive a Dyslexia endorsement before opening, with priority for other teachers when operational. The MTSS process will integrate evidence-based, multisensory instruction to address potential dyslexic traits in students.

Core Curricular Programs: The table below provides an overview of the high-quality curricular programs that The Wright Community School will implement in grades 6–12 for core subject areas.

English Language Arts: The Wright Community School has chosen Houghton Mifflin Harcourt (HMH) Into Literature for Grades 6–12, aligning with our commitment to develop literate students. This curriculum emphasizes Georgia standards-aligned lessons and culturally relevant texts. To address diverse student needs, the program prioritizes scaffolding for multilingual

learners and provides resources in multiple languages. HMH Into Literature[8] offers customizable lesson plans and intuitive data analytics tools for differentiation, ensuring inclusivity. Recognizing the varied learning needs of specific subgroups, including Students With Disabilities (SWDs) and English Learners (ELs), the curriculum employs concrete strategies and materials to support academic growth, making it an ideal choice for our diverse student population.

Grades 6-8:	**Grades 9-12**
According to EdReports[9],the curriculum, Into Literature Grades 6-8, is highly effective for Middle School, meeting expectations in Text Quality, Building Knowledge, and Usability across 6th, 7th, and 8th grades. Rigorous, engaging texts are central to lessons, fostering students' knowledge building, reading, writing, speaking, and language skills. The curriculum supports close reading and critical analysis, with consistent alignment to Georgia standards. The materials also provide guidance for differentiation, ensuring accessibility for diverse learners.	According to EdReports[10], the high school curriculum consistently meets expectations for alignment, making it effective for 9th to 12th graders. The instructional materials provide rigorous, engaging texts that serve as the central focus while supporting students' knowledge building. The curriculum supports growth in reading, writing, speaking, and listening skills, emphasizing close reading and text analysis. Meeting expectations for instructional supports and usability, it offers guidance for differentiation, Georgia standards-aligned and program design.

Math: The Wright Community School has chosen HMH (Houghton Mifflin Harcourt)[11] Into Math, Into Algebra 1, Geometry, and Algebra 2 for its math curriculums. These programs align with Georgia standards and aim to enhance mathematical proficiency while fostering a positive mindset. Recognizing the diverse needs of students, the curriculum utilizes visual models, individualized practices, and adaptive technology to support subgroups such as Students with

[8] https://www.hmhco.com/programs/into-literature

[9] https://www.edreports.org/reports/overview/into-literature

[10] https://www.edreports.org/reports/detail/into-literature/ninth-grade/gateway-one

[11] https://www.hmhco.com/classroom-solutions/math

Disabilities (SWDs), English Learners (ELs), and academically struggling students. The emphasis on mastery-based learning, differentiated instruction, and practical applications ensures alignment with state and district standards, guaranteeing a tailored educational experience.

Grades 6-8:	Grades 9-12
According to EdReports, the HMH Into Math curriculum is highly effective for Middle School, particularly for 6th, 7th, and 8th graders. The materials meet expectations for alignment to the Georgia standards, emphasizing focus and coherence in the major work of each grade. The curriculum demonstrates rigor, balance, and practice-content connections, reflecting the Standards and helping students meet rigorous expectations.	According to EdReports, HMH Into AGA is effective for High School due to its alignment with the Georgia standards. The curriculum meets expectations for Focus and Coherence by attending to the full intent of mathematical content, engaging students at a high-school-appropriate level, and making meaningful connections throughout the series. It supports 9th to 12th graders by explicitly building on knowledge from Grades 6-8, offering opportunities for developing rigor, balancing three aspects of rigor, and intentionally developing all eight mathematical practices. EdReports finds that the curriculum's alignment, rigor, and usability make it suitable and effective for high school students across grade levels.

Science: The Wright Community School has chosen HMH (Houghton Mifflin Harcourt) as its science curriculum provider, prioritizing fostering curiosity and creativity in students. The selected curricula, Into Science for grades 6-8 and Science Dimensions for grades 9-12, are designed to be flexible, student-centered, and standards-aligned. The curriculum recognizes and plans for the diverse needs of students by employing a transadaptation process, ensuring an equitable Spanish offering for English Language Learners (ELs). It supports various student subgroups, including Students With Disabilities (SWDs) and academically struggling students, through experiential learning, practical lessons, and engaging resources.

Grades 6-8:	Grades 9-12

Into Science, the curriculum for 6th to 8th graders will be a dynamic and hands-on science program. With a focus on the 5E instructional model and Georgia standards, students engage in activities promoting critical thinking, investigation, and real-world application.The 5E instructional model consists of five phases: engage, explore, explain, elaborate, and evaluate. This curriculum supports diverse learners by offering inclusive features for students with Individualized Education Programs (IEPs), enrichment options for accelerated learning, and equitable experiences with embedded prompts for social and emotional learning. The curriculum ensures ongoing assessment options with actionable data and reporting, fostering a real-world and equitable science journey for all 6th to 8th-grade students.	The curriculum for high school students at The Wright Community School will be HMH Science Dimensions, emphasizing learner-centered strategies and Georgia standards. It offers a complete print and digital curriculum, fostering active learning through innovative design. The curriculum recognizes diverse needs with enriched online lessons, accommodating different learning styles and abilities. It will incorporate 6 key learner-centered strategies, it supports student voice, choice, collaboration, active learning, diagnostic assessments, and technology integration. By leveraging technology and promoting various learning activities, the curriculum will ensure WCS students' engagement, personalization, and readiness for real-world applications.

Social Studies: The Wright Community School has chosen Gallopade Georgia Experience Curriculum[12] and Workbook for Grades 6-7th and HMH Social Studies[13] for 9th-12th, aligning with Georgia standards. The HMH curriculum recognizes diverse student needs, supporting Spanish-speaking culture and language norms, and encouraging inquiry-based learning. HMH Ed provides customizable assignments, offering concrete strategies for educators. These resources collectively ensure a comprehensive and inclusive approach to social studies education, fostering critical thinking for future leaders.

Grades 6-8	Grades 9-12
The Social Studies curriculum at WCS follows the Georgia Standards of Excellence (GSE) and Literacy Standards for History/Social Studies. In Grade 6, students	HMH Social Studies supports 9th-12th grades at The Wright Community School, aligning with Georgia standards. The curriculum covers

[12] https://www.gallopadecurriculum.com/georgia

[13] https://www.hmhco.com/programs/hmh-social-studies

explore the physical and cultural geography of Europe, Latin America, Canada, and Australia, focusing on historic development, culture, and political and economic systems. Grade 7 delves into the history, geography, and culture of Africa, the Middle East, and Asia, with units covering similar themes. Grade 8 focuses on Georgia Studies, tracing the state's history within the context of the United States' development, examining government, public issues, citizen rights, and historical comparisons. Textbooks provided for each grade level offer further support and resources.	American History, African American History, World History, United States Government, Economics, and Global Geography. These courses meet Georgia Code IHF(6) 160-4-2-.48 High School Graduation Requirements, ensuring compliance with local board regulations.

Intervention: At the Wright Community School (WCS), intervention programs such as READ 180 and MATH 180 are implemented to address the needs of struggling readers and math learners in Grades 6–12. These evidence-based programs use a blended learning approach, combining digital resources with teacher-led sessions to provide personalized support tailored to individual student needs.

Reading	Math
Read 180[14]: The Wright Community School's curriculum centers around the evidence-based HMH READ 180 program for Grades 6–12. This innovative curriculum is designed to provide struggling readers, particularly those reading 2 or more years below grade level, with a comprehensive approach to literacy development. The curriculum supports various student subgroups, addressing the diverse needs of learners. The program targets struggling readers, English learners (ELs), and students with disabilities (SWDs). This inclusive approach ensures that students from different backgrounds and learning abilities receive tailored support. To recognize and	**Math 180:** WCS will utilize HMH MATH 180 for math support, a comprehensive math intervention program for Grades 6–12, with automatic student placement based on NWEA MAP Growth assessments. Research shows that this program consistently achieves an average acceleration of two years or more in a single academic year. It caters to diverse student subgroups, ensuring support for those significantly behind. Through blended learning and teacher-facilitated instruction, Math 180 offers personalized software, benefiting students with diverse needs, including Students With Disabilities (SWDs), English Learners (ELs), and those

[14] https://ies.ed.gov/ncee/wwc/InterventionReport/665

plan for diverse needs, the school utilizes the NWEA MAP Growth assessment, which allows for a customized approach to individual learning paths. The READ 180 program employs a blended learning instructional model, combining digital media with traditional classroom instruction. Small-group rotations include individualized instruction using adaptive computer applications, teacher-led small-group sessions, and independent reading. Concrete strategies and materials are employed to support SWDs, ELs, and academically struggling students. The READ 180 program has shown positive effects on comprehension, general literacy achievement, and potentially positive effects on reading fluency, as evidenced by the What Works Clearinghouse (WWC) review. The program's effectiveness is highlighted by its ability to provide substantial support for Tier II, Tier III, and Tier IX interventions.	academically struggling. This approach fosters a profession-focused, real-world immersive learning experience for all students, promoting inclusive academic success.

CTAE: The CTAE curriculum at the Wright Community School, will be delivered through Edmentum, which caters to diverse student subgroups, recognizing and planning for their varied needs. Specifically designed for grades 6-12, the Career Technical & Agricultural Education (CTAE) programs support career exploration and real-world applications. Edmentum's flexibility allows for concrete strategies and resources to support students with diverse learning needs. Courses such as "Computer Science Essentials" and "Artificial Intelligence" provide engaging content, while elective options like "Mythology and Folklore" and "Women's Studies" offer a broad spectrum for exploration. The curriculum aligns with the commitment to provide an individualized and comprehensive education, fostering inclusivity and skill development.

At the Wright Community School, the Career Technical & Agricultural Education (CTAE) curriculum will be delivered primarily through Edmentum, offering a flexible and comprehensive learning experience for grades 6-12. While some CTAE courses will be taught

online via Edmentum, the school aims to provide labs within its facility to enhance hands-on learning opportunities for students in CTAE and science classes. Additionally, certain CTAE courses will be conducted face-to-face, allowing for interactive and experiential learning. The curriculum caters to diverse student needs and interests, offering a range of courses such as "Computer Science Essentials," "Artificial Intelligence," "Mythology and Folklore," and "Women's Studies," aligning with the school's commitment to individualized and inclusive education.

Dual Enrollment: At Wright Community School (WCS), Dual Enrollment opportunities are offered to students starting from 9th grade through Modern States Education Alliance and in the 10th to 12th through the Dekalb County School District.

9th Grade	10th-12th Grade
9th Grade: The Dual Enrollment curriculum, pioneered by the Modern States Education Alliance[15], extends accessible, tuition-free college education through Freshman Year for Free™. This innovative program partners with edX, offering over 30 high-quality courses taught by world-renowned universities. It accommodates diverse student subgroups, providing online lectures, quizzes, and materials free of charge. Tailored for 9th graders, the program prepares for Advanced Placement (AP) and College Level Examination Program (CLEP) tests in subjects like History, Computer Science, Math, English, and Economics. It's a global digital library of college courses, an inclusive "on-ramp" to traditional college, promoting affordability and diversity.	**10th - 12th Grade:** WCS will utilize the Dual Enrollment opportunities for 10th to 12th through the Dekalb County School District. We will adhere to the process as outlined by DCSD's website[16]. The Dual Enrollment Information Night marks the beginning of the Dual Enrollment process in Dekalb County. Students with the assistance of their academic advisor will research admission requirements, take necessary exams, and send scores to colleges. Evaluation by the college follows, with collaboration between the student, college and career counselor, and parents/guardians. The process includes meetings, application submission, and course registration through www.gafutures.org.The dual enrollment program emphasizes responsibility, requiring approval for any schedule changes or discontinuation.

[15] https://modernstates.org/

[16] https://www.dekalbschoolsga.org/student-advancement/georgia-dual-enrollment/

Electives: At WCS, Electives offered through Edmentum cater to diverse student subgroups, including those with disabilities (SWDs), English learners (ELs), and struggling students, ensuring inclusivity and meeting graduation requirements. These courses utilize tailored instructional methods and resources to support the unique learning needs of each subgroup, covering subjects such as Digital Art, Coding, Career Exploration, and more.

6th-8th Grade	9th-12th grade
The Electives will be provided by Edmentum, which offers a diverse range of courses tailored to meet the unique needs of various student subgroup, ensuring that the courses are designed to meet the needs of diverse learners, including those in subgroups such as students with disabilities (SWD), English learners (ELs), and struggling students.. It is designed to address the learning requirements of Special Education students (SWDs), English Learners (ELs), and academically struggling students. The instructional methods and resources employed in these courses include concrete strategies and materials to support the specific needs of each subgroup. Courses cover a wide array of subjects such as Digital Art and Design, Coding, Career Exploration, Fitness, Game Design, Journalism, Photography, and more. These engaging and rigorous experiences aim to provide a holistic and inclusive learning environment for all students, recognizing and planning for the diverse needs within each subgroup.	The Electives curriculum through Edmentum offers a diverse range of courses to cater to the specific needs of various student subgroups and ensure all students meet graduation requirements at WCS.. It acknowledges and plans for the unique requirements of students, including those with disabilities (SWDs), English learners (ELs), and academically struggling individuals. The instructional methods and resources employed are tailored to support the diverse learning needs of these subgroups. Courses cover an array of subjects, providing concrete strategies and materials. For instance, "Academic Success" focuses on positive habits, adaptable to students of different accomplishment levels. "African American History" delves into the shaping of U.S. culture by African Americans, emphasizing adaptability to semester durations. The curriculum spans essential areas such as Anthropology, Archaeology, Art, Artificial Intelligence, College and Career Preparation, Computer Science, Creative Writing, Gothic Literature, Health, Holocaust History, Music Appreciation, Mythology, Philosophy, Reading and Writing for Purpose, Structure of Writing, The Lord of the Rings exploration, Women's Studies, and World Religions. These courses ensure a holistic approach to education, recognizing the richness of student diversity and providing a platform for inclusive and engaging learning experiences.

Advanced Placement (9th-12th grade): The AP curriculum will be offered through Edmentum and will be designed to cater to diverse student subgroups, addressing their unique learning needs. It acknowledges and plans for the distinct requirements of students with disabilities (SWDs), English learners (ELs), and those facing academic challenges. The instructional methods and resources incorporate concrete strategies and materials to support these subgroups comprehensively. Students will be able to choose from a range of courses, including AP Macroeconomics, AP English Literature and Composition, AP Calculus AB, AP Statistics, AP Psychology, AP U.S. Government and Politics, AP Microeconomics, AP Spanish Language and Culture, AP U.S. History, AP English Language and Composition, AP Biology, AP Chemistry, and AP Environmental Science. These courses provide a rigorous and engaging educational experience, preparing students for the AP exams and further studies in various fields.\

Credit Recovery: Remediation opportunities, such as Credit Recovery, at Wright Community School (WCS) will involve utilizing Edmentum's program. To ensure students stay on track each year to meet these requirements, WCS will provide personalized support through instructional coaching and academic advising, fostering individualized learning and empowering both teachers and students. Additionally, WCS follows a mastery-based learning approach, where students progress at their own pace after demonstrating a deep understanding of the current topics or skills, ensuring inclusivity and equal opportunities for all students.

Financial Literacy: The Financial Literacy curriculum at WCS is a vital component of students' academic journey, serving as a promotion requirement for middle school students. Emphasizing inclusivity, the curriculum is designed to cater to the diverse learning needs of various student

subgroups. Acknowledging the unique challenges faced by students with disabilities (SWDs), English learners (ELs), and those experiencing academic struggles, the instructional methods incorporate concrete strategies and specialized materials to ensure comprehensive support. Edmentum, the chosen platform for the curriculum, offers a range of courses tailored to different needs, including Financial Literacy, Personal Financial Responsibility, and more. These courses cover essential topics such as earning and spending, savings and investing, credit and debt, protection of assets, and financial planning. The curriculum aligns with state standards.

6th-8th Grade	9-12th Grade
Middle school students can access courses like Financial Mathematics, Mathematics of Personal Finance, and others, delving deeper into real-world financial literacy, personal finance, and business subjects. Recognizing the significance of financial literacy, particularly for middle school students, the curriculum addresses the alarming trend of financial struggles among Americans. Over 60% live paycheck to paycheck, and the curriculum aims to instill foundational knowledge early on to combat these challenges. By providing students with essential skills like budgeting, credit management, and understanding financial products, the curriculum seeks to empower them to make informed and responsible financial decisions throughout their lives.	The Financial Literacy curriculum at WCS serves as a crucial graduation requirement for high school students, emphasizing the significance of financial knowledge. This requirement extends to middle school, ensuring that students receive a comprehensive financial education. The curriculum, administered through Edmentum, is crafted to address the diverse needs of students, recognizing and accommodating various subgroups. For students with disabilities (SWDs), English learners (ELs), and those facing academic challenges, instructional methods incorporate concrete strategies and materials to ensure inclusive learning experiences. The course offerings include Personal Financial Literacy, Intermediate Business and Marketing and others. These courses cover essential financial concepts such as earning, spending, savings, investing, credit, and decision-making. The importance of financial literacy for students lies in fostering better financial decisions, understanding the consequences of student loan debt, emphasizing the importance of saving, and creating positive ripple effects on mental health and overall well-being.

2. **Describe the instructional methods that will be implemented, including innovative, distinctive, or unique instructional techniques or educational programs (e.g., project-based learning).**
Why are these innovations appropriate for this population/school?
Explain how these innovations will increase student achievement.

Mastery-Based Learning[17]: At The Wright Community School (WCS), we have selected the mastery-based learning approach as a fundamental aspect of our instructional model. Mastery-based learning is a pedagogical philosophy where students progress to new topics or skills only after demonstrating a deep understanding of the current ones. In this personalized learning environment, students work at their own pace, with the support of technology and teacher assistance. This approach allows for inclusivity, equal opportunities, and individual empowerment, aligning with our mission to address academic challenges in Metro Atlanta, particularly in areas with specific needs such as South Dekalb.

Rationale for Mastery-Based Learning[18]: The selection of mastery-based learning at WCS is justified by the urgent need to address academic disparities in Metro Atlanta. According to data from the United Way's Child Well Being Outlook Report 2023[19], a significant percentage of 8th graders struggle with math proficiency, and 3rd graders face challenges in reading. Additionally, the report highlights the concerning number of youth aged 16 to 19 not on track for college or career success, contributing to a growing gap between workforce needs and available skilled individuals. Mastery-based learning[20], as implemented by the Modern Classrooms Project, has significantly elevated student achievement. This approach, rooted in research since the 1960s, requires students to demonstrate proficiency before progressing to the next skill, fostering deep

17 https://www.modernclassrooms.org/blog/what-is-mastery-based-learning
18 https://www.edmentum.com/intl/articles/mastery-based-learning/
19 https://unitedwayatlanta.org/insights/
20 https://www.modernclassrooms.org/blog/mastery-based-learning-what-does-the-research-say

understanding. Research indicates increased satisfaction, positive attitudes, improved academic self-concept, and heightened focus on task completion among mastery-based learners. The approach narrows aptitude variability, instills growth mindset, and substantially enhances long-term retention. By valuing mastery over speed, educators create differentiated instruction, leveraging resources to support diverse learning speeds.

Implementing Mastery-Based Learning: What It Looks Like: At WCS, mastery-based learning entails dividing the curriculum into a sequence of skills or instructional units. Teachers begin each lesson by identifying the specific skill they want students to master. For instance, a math teacher may focus on ensuring students fully grasp a particular concept before moving to the next. This approach is akin to building a pyramid, where students must build a solid foundation before advancing to more complex learning tasks.

Student-Centered Mastery in Practice: In a mastery-based learning environment, students are empowered to learn deeply in ways that suit them best. For example, a student who excels in a particular subject can progress to more advanced content at their own pace, avoiding boredom associated with a one-size-fits-all approach. Conversely, students who need additional time and support in mastering a concept receive personalized attention and resources. This student-centered approach ensures that each learner progresses based on their understanding, preventing the formation of learning gaps and fostering confidence and self-esteem.

Benefits of Mastery-Based Learning for Students[21]: The benefits for students at WCS are substantial. They include the ability to:

Learn Deeply: Mastery-based learning allows students to delve deeply into subjects, ensuring a thorough understanding of foundational concepts before moving on.

[21] https://www.modernclassrooms.org/blog/mastery-based-learning-what-does-the-research-say

Demonstrate Mastery Meaningfully: Students showcase their mastery not just by completing assignments but by justifying their understanding, enabling them to articulate the reasoning behind their solutions.

Personalized Learning Experience: The approach caters to individual learning speeds and needs, providing a balanced and challenging learning experience. There are no schools in South Dekalb currently utilizing the mastery-based learning approach. Contrasting mastery-based learning with traditional methods reveals its distinct advantages. In a traditional setting, all students typically move through lessons at the same pace, potentially leading to learning gaps. For instance, if a student misses a critical lesson, they may struggle to catch up, hindering their understanding of subsequent topics. In mastery-based learning, the focus is on ensuring each student is truly ready to advance, minimizing the risk of gaps and fostering a more comprehensive and effective learning experience.

Mastery-Based Learning at WCS is not just an educational strategy; it's a commitment to maximizing every student's potential. By addressing the specific needs outlined in the United Way's report and aligning with historical models of effective learning, WCS ensures that students are truly ready for college and future careers. Through this approach, we aim to contribute to closing proficiency gaps, fostering a sense of empowerment, and preparing students for lifelong success.

Flexible Period[22]: The implementation of a Flexible Period at The Wright Community School (WCS) is a strategic move to enhance educational opportunities, provide tailored support, and create a more equitable learning environment. The Flexible Period is a dedicated time during the school day, allowing for various purposes such as teacher-student meetings, academic support,

[22] https://www.edficiency.com/post/19-benefits-of-flex-periods-in-school

intervention, enrichment, and social-emotional learning. This approach aligns with our commitment to inclusivity, equal opportunities, and individual empowerment. WCS Flexible Period will be a designated time in the daily schedule allocated for specific student-focused activities. These activities include extra help, intervention, enrichment, and social-emotional learning. The flexibility allows students to receive targeted support based on their unique needs, preventing any group from being left behind or not being challenged. It is an integral part of our commitment to providing a supportive and adaptable learning environment.

- **Rationale[23]:** The decision to implement a Flexible Period is grounded in the understanding that students have diverse needs, including those related to English Language (EL) services, Special Education, Gifted programs, and Response to Intervention (RTI) plans. Data from Enriching Students emphasizes the success of schools utilizing flexible periods, showcasing improvements in student achievement, targeted support for struggling students, enrichment opportunities, and addressing social-emotional needs. This aligns with the United Way's Child Well Being Outlook Report 2023, emphasizing the need for tailored support to bridge proficiency gaps.Research indicates that Flexible Periods are crucial for various reasons, including providing teachers with more time to support students in need, offering students opportunities they might miss after school hours, and contributing to students' social and emotional learning. The Effects of High School Flex Blocks on Students and Teachers study demonstrated positive outcomes, with an increase in student connections with adults, a decrease in student anxiety, and improved balance in managing school workload and personal interests.
- **Implementing Flexible Periods:** What It Looks Like: At WCS, the Flexible Period goes beyond a traditional study hall. It is a strategic period designed to address specific student needs.

[23] https://unitedwayatlanta.org/insights/

Each day, students have the opportunity to meet with different teachers for additional academic support, participate in enrichment sessions, attend review lessons, engage with advisors, make up missed assignments, join club meetings, and take part in extracurricular activities such as sports. This tailored approach ensures that students receive support aligned with their academic and personal interests.

- **Benefits for Students and Staff:** Flex Periods have demonstrated positive outcomes, with 83% of students enjoying their school day more, 89% considering the flexible period important, and 83% of staff observing increases in student achievement. This data, gathered through surveys, emphasizes the significance of Flexible Periods in creating an engaging and supportive learning environment.
- **SEL Focus:** During the Flex Period, students will engage in social-emotional learning (SEL) activities that promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These activities may include discussions, group exercises, role-playing scenarios, journaling, and mindfulness practices. The school will potentially partner with Hopebound to provide SEL resources and support. Additionally, the school's Social Worker will play a key role in facilitating SEL lessons using the WhyTry curriculum. This curriculum is designed to help students develop resilience, emotional intelligence, and coping skills, addressing common challenges they may face in school and life. Together, the partnership with Hopebound and the expertise of the Social Worker will ensure comprehensive SEL instruction and support for students.
- **Implementation Strategies:** WCS will schedule a daily Flexible Period to maximize its impact. Ideally, a school-wide period is preferred to ensure all teachers are available to all students during that time each day. However, variations like having multiple periods or

combining with lunch are considered based on practicality. The implementation will be guided by the school's commitment to meeting individual student needs and promoting student agency.

The implementation of a Flexible Period at WCS is a strategic move to address the diverse needs of our student population. It aligns with our commitment to inclusivity, equal opportunities, and individual empowerment. The Flexible Period will not only provide targeted support for various student groups but also contribute to a more engaging and supportive learning environment, ultimately bridging proficiency gaps, increasing rigor, and preparing students for success.

Support System[24]: The Wright Community School (WCS) is dedicated to providing a comprehensive support system that goes beyond traditional academic approaches. The Support System at WCS integrates instructional coaching and academic advising, offering personalized assistance to students and educators. This multifaceted system aims to foster individualized learning, empower teachers, and guide students through their academic journey.

- **Instructional Coaching[25]:** A Teacher-Centric Approach: WCS adopts instructional coaching as a teacher-centric approach to professional development. As described by coaching expert Tony Stoltzfus, an instructional coach is essentially a teacher talking with a teacher. This philosophy aligns with the first maxim, emphasizing that effective instructional coaches act as partners rather than experts. The coaching process involves asking reflective questions, listening, and making nondirective suggestions, empowering teachers to take control of their own learning.
- **Coaching Process:** The coaching process at WCS is designed to catalyze learning in classrooms, ensuring that the most important changes happen where they matter the most. This philosophy recognizes that teachers respond best when treated as equals, and growth requires a

[24] https://youth.gov/youth-topics/mentoring/benefits-mentoring-young-people
[25] https://eleducation.org/resources/coaching-for-change-teacher-centered-coaching

clear picture of reality and well-defined goals. Through instructional coaching, WCS aims to create a culture where teachers actively engage in real-life learning, continuously improving their teaching practices.

- **Implementation:** Instructional coaches at WCS will maintain a balance between support and dialogue, sharing their deep knowledge of effective teaching practices tentatively and only when requested. This approach ensures that teachers apply new knowledge, skills, or beliefs to their personal experiences and work. The coaching sessions are not confined to workshops but extend into the classrooms, reflecting a belief that genuine learning happens in the midst of real-life teaching challenges.
- **Academic Advising:** The academic advising component of WCS's Support System is characterized by advisors who demonstrate a genuine interest in advising, possess effective interpersonal and communication skills, and stay knowledgeable about promotion and graduation requirements per the Georgia Department of Education. Advisors actively monitor student progress, engage in goal settings, develop students' Individual Learning Plans, and guide students through their educational journey. The advising process is a collaborative partnership, with advisors recognizing the importance of the student''s role in making informed decisions.

Individual Learning Plans: Individual Learning Plans (ILPs) at Wright Community School (WCS) embody a personalized and student-centric approach to education. These plans cater to each student's unique learning needs, interests, and support requirements. At WCS, students are actively involved in the development of their ILPs, working closely with their academic advisor at the start of each academic year. Special emphasis is placed on homeroom teachers, who undergo training to serve as effective academic advisors, ensuring they can guide students in setting and tracking their goals, interests, and progress.

- The ILP serves as a dynamic tool for planning and monitoring, customizing learning opportunities and documenting crucial aspects such as interests, assessment data, needs, and course selections.
- Regular monitoring of ILPs occurs every 4.5 weeks, at the beginning and end of each semester, ensuring their relevance and effectiveness in guiding students toward academic and personal objectives. Beyond documentation, ILPs broaden students' perspectives, encompassing transition placements, access to college-level programming, and diverse learning experiences.
- Students meet with their academic advisor every 4.5 weeks to discuss progress and address academic concerns, while also exploring opportunities for further development both inside and outside the classroom.
- Integration of assessment results into ILPs informs instructional strategies and supports continuous academic growth. WCS is dedicated to each student's success, with the ILP playing a pivotal role in providing a tailored and evolving educational journey.

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- **Empowering Students:** WCS acknowledges that students are equal partners in the advising process. Students are responsible for clarifying personal values, abilities, interests, and goals. Students at WCS to schedule regular appointments during the Flexible Period, Homeroom or afterschool, come prepared for sessions, and explore their interests. Through the use of tools like Academic Planning, WCS will empower students to actively engage in their educational planning, ensuring that they accept final responsibility for their decisions and graduation requirements.
- **Holistic Support:** The mission of academic advising at WCS goes beyond mere course scheduling. It aims to bring holistic support to students as they navigate their higher education

journey. Advisors guide students in constructing Individualized Learning plans compatible with their life goals. By fostering the development of the whole student, including their growth and decision-making abilities, academic advising contributes to the academic success of students at WCS.

- **Integration:** The Support System at WCS is designed to integrate instructional coaching and academic advising seamlessly. Instructional coaches and advisors work collaboratively to ensure that teachers and students receive holistic support. For example, instructional coaches may collaborate with advisors to align professional development goals with academic advising plans. This integration fosters alignment, creating a comprehensive support mechanism that addresses both the professional development needs of teachers and the academic journey of students. The Support System at The Wright Community School reflects a commitment to personalized, comprehensive support. Through instructional coaching and academic advising, WCS aims to empower teachers and guide students, fostering an environment where real learning happens in real life. This multifaceted approach aligns with the school's vision of creating an inclusive and equitable learning community that values the unique journey of each student and educator.

3. Describe the anticipated student-to-teacher ratios and the reasoning for choosing these ratios.

At The Wright Community School (WCS), the anticipated student-to-teacher ratios[26] are outlined in a phased approach: 14:1 in year one, 16:1 in year two, and achieving a goal of 13:1 in years 3-5. The selection of these ratios is grounded in the proven effectiveness of smaller class sizes, aligning seamlessly with WCS's vision to deliver a high-quality education that prioritizes

[26] https://www.aasa.org/resources/resource/small-classes-big-possibilities

meeting the unique needs of each student. The decision is supported by research, as visits to over 20 schools, including KIPP Miami, Summit Tahoma, The New School, and Tapestry Charter School, revealed successful small class models with no more than a 16:1 ratio[27]. Stakeholder input, including insights from 285 surveyed students and engagement with over 1500 stakeholders, advocated for class sizes not exceeding 25:1 in high school and 20:1 in middle school during a collaborative community co-design initiative.

The student-to-teacher ratio of WCS is lower than the 2022-2023 Dekalb County Schools' ratio of 14.78. This deliberate choice is expected to benefit all students, including students with attention challenges, gifted education students and those with different learning styles or medical challenges. Lower ratios are associated with improved academic achievement with long-term benefits for students facing socio-economic disadvantages. WCS's commitment to a student-centric approach aligns with its mission to empower students to become Proactive, Innovative, Literate, Organized, and Tenacious Scholars (P.I.L.O.T.S) of their own lives. The selected class ratios directly reflect this vision, fostering an intimate and supportive learning environment where individualized attention can thrive, aligning with the goal of breaking down barriers, providing equitable opportunities, and empowering all individuals to grow and make informed choices.

4. **Describe how the charter school intends to meet the needs of students identified as gifted and talented. Include in your description any diagnostic methods or instruments that will be used to identify and assess these students.**

The Wright Community School (WCS) is committed to meeting the needs of gifted and talented (G&T) students, following the guidelines outlined in the Georgia Department of Education's

[27] https://www.learner.com/blog/student-to-teacher-ratio-in-high-schools#:~:text=What%20is%20the%20ideal%20teacher,engaged%20(Public%20School%20Review).

(GaDOE) 160-4-2-.38 Education Program for Gifted Students. In Dekalb County Schools, the current demographics of Gifted & Talented students stand at 42% Black, 8% Hispanic, 38% White, 9% Asian, Pacific Islander, or Native Hawaiian, and 3% Two or More Races, totaling 11,200 students. At WCS, the emphasis is on breaking down barriers and ensuring equal opportunities for all students, including those identified as gifted and talented.

For gifted identification at different grade levels, WCS will utilize specific diagnostic tools as outlined below:

Middle School Students (6th to 8th grade): Middle school students will undergo the i-Ready assessment, which is a norm-referenced, standardized achievement test focusing on Mathematics and Reading. The results from the i-Ready Diagnostic, along with educator observations, will be considered as evidence for both gifted identification referral and determination by a Student Search/Eligibility team.

High School Students (9th to 12th grade): High school students will take the NWEA Map Growth assessment. This computer adaptive test measures academic achievement precisely, even for students above grade level. The results from the MAP Growth assessment will be one of multiple data points considered in the gifted and talented placement decisions.

Additionally, during the testing process, the Gifted Eligibility Team may request consent to administer various instruments to students in 6th to 12th grade, including but not limited to the Cognitive Abilities Test (CogAT), Torrance Test of Creative Thinking (TTCT), Gifted Rating Scales (GRS), Children's Academic Intrinsic Motivation Inventory (CAIMI), and/or Naglieri Nonverbal Abilities Test (NNAT). These tests assess various cognitive abilities, creativity,

academic motivation, and nonverbal reasoning, providing comprehensive data for gifted identification.

Some tests such as the CogAT, TTCT, and NNAT will be administered once every two years, while others like the CAIMI can be completed once each calendar year. Each test has specific minimum qualifying scores, such as the 96th percentile for the CogAT and NNAT, and the 90th percentile for the TTCT, CAIMI, and GRS.

The timeline for gifted referrals at The Wright Community School (WCS) follows a structured process:

- **Gifted Formal Evaluation Assessment Window:** WCS will conduct a Gifted Formal Evaluation Assessment window in the fall of each school year, aligning with the Dekalb County School District's calendar.
- **Referral at Any Time:** Although the formal assessment window is in the fall, students can be referred at any time during the school year by a staff member. Additionally, students may receive automatic referral via i-Ready and NWEA Map testing.
- **Test Score Validity:** Test scores used to establish eligibility must have been administered within the past two calendar years.
- **Assessment of Performances and Products:** Performances and products used as evidence of giftedness must have been produced within the two calendar years prior to evaluation.
- **Evidence of Creativity and Motivation:** Students or individuals on behalf of students may submit products or evidence of outstanding performances completed during the two calendar years prior to evaluation as evidence of creativity and motivation.

- **Evaluation of GPAs or Grades:** GPAs of students will be determined by calculating the grades earned during the two years prior to evaluation in subjects including mathematics, science, English/language arts, social studies, and full-year world language if included in the student's records.
- **Evaluation of WCS's Gifted Program:** The Dekalb County School District will evaluate WCS's gifted program at least every three years using criteria established by the Georgia Department of Education (GaDOE).

WCS's timeline for gifted referrals includes a formal assessment window in the fall, with the flexibility for referrals at any time during the school year. Eligibility criteria encompass various assessments, performances, products, and GPA evaluations, ensuring a comprehensive evaluation process. Additionally, the gifted program undergoes periodic evaluation by the Dekalb County School District.

The advanced content model at The Wright Community School (WCS) encompasses several key components:

- **Minimum Core Content Class:** WCS requires a minimum of one core content class in either ELA or Math.
- **Gifted Endorsed Teachers:** WCS ensures that teachers involved in delivering advanced content are gifted-endorsed.
- **Small Teacher/Student Ratio:** WCS maintains a small teacher/student ratio of 1:25, allowing for more personalized instruction and support.
- **Accelerated Curriculum:** The curriculum emphasizes process skills, problem-solving activities, research projects, and other higher-order thinking skills, providing students with a challenging and engaging learning experience.

- **Advanced Placement (AP) Classes:** WCS offers Advanced Placement (AP) classes. These courses cover a range of subjects, including AP Macroeconomics, AP English Literature and Composition, AP Calculus AB, AP Statistics, and more.

To serve students at varied pacing within the advanced content model, WCS will implement mastery-based learning. This approach allows students to progress through the curriculum at their own pace, focusing on mastering specific concepts before moving on to more challenging material.

Key features of mastery-based learning include:

- **Enhanced Understanding and Retention:** Mastery-based learning emphasizes mastery of specific skills or knowledge, allowing students to focus on learning key concepts rather than completing a course within a fixed timeframe. This personalized approach enhances understanding and retention of course material.
- **Individualized Pace:** Students can progress through the curriculum at their own pace. Those who grasp concepts quickly can move on to more advanced material, while those who require additional instruction can take the time they need to fully understand the material.
- **Increased Student Motivation:** Mastery-based learning increases student motivation by giving them greater autonomy and control over their learning process. Students can tailor their learning experience to their individual needs and preferences, leading to a greater sense of accomplishment and a lifelong love of learning.
- **Assessment Accuracy:** Immediate feedback on student performance allows teachers to assess student progress on specific learning outcomes and customize instruction to meet

students' individual needs. This personalized approach increases student engagement and success.

- **Focused Learning:** Mastery-based learning ensures that students have a thorough understanding of each concept before moving on to more advanced material, reducing the likelihood of knowledge gaps or misunderstandings. This targeted approach fosters a comprehensive understanding of the curriculum.

WCS's advanced content model combines rigorous curriculum offerings with mastery-based learning to provide students with a personalized and engaging educational experience tailored to their unique learning needs and abilities.

Diagnostic Methods and Instruments: The diagnostic methods and instruments used for identifying gifted students at WCS are comprehensive. The Gifted Eligibility Team, consisting of a gifted certified teacher, grade-level counselors, grade-level teachers, and an administrator, utilizes standardized tests of mental ability, achievement tests, tests of creative thinking, motivational characteristics rating scales, and standardized creativity characteristics rating scales. The team may request consent to administer instruments such as Cognitive Abilities Test (CogAT), Torrance Test of Creative Thinking (TTCT), Gifted Rating Scales (GRS), Children's Academic Intrinsic Motivation Inventory (CAIMI), and/or Naglieri Nonverbal Abilities Test (NNAT). These instruments are chosen for their commitment to validity, reliability, and fairness.	**Identification:** The identification process at WCS is both automated and reported. Students may be recommended based on a universal screener (i-Ready or MAP), staff referral, or recommendations from teachers, counselors, administrators, parents/guardians, peers, or the students themselves. Students meeting criteria scores set by the Local Board of Education (LBOE) on standardized tests are automatically referred.
Model: The Wright Community School will adopt the Advanced Content Model in accordance with 160-4-2-.38. This model includes a minimum of one core content class taught by a gifted-endorsed teacher, maintaining a 1:25 teacher/student ratio. The curriculum emphasizes process skills, problem-solving activities, research projects, and higher-order thinking skills. Advanced Placement (AP) classes are included, provided the teacher is AP certified and has completed relevant training.	**Criteria:** The eligibility criteria set by the LBOE are rigorous, with students needing to score at or above the 96th percentile on norm-referenced tests of mental ability, meet achievement criteria, and demonstrate creativity and motivation. The LBOE ensures a continuation policy for students receiving gifted services, with annual reviews and a probationary period for those facing challenges in maintaining satisfactory performance. WCS is dedicated to collecting and maintaining statistical data on gifted program participation, regularly evaluating its program, and

	making administrative procedures and curricula available for public review. In summary, WCS is committed to providing a nurturing environment for gifted students, ensuring equity, and adhering to the guidelines set forth by the GaDOE in 160-4-2-.38 Education Program for Gifted Students.

5. *For High Schools only:*

- Describe how the school will determine whether a student has satisfied the requirements for high school graduation, including earning credits or units and awarding completion credentials.
- Describe how the school will meet college and career ready obligations, including how the school will incorporate dual enrollment, Move on When Ready, and AP classes.

Credit or Unit Requirements Overview: According to the Georgia Code: IHF(6) 160-4-2-.48 High School Graduation Requirements, students at the Wright Community School who are working towards a Georgia High Diploma will need to earn at least 23 credits. Below is a chart that displays Georgia Department of Education requirements in comparison to WCS.

GADOE High School Graduation Requirements	**WCS High School Graduation Requirements**
English/Language Arts: Four units ● American Literature/Composition (1 unit) ● Ninth-Grade Literature and Composition (1 unit) ● Two additional units for English/Language Arts **Mathematics: 4 units** ● Mathematics I or GPS Algebra (1 unit) ● Mathematics II or GPS Geometry (1 unit) ● Mathematics III or GPS Advanced Algebra (1 unit) ● Extra core mathematics courses (1 unit) **Science: 4 units** ● Biology (1 unit) ● Physical Science or Physics (1 unit) ● Chemistry, Earth Systems, Environmental Science, or AP/IB course (1 unit) ● One extra science unit (1 unit) **Social Studies: 3 units** ● United States History (1 unit) ● World History (1 unit)	**English/Language Arts: Four units** ● American Literature/Composition (1 unit) ● Ninth-Grade Literature and Composition (1 unit) ● Two additional units for English/Language Arts **Mathematics: 4 units** ● Mathematics I or GPS Algebra (1 unit) ● Mathematics II or GPS Geometry (1 unit) ● Mathematics III or GPS Advanced Algebra (1 unit) ● Extra core mathematics courses (1 unit) **Science: 4 units** ● Biology (1 unit) ● Physical Science or Physics (1 unit) ● Chemistry, Earth Systems, Environmental Science, or AP/IB course (1 unit) ● One extra science unit (1 unit) **Social Studies: 3 units** ● United States History (1 unit) ● World History (1 unit)

● American Government/Civics (0.5 unit) ● Economics (0.5 unit) **CTAE, Modern Language/Latin, and Fine Arts: 3 units** **Health and Physical Education: 1 unit** **Electives: 4 units**	● American Government/Civics (0.5 unit) ● Economics (0.5 unit) **CTAE, Modern Language/Latin, and Fine Arts: 3 units** **Health and Physical Education: 1 unit** **Electives: 4 units** **Financial Literacy: 4 units**

Procedures for Awarding Units of Credit

Course Eligibility and Curriculum Alignment: The Wright Community School follows the guidelines outlined in the Georgia Department of Education Rule 160-5-1-.15 for awarding units of credit. Local boards of education at the school apply these requirements to all students, irrespective of their entry date into ninth grade. Credits are awarded for courses aligned with the state-adopted curriculum for grades 9-12, ensuring that concepts and skills meet the approved standards. Furthermore, credits may be awarded for middle-grade courses aligned with the same curriculum.

Dual Enrollment and CTAE Course Credits: The school awards units of credit for dual enrollment courses, adhering to the State Board of Education Rule 160-4-2-.34. Additionally, Career, Technical, and Agricultural Education (CTAE) courses that embed academic core standards can earn students both CTAE and associated academic core course credits. However, students are limited to earning a maximum of three units of credit for academic core courses through CTAE.

Dual Enrollment Plan:

- **9th Grade:** Students will participate in the Freshman Year for Free™ program offered by the Modern States Education Alliance. This program provides tuition-free college education through online courses from reputable universities via edX. The courses are tailored for 9th graders and prepare them for Advanced Placement (AP) and College Level Examination Program (CLEP) tests in various subjects such as History, Computer Science, Math, English, and Economics.

- **10th - 12th Grade:** The Wright Community School will utilize Dual Enrollment opportunities provided by the Dekalb County School District (DCSD). Students will engage in the dual enrollment process, which includes researching admission requirements, taking necessary exams, and sending scores to colleges. The collaboration between students, college and career counselors, and parents/guardians will be emphasized throughout the process. WCS will adhere to the guidelines outlined by DCSD's website, and students will be required to seek approval for any schedule changes or discontinuation from the program.

AP Courses Plan:

9th & 10th Grades: Students in these grades will have access to AP Human Geography, AP World History: Modern, and AP World Languages and Cultures courses.

11th Grade: AP English Language and Composition, AP U.S. History, AP Psychology, AP Biology or AP Physics 1, AP Seminar or AP Research, AP Computer Science Principles, and AP World Languages and Cultures courses will be offered.

12th Grade: AP English Literature and Composition, AP U.S. Government and Politics, AP Calculus AB or AP Statistics, AP Psychology, and AP World Languages and Cultures courses will be available.

Flexible Period:

- The Flexible Period at The Wright Community School is a designated time during the school day for various student-focused activities such as teacher-student meetings, academic support, intervention, enrichment, and social-emotional learning.

- During the Flexible Period, students will have the opportunity to work on their dual enrollment courses and AP courses, providing them with dedicated time to focus on advanced coursework and receive additional support as needed.
- The flexibility of the period allows for tailored support based on individual student needs, ensuring that all students have equal opportunities for academic growth and success. It aligns with WCS's commitment to inclusivity, equal opportunities, and individual empowerment.

At the beginning of each semester, students can select dual enrollment or AP courses with their advisor. They will also have to submit a teacher or community member recommendation. This effort ensures the student has additional stakeholders to hold them accountable.

The curriculum and dual enrollment offerings at The Wright Community School (WCS) surpass the Move On When Ready program in several ways:

- **Accessibility and Inclusivity:** WCS's dual enrollment program does not require financial assistance or fear of being denied due to academic history. Unlike Move On When Ready, where eligibility is based on meeting certain criteria and regulations, every 9th or 10th-grade student at WCS who wants to enroll can do so without fear of failure.
- **Flexibility and Pace:** Students at WCS can work at their own pace, which is aligned with the school's Mastery Based Learning approach. This means they have the flexibility to progress through courses at a speed that suits their individual learning needs, which may not be possible in the structured timeline of the Move On When Ready program.
- **Diverse Course Offerings:** While Move On When Ready offers a variety of courses, WCS's dual enrollment program extends beyond traditional offerings by providing access to online courses from reputable universities via the Freshman Year for Free™ program.

This program prepares students for Advanced Placement (AP) and College Level Examination Program (CLEP) tests in a wide range of subjects, including History, Computer Science, Math, English, and Economics.

- **Collaborative Support:** WCS emphasizes collaboration between students, advisors, and parents/guardians throughout the dual enrollment process. This ensures that students receive comprehensive support and guidance at every step, from researching admission requirements to course registration, which may enhance the overall experience compared to the more streamlined approach of Move On When Ready.

Overall, WCS's dual enrollment program offers greater accessibility, flexibility, and support, along with a broader range of course options, making it a more comprehensive and student-centered alternative to the Move On When Ready program.

Subject Area Competency and Credit Validation: Local boards of education award a unit of credit when a student successfully completes courses based on the state-adopted curriculum or demonstrates subject area competency through predefined scores on approved assessment instruments. Subject area competency credits are capped at three units. The school adopts policies for validating credits earned in non-accredited schools, home study programs, and non-traditional educational centers.

Grade Reporting and Monitoring: Progress reports are issued every four and a half weeks, and report cards are issued every nine weeks for all students. To pass a class, students must earn at least a 70. Classes are structured in a semester model, with students earning 0.5 credit for each semester in high school.

Financial Literacy Requirement: WCS sets itself apart by making financial literacy a mandatory course for students in grades 6 to 12. This non-credit course isn't usually part of graduation standards, but it shows that WCS wants to prepare students for real-life problems, help them develop a healthy relationship with money, and help them understand and use a variety of money skills effectively.(See Academic Program) To accommodate the newly required

.5 credits of financial literacy and potentially additional finance-related courses, WCS will make adjustments to its master schedule. These adjustments will involve offering a variety of finance-related courses as electives, including Personal Finance, Career Exploration in Finance, Mathematics of Personal Finance, Personal and Family Finance, Principles of Business, Marketing, and Finance, and Life Skills. These courses will be available to middle and high school students at WCS

The decision to offer these courses stems from community feedback and the SB 220, which mandates personal finance classes for high school students in Georgia. This law highlights the importance of financial literacy education, emphasizing skills such as budgeting, understanding credit, and financial planning. Governor Kemp emphasized the significance of these skills during the signing event, stating that they prepare students for life beyond the classroom which directly aligns with WCS vision.

Data supporting the need for a standalone financial literacy courses above the content included in the current HS Economics course comes from the growing trend of states mandating personal finance education. This innovation s crucial for ensuring equal opportunities, particularly for students from nonwhite or economically disadvantaged backgrounds. Financial literacy is essential for students to make informed decisions about their finances, leading to greater stability and a higher quality of life. By offering dedicated financial literacy courses, WCS aims to empower students to take control of their finances and navigate the financial challenges and opportunities they will encounter in life. Therefore, adjusting the master schedule to include these courses ensures that students have access to crucial financial education that will benefit them throughout their lives.

Assessment and Evaluation Criteria: The Common Core Georgia Performance Standards (CCGPS) and the Georgia Performance Standards (GPS) are the basis for assessment and evaluation criteria.

End-of-Course Assessments (EOCs) are an essential part of the evaluation process, and WCS acknowledges their significance. EOCs are used to test student proficiency and mastery in certain subject areas, and they contribute to a holistic assessment approach that is linked with state standards

Awarding Completion Credentials: After the student has earned the necessary number of credits or units, WCS will give completion credentials that are specific to the student's accomplishments. Here are the credentials:

High School Diploma: Given to students who fulfill the requirements set forth in Rule 160-3-1-.07 Testing Programs - Student Assessment, including attendance, unit, and state assessment requirements.

High School Certificate: Given to students who complete the necessary 23 units but do not meet all requirements for a diploma. This certificate recognizes their academic achievements and opens doors for future educational or professional endeavors.

Special Education Diploma: Students with disabilities who have been placed in a special education program are eligible to receive a special education diploma. These students have met the requirements outlined in their Individualized Education Programs (IEPs), even if they may not have completed all graduation prerequisites or met all state assessment requirements.

Local Educational Agency and Responsibilities: By adhering to the Graduation requirements of each student, WCS will work in collaboration with the Local Educational Agency (LEA) by offering individualized instruction, support, and delivery of Special Education services . In accordance with the Georgia Department of Education’s emphasis on local board responsibilities, the dedication to ongoing guidance, documentation, diagnostic and continuous evaluation services, and individualized instructional programs is evident. WCS's comprehensive, individualized approach guarantees that students not only graduate on time but also acquire the knowledge and perspective needed to properly handle life's challenges. Students are encouraged to investigate a variety of academic opportunities that cultivate a love of learning and personal

growth, earning credentials that recognize their individual accomplishments and pathways to future success.

College and Career Ready Obligations Overview: At The Wright Community School, we use a comprehensive strategy, using the College and Career Ready Performance Index (CCRPI) as a roadmap for progress, to ensure that we are meeting our commitment to meeting college and career ready standards. All stakeholders, including teachers, parents/guardians, and community members, can access data through this accountability system and help to improve student performance and choices. In order to measure and improve our efficacy in assisting students in attaining their college and professional objectives, we employ the CCRPI as a vital instrument. The Wright Community School's efforts to expand and enrich educational options for students are guided by this all-encompassing index that considers their Achievement, their Progress, the Achievement Gap, and their Challenge Points. By addressing important questions about student achievement, progress, and readiness, the CCRPI helps us shape our strategies for academic excellence.

College and Career Goals: The college and career readiness goals of WCS encompass preparing students to thrive in post-secondary education, pursue meaningful careers, and become engaged, contributing members of society. To exceed the performance metrics of students in its community who attend their zone schools, WCS plans to implement a comprehensive approach that includes personalized learning experiences, rigorous academic programs, extensive support services, and partnerships with higher education institutions and industry leaders. By providing a supportive and enriching learning environment that fosters academic excellence, critical thinking, and real-world skills, WCS aims to empower students to surpass traditional benchmarks and achieve exceptional outcomes in college and career readiness.

- Increase 9th-grade participation in dual enrollment programs by 25% within the first two academic years, as measured by the number of students enrolled in at least one dual enrollment course by the end of the academic year.
- Achieve a college acceptance rate of 90% among graduating seniors by the year 2029, as measured by the percentage of students who receive acceptance letters from accredited colleges and universities.

Dual Enrollment and AP: Beginning in the ninth grade, the Wright Community School offers early access to AP and dual enrollment courses. Through the integration of college-level coursework into the high school curriculum, we enable students to participate in advanced academic experiences and earn college credits. This proactive approach helps them become well-prepared for higher education and future careers. Advanced Placement (AP) courses are available to students beginning in the ninth grade at The Wright Community School. In addition to giving students college-level work, this curriculum also gets them ready for the academic challenges of college. The Wright Community School's teachers will be trained to support AP students, ensuring success. Students who take these courses improve their preparedness for college and future employment by gaining knowledge and skills that are useful.

Move on When Ready Initiatives: The Wright Community School distinguishes itself by surpassing the requirements of the Move On When Ready (MOWR) program, starting from the 9th grade and providing continuous opportunities for students. Our mastery-based learning approach, deeply rooted in MOWR principles, underscores our commitment to early exposure to higher education and enhanced college accessibility. Aligned with our vision of inclusivity and individual empowerment, this approach prioritizes student proficiency, ensuring a robust foundation before progressing to new material. This research-backed strategy optimizes engagement, motivation, and understanding, reflecting our dedication to improving learning outcomes and fostering a confident, empowered community. Academic Advisors and the College and Career Counselor (Year 2) will monitor credit accumulation, engaging in discussions with parents and students every 4.5 weeks, as well as at the commencement and conclusion of each semester.

WCS goes above and beyond by tailoring the learning experience to individual needs and interests, offering Dual Enrollment, Career, Technical, and Agricultural Education (CTAE), and Advanced Placement (AP) courses. Central to this initiative is Mastery-Based Learning, which prioritizes proficiency over speed and accommodates diverse learning needs. This approach supports both students at or above grade level, providing increased rigor for those seeking challenges. Recognizing the existing disparities in Dual Enrollment access, the school actively bridges this gap, extending opportunities to students who do not have the opportunity. Through these efforts, The Wright Community School actively contributes to equitable expansion, ensuring increased college access and success throughout the community. The Wright

Community School is committed to providing a comprehensive and personalized approach to fulfill college and career readiness responsibilities. With the integration of dual enrollment, Move On When Ready initiatives, AP classes, and personalized scheduling, our goal is to empower our students as they begin their educational journey and prepare for successful futures in college and beyond.

STATE- AND FEDERALLY-MANDATED SERVICES

6. **For students with disabilities, describe how the charter school will provide state- and federally- mandated services under both the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act. Reciting the requirements of law and rule is insufficient. Your description should include the school's specific plans 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 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.**

At WCS, our commitment to compliance with all federal and state laws, acts, and codes is unwavering. The foundation of our special education program is rooted in federal and state regulations that protect the rights of students with disabilities. The following laws, acts, and codes guide our practices:

- **Individuals with Disabilities Education Act (IDEA):** This federal law ensures the provision of a free appropriate public education (FAPE) for students with disabilities.
- **Americans with Disabilities Act (ADA):** Our physical environment is designed in accordance with ADA standards, ensuring accessibility for all students.
- **Section 504 of the Rehabilitation Act:** We adhere to Section 504 requirements, providing accommodations to students with disabilities to ensure equal access to educational opportunities.

- **Every Student Succeeds Act (ESSA):** Our programs and services align with the provisions of ESSA, contributing to the success of every student.
- **Family Education Rights and Privacy Act (FERPA):** We uphold FERPA guidelines to protect the confidentiality of student records and information.
- **Georgia SBOE 160-4-7.09-6**: State regulations are integrated into our practices, ensuring alignment with Georgia's expectations for special education.

These laws, acts, and codes collectively create a framework that safeguards the rights and well-being of students with disabilities, promoting an environment where every student can thrive academically, socially, and emotionally.

WCS will structure its Multi-Tiered System of Supports (MTSS) process to include referrals to exceptional education by implementing the following steps:

- **Child Find Obligations:** WCS will ensure that its MTSS screening and risk verification process assists in identifying, locating, and evaluating students who may be in need of exceptional education services, in accordance with federal regulations (20 U.S.C. § 1412(a)(3)(A)).
- **Tier 3 Interventions:** WCS will provide Tier 3 intensive interventions to students to rule out lack of instruction as a factor contributing to their academic challenges, as mandated by 34 C.F.R. § 300.309(a). This ensures that students receive the necessary support before being referred for exceptional education services.
- **Data Collection and Analysis:** WCS will collect and analyze data to demonstrate the need for special education services (20 U.S.C. § 1401(3)(A)). This includes providing formal progress monitoring data to parents (34 C.F.R. § 300.309(b)), comparing student performance to peers, and understanding any unique circumstances that may impact a student's learning.

- **Evidence-Based Decision Making:** WCS will utilize an evidence-based, iterative process that uses individual progress monitoring data to make decisions about instructional adjustments. This ensures that interventions are tailored to meet the specific needs of each student and that decisions about exceptional education referrals are based on reliable data.
- **Intensive Intervention at Tier 3:** WCS will implement data-based individualization (DBI) as part of its Tier 3 interventions. DBI is an evidence-based process for individualizing and intensifying interventions for students with severe and persistent learning and behavioral needs. By integrating evidence-based interventions, assessments, and strategies, WCS ensures that students receive the support they need to succeed.

By incorporating these steps into its MTSS process, WCS ensures that students who may require exceptional education services are identified, evaluated, and supported in a systematic and evidence-based manner. This approach aligns with federal requirements and best practices in special education, ultimately ensuring that all students can make progress appropriate to their circumstances.

In the event that a student requires Tier 3 interventions, the team will consist of the principal, general and special education teachers, content area experts, student support personnel, and a school RTI chair. The RTI chair will provide Tier 2 pull-out services, utilizing interventions sourced from the National Center of Intensive Intervention.

Evaluate and Identify Students with Disabilities: At The Wright Community School (WCS), our commitment to inclusivity starts from the moment families enroll. Our administrator will meticulously check enrollment packets and Infinite Campus for Individualized Education Programs (IEPs) or 504 plans. Any student with a suspected disability triggers our Child Find

obligations, ensuring that we don't miss any child in need of special education services. For those with pre-existing IEPs or 504 plans, we immediately implement the necessary accommodations, promoting a seamless transition into our school community. Our dedicated IEP teams, consisting of general education teachers, certified Special Education teachers, and the Lead Special Education teacher, play a crucial role in shaping the individualized support for each student. These teams hold transition meetings within the first two weeks following enrollment. Here, we dive into the student's unique needs, ensuring that the IEP is tailored to address those needs comprehensively.

Develop, Review, and Revise Individualized Education Programs (IEPs): The heart of our commitment to students with disabilities lies in the development, review, and revision of Individualized Education Programs (IEPs). Our IEP teams convene to review evaluations, MTSS data, and other evidence, collaboratively determining eligibility for services. This process aligns with the principles of the Individuals with Disabilities Education Act (IDEA). Once eligibility is established, our teams swiftly move to create an IEP within 30 days. This document becomes the roadmap for the student's educational journey, covering present levels, goals, transition plans, and any related services. Annual reviews ensure that the IEP evolves with the student's needs, with the possibility of additional reviews upon request from families or staff. Our approach embraces the Multi-Tiered System of Supports (MTSS), providing a continuum of services for students in need. From screening and data interpretation to interventions and progress monitoring, each step is meticulously executed. For students moving to Tier 3 that do not show progress, a recommendation is made for a Special Education evaluation. Special Education evaluations are conducted by licensed psychologists through contracted vendors. The results are then shared with the parents, and the IEP team reconvenes to determine eligibility for services

and develop a comprehensive IEP. Progress monitoring, aligned with the goals outlined in the IEP, is a continuous process, ensuring that students receive the support they need to thrive academically.

Integrate Special Education into the General Education Program: In the spirit of inclusivity, WCS prioritizes the integration of special education into the general education program. Our commitment to the Least Restrictive Environment (LRE) principle ensures that students receive services in the most inclusive setting possible. This involves collaborative planning during common sessions, where general and special education teachers work together to create an environment that fosters both academic and social growth. Special Education-certified teachers play a pivotal role in providing services, with additional support from contracted vendors for specialized services like speech or occupational therapy. Regular reviews of IEPs and 504 plans by the team ensure that modifications and accommodations align with the student's evolving needs, fostering a dynamic and responsive educational experience.

The Wright Community School (WCS), several shifts may occur to ensure they receive appropriate support. Upon enrollment, the Special Education Lead will request the student's IEP from the previous school or parent/guardian to assess their needs and required services. WCS will then provide services comparable to those described in the student's previous IEP until a Move-In IEP meeting can be held. During this meeting, the team will decide whether to adopt the previous IEP or develop and implement a new one.

If additional teachers are needed to support the student's IEP, WCS will utilize its budget for contracted teachers (row 102 - Contracted Teachers). Similarly, if there is a need for related services, the school will utilize its Special Education budget (row 88 - Special Education). In Year 1, WCS has allocated budget resources for one Special Education teacher to support

students in grades 6th and 9th, based on projected enrollment numbers indicating that 10% of students will receive Special Education services. If students with IEPs need to be co-taught for all four subjects, WCS will utilize the allocated contracted teachers budget line to hire additional Special Education teachers. Additionally, the proposed school's founder, who is a highly qualified certified Special Education teacher, can provide direct services in addition to the other Special Education teachers.

Ensure that the School Facility Meets ADA and Section 504 Requirements: Our commitment to accessibility and inclusivity extends to the physical environment. The WCS school facility is meticulously designed to meet the requirements of the Americans with Disabilities Act (ADA) and Section 504. This commitment goes beyond legal obligations; it reflects our dedication to providing an inclusive space for all students, regardless of their physical abilities. Every corner of our school is crafted with accessibility in mind, ensuring that students with disabilities can navigate the premises with ease. Visual cues, ramps, and designated spaces contribute to creating an environment where every student feels welcome and empowered to engage fully in their educational journey.

Address Student Discipline: Discipline at WCS is not just about consequences; it's a holistic, restorative approach. Our Transformative Student Coalition (TSC) and Transformative Community Coalition (TCC) embody this commitment(See Exhibit 11, Pages 5-7).
A behavior plan at The Wright Community School (WCS) is a written plan included in the Individualized Education Program (IEP) of a child with disabilities when appropriate. This plan utilizes positive behavior intervention, supports, and other strategies to address challenging behaviors and facilitate the child's learning of socially appropriate and responsible behavior within the school or educational setting. The purpose of the behavior plan is to promote a safe

and positive learning environment, to support the child in understanding the impact of their behavior, and to assist them in developing skills for positive behavior management.

WCS's special education behavior management plan is in compliance with the Georgia Department of Education (GADOE) and Dekalb County School District (DCSD) Code of Conduct. When disciplining children with disabilities, WCS follows specific procedures outlined by the GADOE and DCSD. Removals of children with disabilities, such as Out-of-School Suspensions (OSS) or expulsions, must not result in the denial of a free appropriate public education (FAPE) under the Individuals with Disabilities Education Act (IDEA).

If a child with an IEP is removed from school for disciplinary reasons, WCS ensures that the child continues to have the opportunity to participate in the general curriculum, receives the services specified in their IEP, and participates with nondisabled students to the extent they would have in their current placement. Additionally, WCS convenes an IEP Team meeting within 10 school days of any removal that exceeds 10 consecutive days or constitutes a pattern of removals to determine whether the behavior was caused by the child's disability or a failure to implement the IEP.

The Transformative Student Coalition (TSC) at WCS is a student-led initiative empowering students to actively participate in the restorative justice process. Supervised by the proposed school leader, TSC consists of at least five students representing diverse grades and backgrounds. Members undergo extensive training in Restorative Justice principles, a part of the elective Restorative Justice class at WCS. Selection for TSC requires academic excellence, teacher and peer recommendations, and a commitment to restorative justice values. TSC addresses Level 1-3 infractions, ensuring students grasp the impact of their actions and work toward positive resolutions within a one-academic-year timeframe.(See Exhibit 11, Pages 5-7)

The law course described during the Founding Board Capacity Interview can be a requirement for graduation as it categorized as a CTAE (Career, Technical, and Agricultural Education) course, but only students participating in the Transformative Student Coalition (TSC) at WCSare required to select this course. This course aligns with the WCS model and curriculum

by providing students with the knowledge and skills necessary to actively participate in the restorative justice process, which is a key component of the WCS approach to discipline and community building. The TSC is a student-led initiative focused on promoting restorative justice principles within the school community. Members of the TSC undergo extensive training in Restorative Justice principles, which includes participation in thisc CTAE course at WCS. The law course not only fulfills a graduation requirement but also directly supports the goals of the TSC by equipping students with the legal knowledge and understanding necessary to engage effectively in the restorative justice process. This alignment ensures that the curriculum at WCS is tailored to meet the specific needs and goals of the school community, emphasizing empowerment, personal development, and social-emotional growth.

Transformative Community Coalition (TCC): The Transformative Community Coalition (TCC) serves as a pivotal element in WCS's restorative justice approach to student discipline. Comprising a minimum of five stakeholders, including administrators, teachers, and community members, TCC operates under proposed school leader supervision. TCC actively addresses Level 4 or higher infractions through proposed school leader-approved restorative justice processes. The diverse composition ensures equitable decision-making, with mandatory annual training and monthly refreshers in Restorative Justice principles. TCC members, committed to fairness and transparency, submit conflict of interest forms. Similar to TSC, outcomes are provided within 24 hours, emphasizing quick and effective resolution. TCC and TSC embody WCS's dedication to restorative justice, transforming disciplinary processes into opportunities for growth, learning, and community building. Both TSC and TCC are voluntary processes, ensuring that students and stakeholders have a say in their involvement. This participatory approach aligns with our emphasis on community-centered practices. If families opt out, consequences outlined in the Code of Conduct are implemented. The proposed school leader oversees TSC and TCC, ensuring alignment with our Restorative Justice Model. This approach to discipline is not just about addressing infractions; it's about cultivating a supportive and inclusive educational environment. An administrator conducts risk and needs assessments for all students, leading to evidence-based interventions tailored to individual needs. These interventions, mandated by TCC and TSC, replace suspension and expulsion when possible, fostering an environment where every student is empowered as the PILOT of their own life.

At Wright Community School (WCS), the restorative justice process for resolving Level 1-3 disciplinary infractions involves active participation from all parties affected by the incident. The Transformative Student Coalition (TSC) plays a crucial role in this process, comprising student representatives who undergo comprehensive training in Restorative Justice principles. TSC members work alongside school administrators to ensure that students involved in harmful behaviors understand the impact of their actions and work towards positive resolutions. Similarly, the Transformative Community Coalition (TCC) addresses Level 4 or higher infractions, with members including administrators, teachers, and community members trained in Restorative Justice principles. Both coalitions operate on a voluntary basis, aiming to transform disciplinary processes into opportunities for growth, learning, and community building, thereby fostering an environment where every student is supported, accountable, and empowered.

At Wright Community School (WCS), if a student is involved in a Level 2 disciplinary infraction, such as a verbal altercation with another student, the restorative justice process would be initiated. In this case, the Transformative Student Coalition (TSC) would convene to facilitate a restorative circle involving the affected students, relevant staff members, and any other impacted parties. During the circle, students would be encouraged to share their perspectives, express how they were affected by the incident, and work together to find a resolution that addresses the harm caused and restores relationships.

For a Level 4 infraction, such as repeated acts of theft, the Transformative Community Coalition (TCC) would be engaged. TCC members, including administrators, teachers, and community representatives, would come together to conduct a thorough review of the incident. They would utilize restorative justice principles to guide their discussions and decision-making process. Through dialogue and collaboration, TCC would work towards determining appropriate consequences and facilitating opportunities for the responsible student to make amends and reintegrate positively into the school community.

Handle Programming Disputes Involving Parents/Guardians: At WCS, we recognize that open communication and fair dispute resolution are integral to our commitment to students and their families. Our procedures for handling programming disputes involving parents/guardians align with the Individuals with Disabilities Act (IDEA) and Section 504. Parents, organizations, or individuals can file complaints with the Director, Division for Special Education Services, Georgia Department of Education (GaDOE). Our well-defined process includes filing a signed, written complaint, detailing the alleged violation, facts, contact information, and proposed resolutions. The GaDOE reviews and investigates complaints within 60 calendar days, ensuring a transparent and thorough examination of concerns. Our commitment to fair resolution extends to mediation processes. The LEA ensures that disputes can be resolved through voluntary mediation conducted by qualified and impartial mediators. This collaborative approach reflects our dedication to ensuring that the rights of students with disabilities are protected and that disputes are addressed in a manner that promotes understanding and resolution. In cases where disputes escalate to impartial due process hearings, a systematic and expedited process is in place. The LEA provides information on low-cost legal services, and decisions are appealable.

Throughout the entire process, students remain in an interim alternative educational setting unless otherwise agreed upon by parents/guardians and the LEA. This comprehensive system ensures that programming disputes are handled with sensitivity, transparency, and a commitment to the best interests of the student.

At The Wright Community School (WCS), any organization or individual, including those from outside Georgia, may file a signed, written complaint regarding alleged violations of the Individuals with Disabilities Education Act (IDEA) against the DeKalb County School District, the Local Education Agency (LEA) responsible for WCS. The complaint must contain specific information, including details about the alleged violation, supporting facts, and proposed resolutions. This process ensures that WCS addresses concerns related to special education services in a timely and effective manner.

- **Filing a Complaint:** Complaints must be addressed in writing to the Director of Special Education Services at the Georgia Department of Education. Simultaneously, a copy of the complaint must be forwarded to the DeKalb County School District. The complaint should include details of the alleged violation, contact information for the complainant, and, if applicable, information about the specific child involved.
- **Review and Investigation:** Upon receipt of a complaint, WCS School Leader will review and investigate the allegations within 60 calendar days. The DeKalb County School District will provide a written response within 10 business days, addressing the allegations and actions taken. In the case the School Leader is the subject of the compliant, the Board will assist with the investigation and assigning a new investigator.
- **Mediation:** Parents, WCS, and the DeKalb County School District have the option to engage in voluntary mediation to resolve the issues raised in the complaint.

- **Procedural Safeguards:** Upon receipt of the first complaint in a school year, WCS will provide the parent with a copy of procedural safeguards available to parents of children with disabilities.

- **Independent Investigation:** If the issue is not resolved through initial review, complaint investigators from WCS will conduct an independent investigation, including on-site visits if necessary, to clarify the issues raised in the complaint.
- **Decision and Resolution:** WCS will review all relevant information and make an independent determination regarding the alleged violations. A written decision, including findings of fact, conclusions, and proposed resolutions, will be provided to the complainant and the DeKalb County School District.
- **Appeals Process:** If the complaint findings indicate a failure to provide appropriate services, WCS will outline corrective actions and timelines for compliance. The DeKalb County School District and WCS have the right to appeal the decision through the appropriate channels outlined in federal regulations.
- **Extension of Time:** In exceptional circumstances, WCS may extend the 60-day time limit for resolution, provided all parties agree.

By following this structured complaint process, WCS ensures accountability, transparency, and adherence to federal regulations regarding the provision of special education services to students with disabilities.

Ensure Confidentiality of Special Education Records: Protecting the privacy and rights of students and families is paramount at WCS. The Family Education Rights and Privacy Act (FERPA) guidelines are rigorously followed, with staff receiving annual training on FERPA requirements during our summer training sessions. Special Education records are securely stored in a locked cabinet accessible only to the proposed school leader and Special Education Lead, both of whom undergo GaDOE student records and confidentiality training. Parents/guardians are provided with adequate notice and detailed descriptions of their rights concerning the storage, disclosure, and retention of personally identifiable information. This commitment to confidentiality ensures that sensitive information is handled with the utmost care, promoting trust and accountability within our school community.

Purchase Services from Special Education Vendors or Local District: To meet the unique needs of students with disabilities, WCS actively engages in the procurement of services from special education vendors, including our local district, Dekalb County Schools. Our collaborative approach involves the IEP team, which includes parents/guardians, special education teachers, and LEA representatives. Together, we select services based on peer-reviewed research, ensuring that every student receives the support necessary for their success. The procurement process adheres to state and federal regulations, with a focus on transparency and accountability. Detailed documentation of vendor selection, service agreements, and costs is maintained, allowing for ongoing review and evaluation. This commitment to accountability ensures that the services provided align with the needs of our students and the expectations outlined in their IEPs. The Wright Community School will evaluate the effectiveness of contracted psychologists and/or other contracted mental health service vendors through a comprehensive process that includes pre-selection assessments and post-selection monitoring.

Pre-selection, the school will request proof of qualifications, references, and insurance from potential vendors to ensure their suitability for providing mental health services.

Post-selection monitoring involves several steps to ensure that the vendors deliver on their services effectively:

- **Set Clear Objectives and Expectations:** WCS will define goals for the mental health services, such as improving student mental health outcomes or reducing absenteeism, and establish measurable performance indicators based on these goals.
- **Use Data and Outcome Measures:** WCS will utilize pre and post-assessments to measure student well-being and mental health, track service utilization, including attendance rates and dropout rates, and evaluate outcome metrics such as improvements in academic performance and reductions in disciplinary actions.
- **Gather Feedback:** Feedback will be collected from students, teachers, staff, and parents to assess the effectiveness of the services and identify areas for improvement.
- **Review Provider Performance:** The school will evaluate the professionalism, engagement, and collaboration of the service providers, ensuring adherence to ethical standards and ongoing professional development.
- **Monitor Continual Improvement:** Continuous assessment and improvement processes will be monitored, including the provider's adaptability to changing needs and the long-term sustainability of the services.
- **Use Comparative Analysis:** Outcomes will be benchmarked against regional or national standards, and a cost-effectiveness analysis will be conducted to evaluate the benefits relative to the costs of the services.

The evaluation process will involve ongoing dialogue with the providers, stakeholders, and the community to ensure that the mental health services meet the needs of students and contribute to a supportive and productive school environment.

Mental Health Providers: The Wright Community School (WCS) will potentially collaborate with Hopebound Mental Health, Inc. for mental health services. Hopebound Mental Health, Inc. provides weekly, video-based teletherapy to under-resourced middle school and high school students at no or low cost. Their therapy services are provided by pre-licensed therapists who are master's students studying counseling, social work, clinical psychology, or marriage and family therapy. The collaboration with Hopebound will involve working with their team of supervised master's student clinicians who provide talk therapy services under professional supervision. These master's student clinicians focus on providing expert training to ensure the quality of care remains high despite the low cost of their services. They offer therapy services to adolescents from historically marginalized communities, including those from low-income environments, Black and Indigenous People of Color, and/or LGBTQAI+ individuals. By partnering with Hopebound, WCS can provide access to mental health support for its students who may face various challenges, including those related to fitting in, academic success, family relationships, and mental health struggles. This collaboration aligns with Hopebound's mission to revolutionize access to mental health and wellness support for young people from historically marginalized communities.

Secure Technical Assistance and Training: WCS is proactive in seeking technical assistance and training to enhance the provision of special education services. Our commitment to continuous improvement involves a thorough needs assessment, identifying areas for growth and development. Partnerships with experts in special education, assistive technology, and related fields are established, fostering a collaborative approach to professional development. Our staff engages in a robust professional development program covering a range of topics. Inclusive teaching strategies, behavior management, assistive technology, and culturally responsive training are integral components of our training initiatives. Peer collaboration, mentoring, and accessibility training contribute to the overall professional growth of our educators, ensuring that they are equipped to meet the diverse needs of our student population. This commitment to

ongoing training reflects our dedication to staying at the forefront of best practices in special education, promoting an environment where every student can thrive.

7. **For English Learners (ELs), describe how the charter school will provide state- and federally- mandated services. Reciting the requirements of law and rule is insufficient. Please include in your description any diagnostic methods or instruments that will be used to identify and assess those students, as well as the instructional program that will be provided to ELs.**

The Wright Community School (WCS) is committed to complying with federal laws, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA), regarding English Learner (EL) services. Under these acts, public schools and State educational agencies must remove barriers and ensure meaningful participation for students not fully proficient in English. The Lau v. Nichols (1974) case emphasizes affirmative steps to enable students with limited English proficiency to engage in educational programs. The EEOA further mandates overcoming language barriers hindering equal participation in instructional programs. Enforcement is shared between the Office for Civil Rights (OCR) and the Civil Rights Division at the U.S. Department of Justice. WCS aligns with Georgia State Board of Education Rule 160-4-5-.02, offering English to Speakers of Other Languages (ESOL) programs as a civil right to K-12 students qualifying through language screeners. The ESOL program focuses on developing academic English proficiency across Georgia Standards of Excellence (GSE). WCS employs various research-based language program delivery models, including scheduled English Language Development (ELD) courses during students' flexible period and language-differentiated support through HMH. The goal of WCS's ESOL language instruction program is to enhance both English language proficiency (ELP) and academic language proficiency in content-area subjects. This goal is pursued through collaborative efforts and shared

accountability for the success of all EL students, ensuring compliance with federal laws and fostering an inclusive and equitable educational environment.

At the Wright Community School (WCS), we are committed to effectively supporting English Language Learners (ELLs) within our instructional program. Given the anticipated demographics reflecting DCSD's current student population, approximately 19.6% ELLs, WCS has devised a comprehensive plan to serve these students.

- **Staff Qualifications:** WCS adheres to ESOL State Board Rule 160-4-5-.02, ensuring that ESOL teachers hold clear teaching certificates and necessary ESOL endorsements or certifications issued by the Georgia Professional Standards Commission. Our goal is to hire at least one teacher with an ESOL endorsement. In the event of unavailability, our proposed school leader holds the endorsement and will serve as the ESOL coordinator and teacher.
- **Instructional Model:** WCS will implement a pull-out model for ESOL services during the Flexible Period. This model involves removing students from their general education classes to receive small group language instruction from the ESOL teacher. High school students will receive a minimum of 275 minutes weekly, while middle school students will receive a minimum of 250 minutes weekly.
- **Service Delivery:** English learners at WCS will receive the equivalent of at least five segments per week of English language instruction. This instruction will utilize English language development resources and may encompass various ESOL service delivery models to meet the diverse needs of our ELLs.
- **ESOL Coordinator**: In addition to providing direct instruction, the ESOL coordinator oversees the ESOL language program at WCS. This role involves coordinating ESOL

services, supporting teachers and staff, and ensuring compliance with state regulations and civil rights obligations to English learners. The proposed school leader, who holds an ESOL endorsement, will serve as the ESOL coordinator.

- **Professional Development:** WCS prioritizes ongoing professional development for all staff involved in serving ELLs. This may include training sessions, workshops, and collaboration opportunities to enhance instructional practices and meet the unique needs of English learners.

By implementing these strategies, WCS ensures that English Language Learners receive the support and resources they need to succeed academically and linguistically. Our commitment to providing high-quality ESOL services reflects our dedication to equity, inclusion, and meeting the diverse needs of all students. English Language Learners at WCS will be served effectively despite the limited number of instructional staff in Year 1, with detailed programs, models, and segments in place, ensuring support for a student population reflecting DCSD's current demographics.

WCS will exit English Language Learners according to the standardized statewide procedures outlined in Georgia's EL Exit Procedures. The first step will involve administering the annual ELP assessment to all English Language Learners at WCS, such as the Grades 1-12 ACCESS for ELLs, to determine their proficiency levels. After assessing the students, the next step will be to utilize the standardized statewide ACCESS for ELLs Overall Composite Proficiency Level criteria, along with criteria for each language domain (listening, speaking, reading, writing), to identify EL students who have met the criteria to exit EL status.

Once identified, the final decision to exit or not exit a student must be recorded on the EL Reclassification Form, maintained in the student's permanent file. For students in Grades 1-12, if

they achieve an Overall score of 5.0 or greater on the ACCESS for ELLs assessment, they quaify to be exited from EL status. Additionally, WCS have the flexibility to consider EL students for exit using an EL Exit Criterion within the state-approved 4.3-4.9 range, with decisions made by the EL Reclassification Team which will include the ESOL Coordinator, General Education Teacher, LEA, and Special Education Teacher if the student has an IEP.

Regarding the timeline, WCS will receive ACCESS for ELLs Score Results in May, and EL Reclassification Team will review these results to determine which EL students meet the state criteria for exit. Meetings of the EL Reclassification Team and final decisions will occur before the end of the school year or immediately after. After July 1st, the student's post-EL Exit Status will change accordingly, with progress monitored for two years post-exit. Finally, the student's coding for Data Collections Student Record purposes will change over time from EL-2 to EL-F, indicating former EL status.

Overview of English Language Learners Services: At The Wright Community School, we are dedicated to providing specialized and comprehensive services for English Learners (ELs) in full compliance with state and federal mandates. The Wright Community School's enrollment and identification processes adhere strictly to standardized statewide procedures, ensuring accuracy and consistency. WCS will initiate these processes through the administration of a Home Language Survey (HLS) at enrollment, which will trigger the identification and assessment of potential EL students.

Diagnostic Methods and Instruments: The Wright Community School's diagnostic process for ELs will involve utilizing the WIDA ELP screeners, specifically designed to measure the English language proficiency of potential EL students. WCS also makes accommodations during the screening process for students with identified or suspected disabilities, ensuring a fair and accurate assessment and collaborating closely with the Special Education department.

Identification Process: The identification process for ELs at The Wright Community School is initiated through the HLS administered at enrollment. If any of the three state-required questions indicate a language other than English, the student undergoes the ELP screening process. For transfer students, we use original HLS and prior EL documents to determine EL status. The identification process is completed within 30 days of enrollment, aligning with federal regulations.

Instructional Programming for English Learners: Services will be provided by an ESOL endorsed teacher as determined by their plan.

Individual Learning Plan: For EL students at Wright Community School, an Individual Learning Plan (ILP) will be created to address their distinctive language learning needs. The ILP includes specific language goals, instructional strategies, and ongoing assessments to monitor progress, with the overarching goal of accelerating language acquisition and academic success for each EL student.

Individualized and Flexible Scheduling: At Wright Community School, our commitment to English Learners (ELs) will be exemplified through the implementation of flexible and individualized scheduling. The use of our Flex Period will allow EL students the option to enroll in a specialized EL intervention course. This strategic scheduling will empower EL students by providing targeted language development opportunities, seamless integration of Individual Learning Plans (ILPs), and dedicated time for additional language support. The Flex Period will be our mastery-based instructional model but will also cultivate a supportive learning environment where EL students actively engage in their language development. Through continuous progress monitoring, adjustments, and alignment with the core curriculum, we ensure that our flexible scheduling approach enhances the overall educational journey of EL students, fostering a community of proactive, innovative, literate, organized, tenacious, and solution-oriented scholars (P.I.L.O.T.S).

Curriculum Adaptations and Language Support: At WCS, our curriculum adaptations will be strategically implemented to support ELL students in accessing grade-level content. Teachers will employ instructional strategies that promote language development across all subjects. Additional language support services, such as intervention classes or co-teaching models, are provided specifically to reinforce language skills for ELL students. The following are two curriculum that will utilized to support ELL students:

Reading Intervention for ELs: HMH READ 180 (See Academic Programming)

Math Intervention for ELs: HMH MATH 180 (See Academic Programming)

Cultural Competency Training for Staff: At WCS, staff members will undergo cultural competency training focused on creating an inclusive and culturally responsive learning environment. The training will enhance staff's understanding of diverse cultures, promoting inclusivity and fostering positive relationships with ELL students and their families.

Cultural competency training at The Wright Community School (WCS) would aim to provide staff with the knowledge, skills, and attitudes needed to effectively interact with individuals from diverse cultural backgrounds. This training would help staff understand and respect the cultural norms, values, beliefs, and communication styles of students and families served by WCS, ultimately fostering a more inclusive and supportive learning environment.

To facilitate cultural competency training, WCS may partner with experienced professionals or agencies specializing in diversity, equity, and inclusion (DEI) education. These professionals or agencies should have expertise in delivering culturally responsive training programs tailored to the needs of educators. Potential facilitators for cultural competency training at WCS could include:

Diversity, Equity, and Inclusion Consultants: These consultants specialize in designing and delivering training programs to promote cultural competency and address issues related to diversity and inclusion in educational settings.

Social Justice Organizations: Organizations focused on social justice and equity may offer workshops or seminars on cultural competency, implicit bias, and anti-racism to help educators develop awareness and skills in these areas.

Diversity Trainers: Trainers with experience in facilitating discussions on diversity, multiculturalism, and cross-cultural communication can support WCS staff in enhancing their cultural awareness and sensitivity.

Community Leaders and Advocates: Engaging community leaders and advocates from diverse backgrounds can provide valuable perspectives and insights into the cultural dynamics within the local community served by WCS.

By partnering with reputable professionals or agencies, WCS can ensure that its staff receives high-quality cultural competency training that aligns with the school's values and goals. This training would empower staff to create a welcoming and inclusive environment where all students feel valued, respected, and supported in their educational journey.

Parental Involvement: Recognizing the important role parents/guardians and guardians play in the EL program, The Wright Community School will maintain open communication with parents/guardians. Information will be provided in their native language. Regular updates, conferences, and participation in EL-related activities will be actively encouraged to foster strong parental involvement. WCS will also incorporate the following strategies:

Open Communication: The school will ensure effective communication by providing information in the family's native language. This includes written materials, newsletters, and announcements translated, facilitating a deeper understanding of the student's education plan and progress.

Regular Updates: Parents/Guardians will receive regular updates on their EL student's progress, achievements, and areas for improvement. These updates will be provided in accessible formats and their native language, fostering a collaborative environment where parents/guardians are well-informed partners in their student's education.

Interpreters: To further enhance communication, interpreters proficient in the languages spoken by EL parents/guardians will be available during conferences and school events. This will ensure that language barriers do not hinder the active participation of parents/guardians in the student's education.

Conferences: Scheduled conferences will be conducted to discuss EL students' academic performance, language development, and individual learning plans (ILPs). These conferences will provide a platform for open dialogue, allowing parents/guardians to express concerns and teachers to offer insights on the student and support.

EL-Specific Programming: The school will organize events specifically tailored to EL parents/guardians and families, creating a supportive community. These activities may include cultural celebrations, information sessions on the education system, and workshops on how to support language development at home. (See Academic Programming)

Translation Services: Delineated on the 100% budget, Row 37 demonstrates a line item for a Social Worker/Counselor/Nurse with a budget of $0. This line item is entered as a contingency in case translational services are needed on a consistent basis. At the time services are required, funding will be reallocated to support the request in subsequent years. If we follow our hiring model, WCS will recruit specialized teachers (translational specific), row 39, and have a formidable Guidance Counselor, row 42 that is more than capable to sustain effective translational communication. Bilingual recruitment is at the forefront of WCS personnel recruitment efforts.

8. **Describe the methods, strategies, and/or programs the charter school will use to provide remediation for students at risk for academic failure.**

Identification of At-Risk Students

At The Wright Community School, we will utilize Georgia's Tiered System of Supports for Students to identify students at risk for academic challenges. It will be a comprehensive screening process, conducted multiple times a year, utilizing valid and evidence-based

assessments administered to all students at every grade level. These universal screening systems are designed to accurately identify students in need of enrichment/acceleration and those at risk of poor learning outcomes or challenging behaviors.

Individualized Assessment and Diagnosis: The Wright Community School utilizes various evidence-based interventions and assessments, such as I-Ready, NWEA Map, Georgia Milestones, WIDA Access, and HMH Diagnostic, to identify and address individual student needs. The selected HMH READ 180 and MATH 180 programs, integrated with NWEA MAP Growth, provide targeted interventions and support for students. This comprehensive approach at The Wright Community School will assist with implementing remediation strategies that are tailored to individual student needs, and ensure that progress is continually monitored and adjusted for maximum effectiveness.

Following the screening process, The Wright Community School will utilize a data-based decision-making process led by the Student Support Team which will include one leader and at least two teachers. This team will interpret screening results using detailed reports and multiple data points, including classroom performance, state assessments, diagnostic assessments, progress monitoring, attendance, and behavior. This thorough process will ensure accurate identification of at-risk students and forms the basis for individualized assessment and diagnosis.

Tiered Interventions
Tier 1: The primary focus is on all students, with instruction delivered within the general education classroom. The school's core curriculum aligns with state or district standards, including evidence-based practices. All students will receive formative assessments that are embedded to monitor progress, have access to individualized and flexible scheduling, academic adviser and receive an Individualized Learning Plan (ILP). **Tier 2:** Targeted Intervention Programs: For students identified as in need or at risk through screening, teacher feedback or parent concerns, targeted instruction will be provided based on evidence-based interventions/practices (EBIs/EBPs). These interventions may be delivered in small groups within the general education classroom to

supplement primary instruction. Students who receive Tier 2 pull out services will have the opportunity to receive intervention during their flex period.

Tier 3 (Tertiary Level of Prevention – Intensive Intervention): Focusing on students unresponsive to previous interventions, The Wright Community will provide individualized, evidence-based intensive instruction, continuously adjusted to address specific needs. The school's mission emphasizes an individualized approach to education, and Tier 3 Supports embody this commitment. The school will tailor interventions to the specific needs of students who require the most intensive support. Through this personalized and targeted approach, the school's goal is to guide students toward significant academic progress, enabling them to overcome challenges and thrive as proactive and solution-oriented learners, in line with our overarching mission. WCS will implement a variety of tier 3 intensive interventions, including mentoring, social skills development, collaboration with a therapist, or mental health provider, Check-In/Check-Out (CICO), individual visual schedules, structured breaks, behavior meetings with parents/guardians, and direct support in reading fluency or math computation, to address the specific needs of students requiring additional support.Students who receive Tier 3 pull out services will have the opportunity to receive intervention during their flex period.

Progress Monitoring and Adjustments: At WCS, progress monitoring will be conducted at regular intervals based on the intensity of the tiered support provided. The frequency of progress monitoring varies depending on the tier of intervention. For Tier 2 Supports, which will involve targeted instruction for students identified as underperforming or at risk, progress monitoring typically occurs at regular intervals such as weekly or bi-weekly. For Tier 3 Supports, which focus on intensive intervention for students who have not responded to primary or secondary prevention, progress monitoring will also be conducted at regular intervals. The specific frequency is determined based on the needs of individual students and the guidelines provided by the intervention program or assessment tool. Regular progress monitoring will be essential to assess the effectiveness of instruction and interventions, identify students who may need adjustments, and ensure that all students are making adequate progress. WCS will report progress of each student every 4.5 weeks to families and stakeholders.

Individualized and Flexible Support: At WCS, every student receives an Individualized Learning Plan (ILP) designed to meet their individualized needs and interests. Students are assigned an academic advisor and select courses based on their needs and interests. The flexible schedule allows for intervention courses during a designated flex period, ensuring personalized academic support.

Collaboration with Support Staff : The SST team will play a crucial role in implementing Georgia's Tiered System of Supports. This team will engage in continuous collaboration among district and school staff, ensuring effective fidelity of implementation. At WCSl, our team will work collaboratively to analyze comprehensive data sets, identify at-risk students, and develop tiered interventions tailored to individual needs. Through regular problem-solving meetings and cross-disciplinary collaboration, the school will ensure that interventions at Tier 1, Tier 2, and Tier 3 align with evidence-based practices and are effectively implemented. Communication and collaboration with parents/guardians and families will be integral to keep them well-informed about the student's progress and actively engaged in decision-making processes.

Parental Involvement and Communication: WCS will engage with parents/guardians through process and issue consents when required. Parents/Guardians will be included in decisions regarding adjustments to interventions and changes to their child's core curriculum.

ASSESSMENT METHODS

9. **Explain how the school will obtain individual student baseline achievement data, continue monitoring growth, and use that data to continuously inform and improve instruction (including formative assessments).**

Baseline Achievement Data Collection: At the Wright Community School, students will take baseline assessments using iReady diagnostic assessments for Middle School. Research[28] states that i-Ready Diagnostic, a computer-delivered, adaptive assessment in Reading and Mathematics for Kindergarten through High School, effectively and efficiently assesses student knowledge by adapting to individual abilities and provides reliable information on mastered skills, offering valuable insights for instructional planning. The assessment's capacity to link results to instructional advice and guide placement decisions further solidifies its effectiveness in

[28] https://www.fldoe.org/core/fileparse.php/16286/urlt/addlee.pdf

monitoring student growth and facilitating targeted instruction. We will also NWEA Map diagnostic assessments for High School. Research[29] proves that MAP is an effective baseline assessment for identifying students at risk for severe learning difficulties, as evidenced by the recommended cut scores derived from rigorous classification accuracy analyses using multiple state assessments as criterion measures. These cut scores demonstrate high sensitivity, specificity, and consistency across grades and terms, meeting the highest evaluation criteria, as outlined by the National Center on Intensive Intervention (NCII). The precision of these benchmarks in detecting students in need of intensive intervention is supported by ongoing research, acknowledging the inherent challenges of screening errors, particularly in the early grades. For Middle School, the iReady diagnostic assessment is administered at the beginning of the year (BOY) for baseline, end-of-year (EOY) for annual growth , and every 4.5 weeks during the school year for progress. High School students take the NWEA Map diagnostic assessment with the same schedule. WCS will also monitor student achievement and growth through a range of assessment methods, described in detail below.

Additional Assessments: WCS will administer a range of additional assessments to monitor student growth and measure achievement. The diagnostic process for English Learners (ELs) includes WIDA ELP screeners, ensuring equitable assessment with accommodations for students with disabilities. Additionally, HMH Diagnostic assessments, particularly the Standards Report, are used to assess students' proficiency on Georgia Standards. Various diagnostic assessments will be utilized, including iReady, NWEA Map, End of Grade (EOG) Georgia Milestones for Middle School, and End of Course (EOC) assessments for High School. These assessments help identify students' strengths and weaknesses, providing essential data for instructional planning.

[29] https://www.nwea.org/uploads/2021/06/MAP-Growth-Universal-Screening-Benchmarks-2021-03-12_NWEA_report.pdf

The use of diagnostic assessments will be essential for understanding each student's individual needs, including language proficiency and content mastery. See our assessment table below:

Grades	Assessment	Timing/Frequency	Purpose
6-8: Math and Reading	I-Ready	BOY, EOY, Every 4.5 weeks	Baseline, Diagnostic, Monitoring Growth
9-12: Math and Reading	NWEA Map	BOY, EOY, Every 4.5 weeks	Baseline, Diagnostic, Monitoring Growth
6-12: Math, ELA, Social Studies and Science	Georgia Milestones	Annual	Assess Mastery of Standards on Specific Subjects
6-12: English Language Proficiency	WIDA Access	Annual	Assess Language Proficiency for ELL students
6-12: All Contents	HMH Diagnostic	Beginning and End of Each Course's Module	To assess mastery of the curriculum standards and Georgia Standards
All Contents	Formative Assessments	Varies	HMH assessments at the Wright Community School will serve a pivotal role in the formative assessment process by delivering crucial insights into student comprehension aligned with the curriculum and assessing proficiency on Georgia Standards.

Continuous Monitoring of Student Growth: The school's continuous monitoring involves the regular administration of diagnostic assessments, progress monitoring measures, and Growth Monitoring features in iReady and NWEA Map. This will allow the school to evaluate students' progress throughout the year and make informed instructional decisions based on individual growth patterns. Growth will be tracked in student's Individual Learning Plans.

Formative Assessments: HMH assessments at the Wright Community School will serve a pivotal role in the formative assessment process by delivering crucial insights into student

comprehension aligned with the curriculum and assessing proficiency on Georgia Standards. The assessments will provide real-time feedback to both students and teachers. The assessments coupled with the support of an academic advisor and Individualized Learning Plan will allow the school to tailor instruction to meet each student's unique needs based on continuous assessment data.

The timing and frequency of formative assessments at The Wright Community School are structured to support ongoing learning and provide teachers with real-time feedback to adjust instruction. Here's a detailed breakdown:

Timing of Formative Assessments:

- **Exit Tickets:** Students receive a formative assessment in the form of an exit ticket at the end of each class period. This ensures that feedback is provided immediately after instruction, allowing teachers to gauge student understanding before they move on to the next topic.
- **End of Each Lesson:** Additionally, students' content knowledge of standards is assessed at the end of each lesson. This ensures that students have grasped the key concepts taught during the lesson before moving forward.

Frequency of Formative Assessments:

- **Daily Assessments:** Formative assessments are conducted daily, aligning with the frequency of classroom instruction. This allows teachers to monitor student progress consistently and make timely adjustments to instruction as needed.
- **Varied Pacing of Lessons:** Lessons can take between one day to a week depending on their complexity. This variability in pacing accommodates the diverse learning needs of

students and ensures that formative assessments are conducted at appropriate intervals based on the duration of each lesson.

Individual Learning Plans: Wright Community School (WCS) prioritizes a personalized and student-centered approach to education through the implementation of Individual Learning Plans (ILPs). These plans are designed for every student, emphasizing their unique learning needs, interests, and required support. At the beginning of each academic year, students will be introduced to their ILP in collaboration with their academic advisor. WCS places a special emphasis on the role of homeroom teachers, who will undergo training to serve as academic advisors during their onboarding process. This training ensures that teachers understand the nuances of ILPs and can effectively guide students in setting and tracking their goals, interests, and progress.

The ILP serves as a dynamic and student-directed planning and monitoring tool. It not only customizes learning opportunities but also documents crucial aspects such as interests, assessment data, needs, and course selections. This comprehensive approach enables the ILP to support postsecondary goals, providing a roadmap for a thoughtful program of study leading to graduation proficiency.

Monitoring of ILPs will occur at regular intervals, specifically every 4.5 weeks and at the beginning and end of each semester. This ongoing assessment and reflection process ensures that ILPs remain relevant and effective in guiding students toward their academic and personal objectives. The ILP is not only a documentation tool but a means to broaden students' perspectives, encompassing transition placements, access to college-level programming, and diverse learning experiences both within and outside the school environment.

Students' assessment results will be integrated into their ILPs, creating a comprehensive record that informs instructional strategies and supports continuous academic growth. WCS is committed to the success of each student, and the ILP is a pivotal tool in realizing this commitment by providing a tailored and evolving educational journey for every individual.

Data Analysis Procedures: The Wright Community School employs a comprehensive data analysis procedure to enhance student learning and individualized support. The analysis involves utilizing various assessment tools, including i-Ready, NWEA MAP Growth assessments, WIDA ELP screeners, HMH assessments, and Standards Reports. This multifaceted approach enables teachers to gain insights into each student's needs and strengths, facilitating informed decision-making.

Frequency and Timing: Data analysis at The Wright Community School is a regular and ongoing process. Teachers and academic advisers engage in monthly meetings to examine the collected data, ensuring a continuous and dynamic understanding of students' academic progress. This frequent analysis allows for timely adjustments to learning plans and instructional strategies.

Tools and Techniques: The school leverages a range of assessment tools, each serving a specific purpose. NWEA MAP Growth assessments provide insights into academic growth, WIDA ELP screeners assess English language proficiency, HMH assessments offer a comprehensive view of student performance, and Standards Reports contribute to understanding alignment with educational standards. These tools collectively form a robust framework for data analysis.

Improvement of Learning Plans: The data analysis process plays a pivotal role in updating and enhancing individual learning plans for students at The Wright Community School. Academic

advisers, utilizing the insights gained from the assessments, actively participate in refining and customizing educational plans. This ensures that each student's unique requirements and strengths are considered, contributing to a flexible, individualized, and student-focused approach to education.

Collaboration and Communication: The responsibility of supporting students is distributed among a collaborative team comprising teachers, counselors, and administrators. Monthly meetings facilitate uniform consideration of information collected on students, promoting a holistic understanding of student needs. The collaboration involves regular classroom teachers and leaders working together). This commitment to collaboration underscores the school's dedication to maintaining a supportive environment and meeting the unique needs of all students at The Wright Community School.

Teacher Collaboration and Professional Development: The Wright Community School will utilize a multifaceted approach to obtain individual student baseline achievement data, monitor growth, and utilize the data for collaborative planning and professional development. Teachers will offer comprehensive training in the effective use of assessment tools, including iReady, NWEA MAP Growth, and HMH Standards Reports, fostering a deep understanding of assessment data interpretation. The school will utilize an individualized and flexible scheduling system, with academic advisors collaborating closely with students to tailor course choices to their interests and needs. A thorough evaluation of each student's academic record, integral to the graduation determination process, ensures a personalized and supportive experience, keeping students on track for graduation. The SST team plays a crucial role in implementing Georgia's Tiered System of Supports, fostering continuous collaboration among district and school staff to ensure fidelity of implementation. At the Wright Community School, analyzing comprehensive

data sets, identifying at-risk students, and developing tiered interventions will be aligned with evidence-based practices and assist with creating Professional Developments to assist all students. . Regular problem-solving meetings and cross-disciplinary collaboration guide the effective implementation of Tier 1, Tier 2, and Tier 3 interventions. The Wright Community school will prioritize communication and collaboration with parents/guardians, keeping them informed about student progress and actively involving them in decision-making processes. Additionally, the school will focus on professional development programs centered on understanding assessment data, inclusive teaching strategies, behavior management, and assistive technology utilization to enhance educators' skills and expertise.

Adjustments to Instructional Strategies: Based on the assessment data, adjustments to instructional strategies are made. Teachers leverage insights from iReady, NWEA MAP Growth, and other diagnostic tools to tailor instruction to individual student needs, promoting a personalized and effective learning experience. Every student at Wright Community School has an Individual Learning Plan (ILP) designed to address their specific learning needs, interests, and required support. The ILP outlines student-centered goals, instructional strategies, and ongoing assessments, fostering a personalized approach to education that supports both academic and personal growth. Academic advisers will be essential in using this data to update and improve individual learning plans, making sure that every student's educational plan is tailored to their own requirements and strengths.

Interventions for Struggling Students: Specific interventions, such as HMH READ 180 and Math 180, will be implemented to address the needs of struggling students. These evidence-based programs will offer targeted support, leveraging data from NWEA MAP Growth to customize learning paths and accelerate progress. (See Tiered Interventions)

Regular Reporting to Families and Stakeholders: The Wright Community school will maintain transparency and communication by providing regular reports to families and stakeholders. Parents and guardians will receive progress reports every 4.5 weeks. These reports will encompass individual student progress, assessment outcomes, any updates to the student's Individual Learning Plan, and insights into the effectiveness of instructional interventions, fostering a collaborative approach to student success.

10. **Explain how the charter school will work with the local school system to participate in statewide assessments.**

The Wright Community School (WCS) acknowledges the importance of collaborative efforts with the local school system to participate in statewide assessments. This collaboration involves aligning WCS's academic calendar with the assessment calendar of the residing county and ensuring active engagement in all required trainings.

Alignment with State Assessment Calendar: WCS will align its school calendar with the state assessment calendar, following the schedule set by the Georgia Milestones Assessment System. This alignment ensures that students in grades 6–12 at WCS will participate in the assessments during the designated testing windows. By adhering to the state calendar, WCS aims to provide students with the opportunity to showcase their proficiency levels in English language arts, mathematics, science, and social studies consistently which is in alignment with the school's goals.

Procedures for Test Administration: WCS will follow standardized procedures for the administration of Georgia Milestones assessments. Certified staff members will oversee in-person testing. The school will ensure that all students taking End-of-Grade (EOG) and End-of-Course (EOC) assessments have assigned testing dates, report times, and testing sites.

Training for Staff: To facilitate successful test administration, WCS ensures that its staff members undergo comprehensive training related to the Georgia Milestones Assessment System. This training covers aspects such as technology-enhanced items, test administration protocols, and the interpretation of results. Staff members are well-prepared to guide students through the testing process, maintaining the integrity and validity of the assessments. Staff will attend the residing county's required trainings and actively engage in communication with local school authorities regarding the state assessments.

Communication with Families and Stakeholders: WCS will maintain transparent and effective communication with families and stakeholders regarding the Georgia Milestones Assessment System. The school will provide information about the purpose of the assessments, what is assessed in each subject, and the impact of results on student progression. Regular updates will be shared through various communication channels, including newsletters, meetings, and the school's website, ensuring that families and stakeholders are well-informed about the assessment process.

ACADEMIC GOALS AND OBJECTIVES

11. Locally approved charter schools are required to exceed both the state and local district's CCRPI averages and to Beat the Odds. (For more information on these two measures, please go here *CCRPI and BTO*.) In addition to these measures, what goals will the school use to hold itself academically accountable?

- Indicate the expected rate of student performance growth in each year of the proposed charter term that demonstrates the rigor expected from charter schools. Each year of student growth will be measured against the baseline data obtained during the first year of the charter term.
- You are urged to include cohort measures that show the progress over time of a single cohort of students.
- You are also urged to include national norm-referenced test results among your performance measures (e.g., NWEA's MAP and/or ITBS).
- At a minimum, goals should be (1) aligned with Georgia Standards of Excellent (the SBOE- approved curriculum standards); (2) measurable on at least an annual basis; (3) attainable; and (4) reflective of the mission set forth in the petition. Schools should

consider goals regarding student growth including low-performing or educationally disadvantaged populations.

■ Each year a charter school operates, it is expected to out-perform the state and the district.

State CCRPI			District CCRPI			Projected CCRPI				
Elem.	Middle	High	Elem.	Middle	High	Year 1	Year 2	Year 3	Year 4	Year 5
71.8	75.1	73.2	79.1	78.4	62.9	M: 79/H:64	M: 81/H:66	M: 83/H: 68	M: 85/H:71	M: 86/H: 73

If your school plans on utilizing additional academic goals, please use the chart below.

	Assessment	Year 1 Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
Academic Goal #1: Students in grades 6-12 at The Wright Community School will demonstrate proficiency in math skills						
Measure 1: *By May of each school year, at least 85% of students who are at least three years or more below level will demonstrate two years of growth each year as measured by the i-Ready Math Assessment*	i-Ready	75%	77%	79%	81%	85%
Measure 2: *By May of each school year, 85% of students will demonstrate a growth of 5 percentage points per year as measured by the NWEA MAP Assessment Math growth measure.*	NWEA Map	68%	73%	79%	80%	86%
Measure 3: *At least 65% of all students who have attended WCS will score Proficient or higher on as measured the Math Georgia Milestones Assessment*	Georgia Milestones Math Assessment	45%	55%	50%	60%	65%
Academic Goal #2:Students in grades 6-12 at The Wright Community School will demonstrate proficiency in reading skills						

Measure 1: *By May of each school year, at least 80% of students who are at least three years or more below level will demonstrate one year of growth each year as measured by the i-Ready Reading Assessment*	i-Ready	70%	73%	76%	78 %	80%
Measure 2: *By May of each school year, 80% of students will demonstrate a growth of 5 percentage points per year as measured by the NWEA MAP Assessment Reading growth measure.*	NWEA Map	60%	65%	70%	75 %	80%
Measure 3: *At least 60% of all students who have attended WCS will score Proficient or higher on as measured the Reading Georgia Milestones Assessment*	Georgia Milestones Math Assessment	40%	45%	50%	55 %	60%

SCHOOL GOVERNANCE

12. **Describe the governing board's composition. Your description should:**

- Identify each member of the governing board;*
- Identify the skill sets to be represented by the governing board (e.g., business, finance, legal);
- Explain how board members are representative of the school and the community, and how parents and community members will be involved in the governing board;
- Describe your plans to ensure that the charter school maintains a diverse board (in all respects) with broad skill sets;
- Describe how and when board members will be selected, and how long each member will serve (and attach as **Exhibit 2**);
- Explain how and why board members may be removed from office;
- If the board utilizes a subcommittee structure, describe this structure and identify the subcommittees; and
- Describe how current and future governing board members will avoid conflicts of interests (and attach as **Exhibits 3 and 4**).

Name	**Current Positions**	**Role**	**Areas of Expertise/Skill Sets**
Dr. Kimberly Gore, brings over twenty-five years of dedicated service to education in Georgia, with a diverse skill set and strong community connections. As the Director of the	Director of the Office of Educational Affairs at	Board Chair	**Skill Sets:** Educational leadership, accreditation processes, curriculum reviews

Office of Educational Affairs at Morehouse School of Medicine, she has held key roles in education, including Early Childhood Education Manager at Georgia Public Broadcasting/PBS KIDS. Dr. Gore's experience encompasses charter start-ups, federal and state compliance, teacher and leadership development, and curriculum design. Alongside her academic achievements, she actively contributes to her community as a choir director at Mt. Ephraim Baptist Church and through involvement in organizations like the Order of Eastern Star and the National Coalition of 100 Black Women.	Morehouse School of Medicine,		**Areas of Expertise:** Curriculum, Instruction, Special Education, Compliance, Grant development, Academic program evaluation, leadership, positive school culture
Rev. Dr. Richard C. Flippin, a distinguished graduate of Morehouse College, has deep roots in Dekalb County, serving as the Executive Pastor and Director of Organization, Ministry Planning, and Special Projects at The Greater Piney Grove Church. With a Bachelor of Arts in Religion and Philosophy from Morehouse and a Master of Divinity from Emory University, he brings extensive theological training to his role. Dr. Flippin is committed to community outreach and development, embodying the legacy of his family's three generations of preachers. He is also an author and a proud member of the Alpha Phi Alpha Fraternity, Inc.	Executive Pastor and the Director of Organizatio n, Ministry Planning, and Special Projects at The Greater Piney Grove Church in Atlanta, GA	Board Member	**Skill Sets:** Leadership, Communication, Collaboration **Areas of Expertise:** Youth Services, Education Policy, Strategic Planning, Leadership, Community Engagement
Alicia Hernandez, Finance Committee Lead and Treasurer at The Wright Community School, brings a wealth of experience in financial management and a strong commitment to supporting English Learner (EL) populations. With a Master's in Higher Education Leadership and a Bachelor's in Accounting, Alicia's expertise spans A/P, A/R, G/L, payroll, and financial statements. Her proficiency in tools like Sage Intacct and QuickBooks Online, coupled with her understanding of GAAP, positions her as a strategic asset for the school's financial stewardship. Alicia's background includes roles at diverse organizations, where she navigated	Bookkeeper/ Business Manager for The Mom Project	Finance Committ ee Lead	**Skill Sets:** Accounting, financial management, nonprofit leadership **Areas of Expertise:** Budgeting, financial stewardship, nonprofit financial management

complex financial landscapes and advocated for community welfare, notably among Spanish-speaking populations through her work with Georgia Familias Unidas. Her bilingual proficiency, proactive problem-solving, and dedication to EL support make her an integral part of the school's financial leadership team.			
Teresa Drake, Secretary of the Board at Wright Community School, boasts a remarkable 39-year career at Piedmont Hospital, where she currently serves as Medical Records Associate II. Her expertise lies in managing transcription services and ensuring timely upload of reports to Electronic Medical Records systems. In addition to her professional achievements, Teresa actively engages in community initiatives, drawing on her experience as a parent of two daughters who attended schools in Metro Atlanta. With a passion for literacy and a commitment to community engagement, Teresa's skills and connections make her an invaluable asset to the school's mission.	Medical Records Associate II at Piedmont Hospital	Secretary	**Skill Sets:** Medical, Trade, Data Collection, Transcription **Areas of Expertise:** Community Engagement, Medical Records, Literacy
Mario Stephens, a dedicated education advocate and community leader in Decatur, GA, is passionate about fostering student development and community support. With experience as both an educator and senior pastor, Mario understands the importance of nurturing critical thinking skills and engaging with social issues beyond surface-level understanding. He is committed to equipping students with the tools to think critically, consider diverse perspectives, and actively engage in their communities. Mario's unique perspective blends a teacher's insight with a pastor's heart, ensuring that the school he envisions becomes a nurturing environment where students excel academically and grow into compassionate leaders.	Senior pastor of Evergreen Baptist Church in Decatur, GA, AP Humanities Teacher	Board Member	**Skill Sets:** Education Advocacy, Critical Thinking Instruction, Community Building, Partnership Development, Curriculum Design, Leadership, Public Speaking, Team Collaboration, Visionary Planning **Areas of Expertise:** Education, Community Development, Pedagogy,Partnership Building, Curriculum Development. Advanced Placement
Chantel Harris, an experienced educator specializing in mathematics, is dedicated to ongoing professional development and student	Educator	Vice Chair	**Skill Sets:** Teaching, educational leadership, school culture

success. With over two decades in education, including roles as Director of Student and Family Affairs and Dean of Culture, Chantel values collaboration and embraces new educational initiatives. She holds a bachelor's degree in elementary education and a master's degree in educational leadership, reflecting her commitment to excellence in teaching and leadership. At Wright Community School, Chantel is motivated by the holistic approach to student development and aims to empower scholars for future success.			Areas of Expertise: Mathematics, instructional support and academic programming curriculum development, school leadership

Representation of School and Community: The board represents the school and community by mirroring the demographic composition of DeKalb County, with a focus on racial and ethnic diversity, ensuring representation for Black or African American and Hispanic or Latino populations. Dr. Kimberly Gore, with over twenty-five years of experience in education, including roles in curriculum design and teacher development, contributes to the board's understanding of Special Education, charter operations, federal and state standards. Alicia Hernández's expertise in financial management and commitment to supporting English Learner (EL) populations aligns with the school's goal of inclusivity and equity. Chantel Harris, an experienced educator, brings a wealth of knowledge in student development, staff development, and academic programming and is dedicated to empowering students for future success. Teresa Drake's extensive career in healthcare and community engagement, coupled with Mario Stephens's dedication to education and community leadership, further enriched the board's ability to address the needs of economically disadvantaged students and families. Additionally, Rev. Dr. Richard C. Flippin's deep roots in Dekalb County and commitment to community outreach add valuable perspective to the board's efforts to serve the diverse population effectively.

Ensuring Board Diversity: The WCS is actively seeking dedicated board members to ensure diverse and inclusive governance that accurately represents the Metro Atlanta community. The

current board, composed of six members with a combined 100 years of experience in education, community engagement, academic program, charter operations and start ups, federal and state compliance and Special Education, underscores the commitment to fostering a diverse and skilled leadership team. The board selection process is meticulous and structured. It involves three main stages: Candidate Prospecting & Resume Reviews, Interviews, and Offers. Prospective board members are identified through professional associations, online forms, and referrals, emphasizing comprehensive evaluation criteria such as expertise, experience, success, leadership abilities, and a willingness to volunteer. The goal is to attract individuals with diverse experiences, particularly those with expertise in Operations, Enrollment, and Community Outreach, contributing to a well-rounded leadership team. Interviews play a crucial role in evaluating candidates' interest, alignment with the school's mission, commitment, and collaboration abilities. The process includes in-depth discussions on expected commitment levels, second-round panel interviews with the prospective proposed school leader, and thorough background checks to ensure community reputation and address potential conflicts of interest. Ensuring board diversity goes beyond the selection process. The founding board is deliberately composed to bring diverse expertise to the table, and each member commits 8-10 hours per month, actively engaging in school-related activities. Monthly meetings, ongoing training, and mentorship for new members contribute to a robust governance structure. Current board members further enrich the diversity by bringing decades of experience in Metro Atlanta, serving as educators, parents, and community members. The commitment to ensuring board diversity is not only integral to the selection process but is a cornerstone of the school's governance philosophy. The school is actively looking for board members with specific expertise in real estate and legal to further enhance the leadership team. Currently, WCS utilizes their advisory

board, partnerships with the Facility Resource Center and Company Counsel Llc to support in these areas until we are able to secure an additional board member.

Number, Election, Tenure, and Qualification: The number of Directors is fixed by the Board, and the number of Directors is at least five (5), and no more than seven (7). Unless determined otherwise on a case-by-case basis, each Director shall hold office for a one (1) year term, or until his or her earlier death, resignation, or removal. Any Director may resign at any time upon thirty (30) days' written notice to the Corporation. The resignation is effective upon receipt thereof by the Corporation or at such subsequent time as specified in the notice of resignation.

Removal of Directors: At any duly held regular or special meeting, any one or more Directors may be removed with or without cause by a majority vote of the Directors present, provided that the notice includes this item. In the event of a tie, a tiebreaker vote will be submitted to an independent mediator. A successor may then be elected by a majority vote of the remaining Directors to fill the vacancy. Each appointed Director shall then serve for the remainder of the term. Any Director whose removal has been proposed shall be given an opportunity to be heard at the meeting.(See Exhibit 2)

Committees: The Wright Community School establishes committees comprising board members or community volunteers to oversee various aspects of governance and operations. These committees include the Legal Committee, Academic Program and Instructional Support Committee, Community Engagement and School Culture Committee, Governance, Facilities, and Operations Committee, Special Populations Committee, Finance Committee, and Enrollment Committee. Each committee has distinct responsibilities, such as legal compliance, academic program development, community engagement, governance oversight, special populations

support, financial management, and enrollment management. Committee members are elected by a majority of the entire Board, ensuring representation and accountability.

Conflict of Interest Policy: The Wright Community School implements a robust Conflict of Interest Policy to safeguard its interests and ensure ethical governance. This policy mandates disclosure of financial interests by directors or officers involved in transactions with the school. Interested persons must abstain from discussions and voting on conflicts, with violations subject to disciplinary action. Annual affirmation of understanding and compliance with the policy reinforces transparency and accountability among board members. (See Exhibit 2)

Ethical Governance: WCS prioritizes ethical governance and conflict avoidance, as outlined in its comprehensive bylaws. Annual audits scrutinize financial transactions for potential conflicts, fostering transparency and accountability. Board members undergo thorough vetting to identify and address conflicts during the selection process, reinforcing integrity in governance. Adherence to rigorous standards upholds WCS's commitment to transparent, accountable, and ethical conduct.(See Exhibit 2).

13. **Describe the governing board's functions, duties, and role in each of the following areas:**

- **Curriculum and school operations (including policies, legal compliance);**
- **Establishing and monitoring the achievement of school improvement goals;**
- **Personnel decisions (primarily school leader selection, evaluation, and termination); and**
- **Budget (including fundraising and resource allocation).**

In adherence to The Wright Community School's Bylaws, the Board of Directors plays a pivotal role in meticulously overseeing Curriculum and School Operations. The curriculum development process, as outlined in the bylaws, involves setting educational objectives, implementing effective teaching strategies, and continuous assessment for improvement. The Board ensures

strict compliance with educational policies and legal requirements, aiming to deliver a robust and comprehensive curriculum tailored to meet the diverse needs of the students.Regarding school operations, the Board, in alignment with the bylaws, prioritizes efficient resource allocation, including budget management and strategic fundraising efforts. Stakeholder engagement, a core principle outlined in the bylaws, emphasizes collaboration between the school, parents, and the broader community. The Board's commitment to transparency and accountability is demonstrated through regular audits, ensuring that the school's financial and operational practices consistently meet the highest standards.Additionally, the bylaws underscore the importance of professional development for staff, community integration initiatives, and the incorporation of technology to enhance the overall learning experience. This comprehensive approach to curriculum and school operations, as per the guidelines set forth in the bylaws, reflects the Board's dedication to creating a positive and impactful educational environment at WCS.

Curriculum Oversight: The Board, in alignment with WCS's mission, is responsible for adopting, amending, and publishing rules and regulations regarding the curriculum. They have the authority to employ or appoint individuals to oversee and carry out the responsibilities related to curriculum development, ensuring it aligns with the educational goals and values of the school.	**Decision-making:**The decision-making process for the Board regarding budget matters and the selection and termination of a school leader follows a structured approach as outlined in the nonprofit bylaws of The Wright Community School Inc. Firstly, the Board establishes an annual budget, which involves close collaboration with the school leader to ensure alignment with the school's program and organizational effectiveness. The school leader presents budget recommendations to the Board via the Finance Committee. The Board then reviews the budget and must approve the final operating budget for each fiscal year. In terms of personnel decisions, specifically related to the school proposed school leader, the Board has the authority to make decisions regarding hiring, compensation, evaluation, and termination. However, all other personnel decisions concerning employees of the corporation are made by the proposed school leader. Regarding the decision-making process itself, the Bylaws dictate that the Board operates under a majority vote system. This means that a simple majority of Directors present at any regular or special meeting constitutes a quorum for the transaction of

	business. Decisions are typically made either by resolution at a meeting or by written record without a meeting, as long as a majority of Directors serving at any time authorize them. Additionally, the entire Board of Directors has the power to act on any matter without a formal meeting and vote if all authorized Directors consent in writing to such action.
Policies and Legal Compliance: The Board ensures that the school operates within the legal framework, adhering to Section 501(c)(3) of the Internal Revenue Code. They monitor the school's activities to prevent engaging in propaganda, influencing legislation, or intervening in political campaigns. The Board also establishes policies that guide the school's operations and compliance with laws.	**Selection and Termination of School Leader:** The initial Directors, including prominent names such as Tiana Stephenson, Teresa Drake, and Chantel Harris, play a pivotal role in the governance structure. Directors serve one-year terms and can be removed with or without cause by a majority vote at duly held meetings.Special meetings can be convened to address personnel matters, including the selection or termination of the proposed school leader. The termination process involves a tiebreaker vote submitted to an independent mediator in the event of a tie among Directors, ensuring fairness and impartiality.Furthermore, any Director facing removal is granted an opportunity to be heard during the meeting where removal is proposed. This commitment to due process underlines the board's dedication to fairness and accountability. The evaluation and selection process at The Wright Community School Inc. reflects a commitment to excellence, transparency, and collaborative decision-making. Through a meticulous evaluation process and a well-defined governance structure, the board ensures that the proposed school leader is held accountable and that decisions regarding school leadership are made in the best interests of the institution and its mission.
Establishing and Monitoring School Improvement Goals: Establishing and Monitoring School Improvement Goals at The Wright Community School involves a collaborative process between the school leader and the Board of Directors, as outlined in the Nonprofit Bylaws. According to these Bylaws, the school leader is responsible for presenting proposed goals to the Board for approval. The process begins with the identification of key performance indicators aligning with the school's mission. These goals cover various aspects, including academic achievements, student engagement, faculty development, and community involvement. If the school is not making adequate progress, the Bylaws stipulate that the Board, in collaboration with the school leader, will develop a plan to address the deficiencies. This demonstrates a commitment to continuous improvement and	**Budget Management:** The budget management process at The Wright Community School Inc. is outlined in its Nonprofit Bylaws. Here's an overview of how the Board of Directors is involved in budget-related matters: **Annual Budget Preparation:** The Board is responsible for preparing an annual budget that reflects anticipated operating expenditures and anticipated donations for the next fiscal year of the Corporation. The budgeting process involves collaboration between the Board and other stakeholders to ensure alignment with the school's mission and goals. **Financial Oversight:** The Board exercises financial oversight by regularly examining monthly financial reports. This ongoing review allows the Board to stay informed about the school's financial status and make

accountability. The Board, as per its powers outlined in the Bylaws, may establish committees to oversee specific aspects of goal-setting and progress monitoring. The involvement of stakeholders, such as teachers, parents, and community members, is emphasized to ensure a comprehensive and inclusive approach to school improvement. Furthermore, the Bylaws underscore the importance of transparency and accountability by allowing Directors to examine the books of account at reasonable times. The annual audit by an independent certified public accountant adds an extra layer of oversight. In case of disputes related to the enforcement of these Bylaws, the Board may establish an alternative dispute resolution committee, emphasizing a fair and efficient resolution process. The commitment to maintaining insurance for the Corporation and indemnifying Directors or Officers in good faith actions further showcases a dedication to risk management and ensuring that individuals acting in the best interests of the Corporation are protected. Overall, the Bylaws provide a robust framework for establishing, monitoring, and addressing school improvement goals, aligning with the mission of The Wright Community School (See Exhibit 2).	informed decisions. An annual audit by an independent certified public accountant is conducted, and the written report is submitted to the Board. This external review ensures financial accountability and compliance with established financial practices. **Authority for Financial Decisions:** The Board has the authority to approve significant financial decisions, including the employment or appointment of individuals to oversee and carry out the responsibilities of the Board, as well as the compensation of such individuals. The Board is empowered to authorize contracts, borrow and repay monies, and make investment decisions as necessary for the Corporation. **Financial Policies:** The Board is responsible for establishing financial policies that guide budget management. These policies contribute to sound financial planning and ensure responsible financial practices.
Personnel Decisions: The evaluation and selection process for the proposed school leader at The Wright Community School Inc. is a meticulous and collaborative endeavor orchestrated by the Board of Directors. The commitment to academic excellence and organizational success is evident in the structured approach to assessing and appointing school leadership.	**Quorum and Decision-Making:** A simple majority of the Board constitutes a quorum for the transaction of business at any regular or special meeting. Decisions related to budget and financial matters are made by a majority vote of the Directors present. The Board may also act without the necessity of a formal meeting and vote if all authorized Directors consent in writing to such action.

Evaluation of the proposed school leader: The proposed school leader undergoes a comprehensive annual evaluation utilizing the LKES assessment method, a thorough framework for assessing leadership effectiveness. This evaluation is conducted by an assigned committee, which thoroughly reviews the proposed school leader's performance in managing daily activities and implementing the school's educational model. The committee, armed with information on crucial financial, academic, and organizational aspects, reports its findings to the full board. This reporting session serves as a platform for the proposed school leader to present evidence of their contributions and achievements, ensuring a well-rounded evaluation. The decision-making process is a collective effort of the full board. Having been informed of the evaluation results, the board engages in group discussions and deliberations to decide on the renewal of the proposed school leader's contract. This collaborative approach reflects the commitment to transparency and shared governance.	**Other Financial Responsibilities:** The Treasurer, as one of the Officers, plays a crucial role in financial management. Responsibilities include having custody of funds and securities, making regular financial reports to the Board, and ensuring compliance with financial procedures. **Fundraising and Grants:** The Board, in collaboration with the Development Committee, sets annual fundraising targets. Active participation by Board members in fundraising activities demonstrates a commitment to financial sustainability. While the proposed school leader is responsible for grant applications, the Board provides input on these applications, maximizing opportunities for securing additional funding. The budget management process involves active participation and oversight by the Board of Directors at The Wright Community School Inc. The Board ensures financial transparency, accountability, and compliance with legal and regulatory standards to support the school's mission and long-term success.

14. **Describe how current and future governing board members will comply with open meetings and records laws.**

The first annual meeting of the Board shall be held on a date mutually agreed upon by the Directors. The Board may provide by resolution the time and place, either within or outside the State of Georgia, and in compliance with the Open Meetings Act, for the holding of additional regular meetings of the Board without notice other than as decided by such resolution. Thereafter, regular meetings of the Board shall be held from time to time, and in conformity with the Open Meetings Act, as determined by the Board and shall occur at least monthly (10 meetings per year). If a Board's meeting is scheduled at least one week in advance, notice of its time and place shall be given to the news media and conspicuously posted in one or more public locations on the School's website at least 72 hours before the meeting. If the meeting is scheduled less than one week in advance, notice of the time and place of the meeting, to the extent practicable, shall published publicly and conspicuously posted in one or more public

locations(website, social media, newsletter, school calendar) at a reasonable time before the meeting.WCS ensures compliance with Georgia's Sunshine Laws regarding open government by following specific procedures for notifying the public, especially in the case of special called or emergency meetings. The school board, as a local government agency, abides by the Georgia Open Meetings Act, which mandates that agencies, including boards of education, provide advance notice to the public for all meetings, including emergency ones. In the event of a special called or emergency meeting, WCS adheres to stringent notice procedures, involving posting information at the regular meeting place at least 24 hours in advance and providing oral notification to the designated newspaper, which serves as the legal organ for the county. This commitment to transparency and adherence to legal requirements ensures that the public and press are adequately informed, reflecting WCS's dedication to open government principles.

To ensure compliance with Georgia's Open Meetings/Records Laws, the Wright Community School (WCS) Founding Board follows stringent procedures and guidelines outlined in state regulations. The WCS board, governed by O.C.G.A. § 20-2-757, adheres to the Georgia Open Meetings Act, which mandates transparency in government proceedings. The board ensures that all meetings, including emergencies, are properly noticed by the public. In the case of special called or emergency meetings, WCS follows specific notification procedures, including posting information at least 24 hours in advance at the regular meeting place and providing notification through social media. Regular meetings of the WCS Founding Board are held at least quarterly, in alignment with the Open Meetings Act. If scheduled at least one week in advance, notice of the meeting is provided to the news media and posted on the school's website at least 72 hours before the meeting. For meetings scheduled less than one week in advance, notice is given to the news media and posted in public locations as practicable before the meeting.

Special meetings of the Board may be called by the Board Chair with at least three days' notice, or upon a majority vote of the Directors. Additionally, WCS establishes a Legal Committee responsible for ensuring compliance with all relevant laws, including oversight of legal matters related to governance, ensuring adherence to the Open Meetings Act and Open Records Act. Regarding open records requests, WCS complies within the parameters outlined by FERPA and PPRA guidelines, ensuring student and family privacy. Requests are directed to the head of school, who collaborates with the director of school operations to fulfill requests within three business days. If records are not immediately available, a description of the data and a timetable for release are provided within three business days. WCS prioritizes transparency and legal compliance, ensuring that all board meetings and records are conducted and maintained in accordance with Georgia's Open Meetings/Records Laws (O.C.G.A. § 50-14-1 et. seq. and O.C.G.A. § 20-2-757).

The Wright Community School (WCS) has established thorough procedures and processes to ensure compliance with Georgia's Open Meetings/Records Laws.

Meeting Notification: WCS ensures that all board meetings are properly noticed to the public. This includes regular meetings, special meetings, and emergency meetings. For regular meetings, notice is provided at least one week in advance to the social media and is posted on the school's website at least 72 hours before the meeting. Special meetings require at least three days' notice, either by the Board Chair or upon majority vote of the Directors.

Emergency Meetings: In the case of emergency meetings, WCS follows strict notification procedures, including posting information at least 24 hours in advance at the regular meeting place and providing oral notification to the designated newspaper.

Legal Committee: WCS establishes a Legal Committee responsible for ensuring compliance with all relevant laws, including oversight of legal matters related to governance, and ensuring adherence to the Open Meetings Act and Open Records Act.

Record Maintenance: WCS maintains all records, including electronic or written, in compliance with the Open Records Act. Public records, except those specifically exempted by law or court order, are made available for public review and copying. Records transferred to another party for storage or maintenance remain public records of WCS.

Open Records Requests: Open records requests are handled promptly and efficiently. Requests are directed to the head of school, who collaborates with the director of school operations to fulfill requests within three business days. If records are not immediately available, a description of the data and a timetable for release are provided within three business days.

FERPA and PPRA Compliance: WCS ensures compliance with FERPA and PPRA guidelines to protect student and family privacy. Information subject to FERPA and PPRA protections may be excluded or redacted from open records requests.

15. **How will the board comply with board training requirements? Include in this plan areas of focus that are specific to the board and school. Attach as Exhibit 5 a copy of the board's Governance Training Plan.**

The Wright Community School (WCS) will ensure compliance with the board training requirements outlined in O.C.G.A. § 20-2-2072 and SBOE Rule 160-4-9-.06. Existing governing

board members with one or more years of service must undergo a minimum of nine (9) hours of annual training, covering Financial Governance, Whole Board Governance Team Training, and topics within the Standards for Effective Governance of Georgia Nonprofit Charter School Governing Boards. New members and those from newly-approved charter schools will participate in fifteen (15) hours of training within their first year, including Best Practices on charter school governance, Charter School Finance and Budgeting Training, Financial Governance Training, Whole Board Governance Team Training, and additional governance topics. The training plan aligns with the Standards for Effective Governance, requiring the adoption of a Code of Ethics and a Conflict of Interest Policy. The WCS Annual Board Training Program will be developed based on the identified needs, aligned with the governance standards, and conducted by SBOE-approved trainers, including the Finance and Budget Office of the Georgia Department of Education for specific modules. The Governing Board Chair will receive training related to leadership duties, ensuring comprehensive compliance with the governance training requirements.

In efforts to keep WCS operational budget with specificity for student education, annual board member training will be paid from a portion of donor received funds and set aside in a new line item - legal services for the first year to ensure regulatory compliance. As WCS expands matriculation rates, the board will move to delineate a separate line item "Board/Corporate Training Structure Development" for the purposes of the operational budget and listed under the Services and Supplies section of the budget.

16. **How will the charter school's governing board work collaboratively with the local school district and Board of Education?**

The School Leader plays a central role in fostering positive interactions with the local board of education through collaboration with the Governance, Facilities, and Operations Committee.

This committee, led by the Board Chair, is instrumental in facilitating effective communication and coordination with the local district/BOE. Specifically, the School Leader actively engages with the committee to contribute recommendations for desired facilities lease terms and offers valuable input on governance-related matters. This collaborative effort ensures that the charter school maintains a positive and productive relationship with the local district/BOE.The Wright Community School's governing board will establish robust communication protocols with the local school district and Board of Education. Regular updates, reports, and open lines of communication will be maintained to ensure all parties are informed about important matters related to the school's functioning (See Exhibits 2 and Exhibits 6).

Regular Meetings: Scheduled and periodic meetings between the governing board and representatives from the local school district and Board of Education will be a cornerstone of collaborative efforts. These meetings will serve as a platform for discussion, information sharing, and strategic planning. The frequency and structure of these meetings will be determined through consensus and may include joint planning sessions.

Shared Goals and Objectives: The governing board, local school district, and Board of Education will work collaboratively to identify shared goals and objectives. This alignment ensures that all entities are working towards a common vision for educational excellence, student achievement, and community development.

Information Exchange: A systematic and efficient information exchange system will be established. This includes sharing relevant data on academic performance, financial matters, and any other information critical for effective decision-making and collaborative efforts. Transparency in data sharing will build trust and facilitate well-informed discussions.

Joint Initiatives: The governing board, local school district, and Board of Education may embark on joint initiatives that extend beyond the walls of The Wright Community School. This could involve collaborative community outreach programs, shared professional development opportunities, or joint projects aimed at enhancing the overall educational experience for students.

Conflict Resolution:A fair and transparent conflict resolution process will be in place. In case conflicts arise, the governing board is committed to addressing them promptly through mediation or other appropriate means. The involvement of an impartial third party may be considered to ensure a just and equitable resolution.

Community Engagement: The governing board will actively engage with the community, seeking input from parents, teachers, and other stakeholders. This engagement will not only enrich decision-making processes but also ensure that the broader community's needs and concerns are considered in the governance and development of The Wright Community School.

Integration of Nonprofit Bylaws: The governing board will adhere to the nonprofit bylaws of The Wright Community School Inc. These bylaws, which outline the purpose, structure, and operational guidelines of the school as a nonprofit entity, will be integrated into the collaborative framework. This ensures that the governance structure aligns with legal and ethical standards, providing a solid foundation for collaboration with the local school district and Board of Education.

By prioritizing these collaborative principles and integrating the nonprofit bylaws, the governing board of The Wright Community School aims to build a strong, effective, and mutually beneficial partnership with the local school district and Board of Education, ultimately contributing to the success and well-being of the students and the broader community.

17. **Describe what decisions the board will make and what decisions the school administration will make (and attach as Exhibit 6 a Locally-Approved Charter School Partners Roles and Responsibilities chart which can be found on the GADOE website). Describe how board members will stay out of daily management issues.**

The Board holds a pivotal role in providing oversight and governance across key areas, including Academics, Finances, Operations, and Governance. It exercises this responsibility through the establishment of various committees, each with a distinct focus. The Governance, Facilities, and Operations Committee, in particular, play a crucial role in ensuring effective organizational planning, financial stability, and compliance with relevant regulations. This committee collaborates closely with the School Leader to make recommendations on facilities lease terms and advises the Board on governance-related matters, facilities planning, and operational issues. Overall, the Board's primary function is to set and ensure compliance with board policies, contributing to the strategic direction and success of the charter school.

In contrast, the School Leadership (e.g., Proposed school leader, CEO) takes on the responsibility of facilitating the day-to-day operations of the school. This includes working closely with the Board, especially through committees like the Finance Committee, to develop budgets, provide budget recommendations, and implement programs effectively. The School Leader actively engages in instructional priorities, ensuring academic programs align with standards and exhibit flexibility. Furthermore, the School Leader collaborates with the Board on matters such as personnel recommendations, curriculum adjustments, and the overall well-being of the school community. This clear division of roles allows for a harmonious partnership between the Board's strategic oversight and the School Leader's operational expertise.

Proposed School Leader: Tiana Stephenson, an experienced instructional leader, brings over ten years of expertise in K-16 education, specializing in charter schools, special education and alternative programming. She is obtaining a Doctorate of Education in Educational Leadership

with a specialization in Leadership in Special Education from Gwynedd Mercy University, currently holds certifications in Leadership from Harvard Business School Online and a Special Education certification from the University of Pennsylvania. With a career spanning various roles, including Special Education Coordinator and Teacher Leader in both charter, alternative, and turnaround schools, Tiana is adept at fostering student success and driving educational innovation. Her certifications include Professional Teaching Certification from the Georgia Professional Standards Commission and Instructional I Professional Certificate from the Commonwealth of Pennsylvania, reflecting her commitment to excellence in education.

Board Decision-Making: The Board of Directors, the highest governing body of The Wright Community School Inc., plays a crucial role in making strategic decisions and shaping the overall direction of the organization. These decisions encompass matters such as the election and removal of Directors, scheduling regular and special meetings, and the establishment of committees. The Board is vested with the authority to prepare the annual budget, subject the organization's books to audits, and grant authorization for various actions, including contracts, checks, and accepting gifts. The Board's decisions are critical in setting the tone and vision for the school.

School Administration Decisions: The Officers are elected by the Board and serve specific roles within the organization. While the Board Chair acts as the lead, overseeing and controlling the business and affairs of the school, the Vice Chair assumes responsibilities in the Board Chair's absence. The Treasurer manages the financial aspects of the organization, and the Secretary is entrusted with maintaining corporate records. These Officers, along with other administrators appointed by the Board, are responsible for day-to-day operational decisions. The

Board maintains the authority to remove Officers, and the actions of these Officers are subject to indemnification if performed in good faith.

Boundary Between Board and Administration: The Board establishes committees, granting them specific powers as outlined in the Bylaws. These committees are instrumental in carrying out tasks delegated by the Board, but there are certain critical matters, such as amending Bylaws, adopting plans for mergers or consolidations, or disposing of assets, where the Board retains exclusive authority. This boundary ensures that high-level strategic decisions are reserved for the Board, while day-to-day operational matters are managed by Officers and administrators.

Avoidance of Daily Management: To prevent micromanagement, the Board consciously refrains from involvement in daily operational issues. Instead, Officers and administrators, appointed by the Board, handle the intricacies of daily management. This division of responsibilities allows the Board to concentrate on overarching strategies, policy formulation, and ensuring the organization's long-term sustainability. Directors are protected from personal liability for monetary damages unless specific conditions, such as self-dealing, willful misconduct, or recklessness, are met. The Board will have insurance to mitigate risks and can indemnify Directors or Officers facing third-party claims if acting in good faith. WCS organizational structure establishes a clear and effective division of roles and responsibilities between the Board of Directors and the school administration. It ensures that the Board focuses on strategic decision-making, leaving the day-to-day operations in capable hands. This approach promotes accountability, transparency, and the overall success of The Wright Community School.

ORGANIZATIONAL GOALS, PLANS, AND WAIVERS

18. **Although standard organizational goals will be included in your charter contract (see charter contract template), please list and provide a detailed description of the charter school's measurable goals reflecting where the school envisions itself organizationally at the end of its first charter term. Goals should include areas such as governing board training; student and teacher recruitment/retention; school climate; student discipline; and student, parent, and teacher satisfaction. Each year of growth will be measured against the baseline data obtained during the first year of the charter term.**

Over the first charter term, The Wright Community School (WCS) sets three key organizational goals. First, establish a fully integrated Restorative Justice System, including staff training, behavioral incident reduction, and parental involvement. Second, establish and sustain the Transformation Community Coalition (TCC), focusing on student understanding, active participation, and reduced violations. Lastly, create a Support System with Assigned Coaches, ensuring high satisfaction through regular check-ins and continuous improvement. These goals underscore WCS's commitment to innovative disciplinary practices, community engagement, and personalized support systems for a positive and inclusive school culture.

	Assessment	Year 1 Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
Organizational Goal #1: *WCS will maintain high enrollment, attendance, and re-enrollment.*						
Measure 1: *WCS will be at least 95% fully enrolled by end of the first month school*	# of enrolled (Infinite Campus)	95%	95%	95%	95%	95%
Measure 2: *WCS will maintain an average daily attendance of 90%.*	% of daily attendance	90%	90%	90%	90%	90%
Measure 3: *95% of eligible students will re-enroll for the following year.*	% of re-enrolled (Infinite Campus)	95%	95%	95%	95%	95%
Organizational Goal #2: *WCS will foster a positive and supportive school culture, reducing discipline.*						
Measure 1: *Students will be able to understand and engage with the Transformation Community Coalition (TCC) by outlining its structure, roles, and responsibilities in addressing Level 1 to 3 violations.*	Student/Staff Feedback Survey	55%	65%	75%	85%	100 %
Measure 2: *Students will be able to actively participate in TCC to increase awareness of the TCC's role.*	Community Feedback Survey	60%	65%	70%	75%	80%

Measure 3: *Students will be able to demonstrate a reduction in Level 1 to 3 violations, indicating the TCC's impact on preventing behavioral infractions.*	# of Level 1-3 Behavioral Incidents per student	10	8	6	4	2
Organizational Goal #3: WCS will prepare students for post-secondary success.						
Measure 1: *90% of stakeholders will agree or strongly agree that WCS is the best fit for their student.*	Community Feedback Survey	70%	75%	80%	85%	90%
Measure 2: *95% of students will agree or strongly agree that WCS is preparing them for their future.*	Student Feedback Survey	75%	80%	85%	90%	95%
Measure 3: *95% of educators will agree or strongly agree that WCS coaching is effective/*	Staff Feedback Survey	75%	80%	85%	90%	95%

19. Describe any organizational innovations that will be implemented during the proposed charter term.

- Why are these innovations appropriate for this unique school?
- Explain how these innovations will increase organizational effectiveness.

The Wright Community School (WCS) utilizes three organizational innovations: a Restorative Justice System, a Transformation Community Coalition (TCC), and a Support System with Assigned Coaches. These initiatives foster accountability, reduce violations, and enhance organizational effectiveness by promoting positive connections and personalized support for students and educators. Aligned with WCS's commitment to a positive and inclusive learning environment, these innovations strategically prioritize community engagement and individualized support for organizational enhancement.

Innovation #1: Restorative Justice System: The introduction of a restorative justice system at The Wright Community School (WCS) is a progressive and thoughtful approach to handling disciplinary matters. This innovative system views harm as a disruption of interpersonal

connections rather than a justification for punitive measures. By engaging affected parties in a dialogue, it allows them to discuss incidents, express emotions, evaluate consequences, and collaboratively determine appropriate measures for resolution. This approach is well-suited for WCS, fostering a culture of accountability, empathy, and community building. Implementing restorative justice is expected to increase organizational effectiveness by reducing the reliance on exclusionary disciplinary measures, such as suspensions and expulsions. This approach addresses the root causes of conflicts, promotes understanding, and empowers students to take responsibility for their actions. As a result, the school anticipates a more positive and inclusive school climate, leading to enhanced student satisfaction, increased retention rates, and a stronger sense of community.

To train staff at WCS in restorative justice, a potential partnership with the Restorative Justice Institute of Atlanta LLC will be established. The training program will encompass various levels and components aimed at equipping staff with the necessary skills and knowledge to implement restorative justice practices effectively. Here's an overview of what staff will learn in the training:

- Restorative Practices 101: A 1-hour workshop providing an introduction to restorative practices and their significance.
- Level 1 Restorative Practices: A full-day workshop (can be offered in two parts) focusing on the social-emotional basics required for restorative work. Participants will learn proactive strategies, relationship building, community building, and how to conduct restorative chats.
- Level 2 Restorative Practices: A full-day workshop (can be offered in two parts) building upon Level 1 by introducing Responsive Circles and Formal Restorative Conferencing.

- Restorative Practices Implementation: A 3-hour workshop focusing on the practical implementation of restorative practices in a school context.
- Train the Trainer: A 4.5-day workshop series providing in-depth training on Restorative Justice basics, implementation, Restorative Conferencing, cultural competency, implicit bias, and guidance on training others in restorative practices.

Additionally, there are self-paced individual or group learning modules, refresher workshops, and resources available for ongoing support and learning.

The estimated cost for the Restorative Justice training is $7000 annually, which will likely be allocated from the staff professional development budget line.

If a resolution cannot be reached in restorative circles, the next steps may involve:

- Further Dialogue: If a resolution is not reached initially, the facilitator may encourage further dialogue to understand the underlying issues and perspectives better.
- Mediation or Conflict Resolution: If necessary, mediation or conflict resolution techniques may be employed to address the conflict and find a mutually agreeable solution.
- Involvement of Additional Stakeholders: In cases where the conflict involves multiple parties or extends beyond the scope of the initial restorative circle, additional stakeholders such as administrators, counselors, or community members may be brought in to provide support and assistance in finding a resolution.
- Formal Disciplinary Action: In situations where restorative practices are unable to resolve the conflict, or if there are violations of school policies or regulations, formal disciplinary action may be necessary.

Overall, the goal is to promote understanding, accountability, and reconciliation through restorative practices, but if these efforts are unsuccessful, other avenues may need to be explored to address the conflict effectively.

Innovation #2: Transformation Community Coalition (TCC): The TCC, established by WCS, leverages positive peer pressure to address small offenses committed by young individuals. This approach not only encourages restitution within the community but also provides crucial support to prevent future behavioral infractions. Adjudicating a spectrum of Level 1 to 3 violations, the TCC complements the restorative justice system by offering a community-led resolution process. This innovation is appropriate for WCS as it aligns with the school's commitment to community-centered values and the holistic development of students. The TCC is designed to reduce the occurrence of Level 1 to 3 violations through community-led interventions. By involving students in the resolution process, the school expects to see a decline in suspensions and expulsions, fostering a positive and supportive community culture. Regular dissemination of the district's code of conduct and TCC rubric, along with community engagement sessions, contributes to increased awareness and understanding. This proactive approach is anticipated to enhance organizational effectiveness by preventing harm and promoting a sense of responsibility within the community.

Innovation #3: Support System with Assigned Coaches: Assigning every student and educator at WCS a coach is a proactive and innovative support system. Academic coaches act as advisers, providing guidance and assistance for a minimum of two years. Additionally, administrators, separate from those involved in instruction, conduct regular check-ins. Mentoring fosters supportive and enduring relationships between mentors and mentees. These relationships yield

various benefits for both parties, including increased educational achievements, healthier lifestyle choices, improved interpersonal skills, and reduced likelihood of engaging in substance abuse. This approach is suitable for WCS as it aligns with the school's commitment to nurturing a sense of belonging, engagement, and motivation among students and educators. The support system is expected to increase organizational effectiveness by fostering strong connections between students, educators, and administrators. This sense of belonging is crucial for boosting engagement, motivation, and overall performance. The coaching model emphasizes personalized support and growth in teaching methods, educational regulations, and protocols. By addressing the diverse needs of individuals within the school community, WCS aims to create a supportive environment conducive to learning and professional development, ultimately enhancing organizational effectiveness.

PD Plan: The WCS Professional Development (PD) plan focuses on supporting teachers in delivering personalized learning experiences through mastery-based learning and culturally responsive teaching. The plan includes summer training for new hires and all staff, Data Days, weekly coaching sessions, and district-wide professional developments, emphasizing collaboration and equity-based practices. Given the unique educational model, intentional and tailored professional development will be necessary to ensure teachers are equipped with the skills and knowledge to effectively implement the school's innovative approach to education (See Appendix D).

Professional Development Component	**Topic**	**Rationale**

Summer Training	Introduction to Mastery-Based Learning	Provide an overview of mastery-based learning principles, methodologies, and its alignment with WCS's mission.
Summer Training	Culturally Responsive Teaching Practices	Equip teachers with strategies to create inclusive and equitable learning environments rooted in understanding their students' cultural backgrounds.
Summer Training	Restorative Justice Implementation	Introduce the concept of restorative justice and its practical application within the school community to foster a positive and inclusive school culture.
Data Days	Data Analysis for Personalized Learning	Train teachers to analyze student data effectively to identify individual learning needs and tailor instruction accordingly.
Data Days	Mastery-Based Learning Assessment Strategies	Provide guidance on designing assessments that measure mastery of specific skills and concepts, ensuring accurate tracking of student progress.
Data Days	Utilizing Data in Restorative Practices	Explore ways to use data to identify patterns of behavior, track progress in restorative interventions, and evaluate the effectiveness of the restorative justice system.

Weekly Coaching	Mastery-Based Learning Implementation Check-ins	Offer ongoing support and feedback to teachers as they implement mastery-based learning strategies in their classrooms.
Weekly Coaching	Culturally Responsive Teaching Reflections	Facilitate reflective discussions on integrating culturally responsive teaching practices into daily instruction and classroom management.
Weekly Coaching	Restorative Justice Case Studies	Provide opportunities for teachers to discuss real-life scenarios and collaborate on applying restorative justice principles to resolve conflicts among students.
District Professional Developments	Building a Mastery-Based Learning Community	Encourage collaboration among educators across the district to share best practices, resources, and challenges related to mastery-based learning implementation.
District Professional Developments	Advancing Equity Through Restorative Justice	Foster dialogue and awareness around the role of restorative justice in promoting equity, inclusion, and social-emotional learning within the school community.

Staff Recruitment: The WCS Staff Recruitment Plan outlines quarterly goals and actions to ensure full employment, including outreach strategies, application targets, and offer timelines. The plan emphasizes targeted outreach through social media, digital ads, email newsletters, and

partnerships with educational institutions, with specific quarterly goals for applications and offers. Additionally, the plan addresses talent management across dimensions like budgeting, recruiting, hiring, performance management, retention, and onboarding, ensuring a comprehensive approach to staffing and development.The school aims to ensure that its staff reflects the sociodemographic diversity of the community it serves by intentionally recruiting individuals from various racial, ethnic, and socioeconomic backgrounds. Given that the majority of the population in DeKalb County is Black or African American, with significant representation from other ethnic groups and a notable Hispanic or Latino population, the school seeks to mirror this diversity among its staff members. Through targeted outreach efforts and inclusive hiring practices, WCS strives to create a school community that reflects the broader socio demographic composition of DeKalb County, fostering equity and representation among its staff.

Staff Retention: WCS uses the state salary schedule as a baseline average and the DeKalb County School District salary schedule as a competitive benchmark. The average teacher salary is set at $55,000 in the first year and will increase by two percent incrementally each year (totaling 10% over five years). WCS budgets for participation in the Georgia Teacher Retirement System (TRS) and offers competitive benefits. WCS recognizes that salaries are just one aspect of its teacher recruitment strategy, focusing also on comprehensive professional development, support systems, and administrative assistance. WCS aims for an ideal team composition with a mix of novice and experienced educators to foster collaborative learning opportunities and accommodate budgetary considerations, offering an average teacher salary that accounts for experience. Additionally, WCS prioritizes organizational conditions, professional learning

opportunities, and school culture to support teacher success, providing ample planning time and a focused curriculum scope and sequence (Appendix D).

FISCAL FEASIBILITY AND CONTROLS

Please note that the base per-pupil funding amount identified in the locally-approved budget template included in your Charter Application Packet will be included in your charter contract. Your local school system's approval of the base per-pupil funding in your budget is based upon the school system'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.

20. **Will the charter school utilize the local school board for fiscal management or other services? If yes, describe the level of autonomy the school will have over budgets and expenditures and/or any other area(s) for which the school has contracted with the local board to provide services.**

The board of directors is ultimately responsible for fiscal policy development, the annual budget approval process, annual external auditing measures, and monthly financial accounting practices at the Wright Community School. The board of directors plans to contract the services of Peter L. Laub for chief financial officer (CFO) services, along with general accounting and bookkeeping. The CFO reports directly to the proposed school leader. On a daily basis, the CFO works directly with the proposed school leader and director of school operations, who is responsible for human resource management, administrative and logistical duties, vendor contracts, and school logistics. Within the board, the Finance Committee, which is chaired by the treasurer, works closely with the proposed school leader and CFO to deliver strong fiscal plans, thorough reviews of financials, and clear presentations of fiscal health to the board for monthly review. The Finance Committee also offers financial counsel to the proposed school leader, and the chair of this committee can approve payments over $5,000.Annually, the proposed school leader, CFO, and director of school operations at the Wright Community School prepare a budget that reflects the current priorities of the school, which is then presented to the Finance Committee for review. The Finance Committee presents a subsequent budget recommendation to

the full board, which has the opportunity for discussion, feedback, revision, and then final approval. In this process, two public presentations of the budget allow for community feedback prior to the full board vote. On a monthly basis, the proposed school leader, CFO, and director of school operations work together to prepare budget and financial statements at the Wright Community School in alignment with fiscal policies and financial health goals. These statements are condensed into a presentation for the board each month using a data dashboard as the primary driver of these conversations. The CFO, with oversight from the proposed school leader and the Finance Committee, is responsible for ensuring compliance with generally accepted accounting principles (GAAP), state and federal regulations, and provisions for charter schools within the state statutes. The goal with this structure is to monitor fiscal health transparently, so as to be good stewards of public resources.

Delineated on the 100% budget, row 82, WCS demonstrates a year over year amount of $20k for auditing for 5 years which equates to $100k. Now, if additional funding is needed based on an increase in auditing costs or regulatory requirements, expense funding not used on other line items will be reallocated to address the shortfall. Next board meeting must address the shortfall due to increased audit expenses and a refined budget will be required for approval. Based on experience, a typical increase should not exceed, at the high end, no more than 15%-20% variation in increase. And, this is typically a one time adjustment and not ongoing. Nonetheless, the budget must be adjusted for appropriate cost accounting. 50% budget does not carry a cost for audit as the budget is transitional, at best, and liabilities are reduced.

21. **Identify the school's chief financial officer (CFO). Describe a résumé illustrating how the CFO's credentials comply with SBOE Rule 160-4-9-.05 (and attach as Exhibit 23).**

In accordance with GA SBOE Rule 160-4-9-.04, the Chief Financial Officer (CFO) for The Wright Community School must possess a baccalaureate or higher degree in business,

accounting, or finance from an accredited college or university, along with a minimum of four years of experience in a field related to business or finance, or alternatively, documented experience of ten or more years in the field of business and financial management. The proposed CFO for The Wright Community School is Peter L. Laub. Peter is a seasoned professional with over 20 years of experience in finance and education. Currently serving as the Executive Vice President and Chief Client Services Officer at EdTec, Inc., he oversees back-office services for more than 150 charter schools, demonstrating his proficiency in managing complex financial operations and providing strategic advice to educational institutions. With an MBA from Stanford Graduate School of Business and an MA in Education from Stanford University, Peter brings a unique blend of financial acumen and educational insight to his roles. His track record includes launching new charter schools, securing significant grants, and co-founding Urban Montessori Charter School in Oakland, where he served as treasurer. Peter's expertise and dedication make him an invaluable asset in advancing the financial well-being and educational mission of schools.

22. **Describe how the school will fund planning and start-up operations prior to receiving state and local funding, including legal setup, facility identification, initial staffing, etc.**

The Wright Community School anticipates securing a significant portion of its startup operational funding through support from BES, which is committed to providing $30,000 as part of its startup grant process, and redefinED Atlanta, which has pledged $150,000. These funds are earmarked for disbursement upon authorization. In addition to these secured funds, WCS, as a nonprofit 501(c)3 organization, plans to capitalize on its approved status to pursue federal, state, and local grants aimed at supporting new charter schools. Notable grant-making bodies in consideration include the New Schools Venture Fund, the Charter School Growth Fund, and the

Federal Charter School Program. It is essential to highlight that the revenues outlined in the petition budget solely represent funds guaranteed upon authorization and prior to the submission of this application. This allocated funding is designated for crucial purposes such as initial staffing costs, building renovations, enrollment and recruitment expenses, and the acquisition of instructional materials. Moreover, WCS has benefitted from pro-bono legal, architectural, and real estate services during the incorporation process and facility research phase, further contributing to the school's prudent financial planning and effective resource allocation.

23. **Describe the school's plans for securing other sources of funding, including funding from individuals, corporations, foundations, or any other source.**

Year Zero Plan (2024-2025)	Year One Plan (2023-2024)	Plan Beyond Year One
The proposed school leader, with the backing of the board through the Development Committee, is actively compiling a comprehensive list of potential donors encompassing foundations, grants, corporations, incubators, seed funders, and individuals. Collaborating with the board as necessary, the proposed school leader is proactively seeking seed funding and grants for startup costs, while also reaching out to corporations, individuals, and foundations to request in-kind donations for tangible goods, such as school furniture, uniforms,	The board's Development Committee, in conjunction with the proposed school leader, is formulating a comprehensive 24-month strategic plan for fundraising. This plan entails detailed goals, recommended revenue sources, and a well-defined delegation of roles and responsibilities, complete with timelines for each fundraising phase. Key elements of the plan include achieving 100-percent board participation,, conducting at least one individual giving campaign in the fall (around Giving Tuesday), adhering to a grant application timeline and	At the conclusion of year one, the board will formulate a set of recommended revisions to the year one plan for subsequent years. Strategies proven effective will be retained, while those yielding minimal impact relative to effort expended will be adjusted or discontinued. The fundamental process for each subsequent year will mirror that of year one, with refinements as WCS continues to enhance effectiveness and increase impact. Once again, conditional funding of $150,000 from redefinED Atlanta is anticipated upon authorization.

project-based learning equipment, media, computers, etc. Notably, WCS has secured conditional funding of $150,000 from redefinED Atlanta and $30,000 from BES upon authorization.	project plan, organizing at least two fundraising events (e.g., Gala, 5K, Book Drive), cultivating two or more new corporate/community sponsors, and sustaining ongoing in-kind donations. Notably, WCS has received conditional funding of $200,000 from redefinED Atlanta upon authorization.	

24. **The appropriate segregation of duties is often a problem when starting a charter school due to limited personnel. Describe the steps the school will take to ensure the appropriate segregation of duties to establish proper internal controls, including compliance with O.C.G.A. § 20-2-2074 which states that the CFO cannot also serve as CEO or in any other position at the school.**

As a public school receiving public funding, WCS is dedicated to upholding the principles of segregation of duties and redundancies in oversight, serving as crucial safeguards against human error, and preparing for any unforeseen instances of theft or financial mismanagement, although such events are not anticipated. Establishing a clear separation of duties fosters an essential system of checks and balances, promoting error detection and ensuring robust accountability and internal controls. The board of directors undertakes an annual review, making necessary amendments to fiscal policies, with a specific emphasis on delineating roles and responsibilities. The primary objective of this delineation is to assign approval, accounting, and signatory practices to specific individuals within the organization. Key responsibilities are distributed as follows:

- The office manager processes bills and invoices, ensuring that each document reaches the director of school operations.
- The director of school operations submits invoices and bills to the back-office provider, responsible for bookkeeping and general accounting.

- The back-office provider records, inputs, and codes all expenses into a chart of accounts. Additionally, they verify the accuracy of contracts and prepare checks, including payroll checks twice each month.
- The director of school operations presents all checks, ready for signature, to the proposed school leader, who reviews all bills and invoices before signing each check individually. Checks exceeding $5,000 require more than one signature, preferably from the finance committee lead. Recurring payments, such as rent and payroll, are exceptions to the double-signature rule.
- The director of school operations maintains secure copies of all financial documents on school grounds for reference during annual internal and external audits.

On a monthly basis, the CFO collaborates with the back-office provider, proposed school leader, and director of school operations to compile financial statements for board review. This includes budget actuals, cashflow, and three-month projections. Any budget variances exceeding 10 percent undergo additional scrutiny, requiring an explanation from the proposed school leader and director of school operations, with the Finance Committee responsible for reviewing and reporting on these statements in the monthly Finance Committee meeting. Annually, the board reviews, amends, and approves the budget and fiscal policies. The CFO, in coordination with the treasurer, director of school operations, and proposed school leader, provides necessary documentation for the annual internal and external audit. Additionally, the team promptly addresses any findings or recommended policy changes resulting from the annual audits.

FINANCIAL SUSTAINABILITY

25. Although standard financial goals will be included in your charter contract (see charter contract template), please list and provide a detailed description of the charter school's measurable goals reflecting where the school envisions itself financially at the end of the initial charter term. Goals should emphasize fiscal health and sustainability. Each year of growth will be measured against the baseline data obtained during the first year of the charter term.

	Assessment	Year 1 Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
Financial Goal #1: *The Wright Community School has set forth ambitious financial goals for the upcoming years, focusing on maintaining stability and liquidity to cover*						

short-term financial obligations. The following measures have been established to gauge and achieve these objectives:						
Measure 1: *The school's working capital ratio (current assets/current liabilities) will be greater than 1.*	School Budget	>1	>1	>1	>1	>1
Measure 2: *The school will maintain at least 45 days' worth of cash on hand.*	Cash Balances Budget	45	50	55	60	65
Measure 3: *The school's enrollment variance will not be greater than 8%.*	SIS	8%	7%	6%	5%	4%
Financial Goal #2: *The school will cover long term obligations and control costs.*						
Measure 1: *The school's debt-to-asset ratio will be less than 25%.*	School Budget	25%	23%	21%	19%	18%
Measure 2: *The school will reduce unplanned spending by 2% each year.*	School Budget	10%	8%	6%	4%	2%
Measure 3: *The school will complete all financial reporting on time 100% of the time*	School Budget	80%	85%	90%	95%	100 %
Financial Goal #3: *The Wright Community will increase non-traditional revenue streams by 20% each year.*						
Measure 1: *The school will complete grant applications to support the school's revenue stream.*	School's Budget	2	3	4	5	6
Measure 2: The school will identify sponsors to support our finance goal.	School's Budget	1	2	3	4	5
Measure 3: The school will increase non-traditional revenue annually	School's budget	6%	9%	12%	16%	20%

26. Describe any financial innovations that will be implemented during the proposed charter term.

- Why are these innovations appropriate for this unique school?
- Explain how these innovations will increase financial effectiveness.

Financial Innovation #1: Varied Approaches to Developing Funds: The fund development approach of the Wright Community School, which includes donations, grants, and fundraising events, aligns well with the school's nonprofit status (501(c)3). The multi-year fundraising plan, which includes dedicated board members, a give-get campaign, and targeted outreach to foundations, corporations, and individuals, reflects WCS's dedication to achieving financial sustainability. The conditional funding from redefinED Atlanta and BES highlights the promising outcomes of these strategies (See Governance Section. This innovation greatly boosts organizational efficiency by offering WCS a comprehensive financial support system. The dedication of board members and the well-thought-out fundraising strategy establish a strong financial base. Through proactive collaboration with a wide range of stakeholders, WCS effectively expands its sources of income, mitigating reliance on any one particular source. By utilizing an iterative approach and conducting annual reviews and adaptations, WCS is able to continuously improve and refine its strategies for maximum financial impact.

Financial Innovation #2: Robust Financial Oversight and Control: The adoption of a robust financial oversight and control system, which includes external audits and the involvement of EdTec, is a fitting and effective measure for WCS. These measures reflect the school's dedication to being transparent and accountable. Compliance and proper internal controls are ensured through the segregation of duties and adherence to GA SBOE Rule 160-4-9-.04. This innovation greatly improves organizational efficiency by ensuring strong fiscal management. EdTec's participation, the regular financial reviews, and the yearly external audit all contribute to a strong financial control environment. The segregation of duties helps to reduce the likelihood of

mistakes, improper handling, or potential conflicts of interest. This methodical approach improves WCS's financial well-being, building trust among stakeholders and establishing a strong basis for prudent financial management.

Financial Innovation #3: Measurable Financial Sustainability Goals: WCS's commitment to fiscal health and long-term viability is reflected in its establishment of measurable financial sustainability goals. The specific goals related to working capital, cash reserves, debt-to-asset ratio, unplanned spending reduction, and non-traditional revenue growth are in line with state and district standards. This innovation greatly improves financial efficiency by offering clear goals for achieving financial success. The measurable goals act as benchmarks, enabling WCS to monitor its financial well-being and sustainability throughout the initial charter term. By prioritizing key financial indicators, the school maintains a proactive approach to tackling challenges and seizing opportunities. Through the establishment and accomplishment of these objectives, WCS strengthens its financial robustness, guaranteeing stability, liquidity, and long-term sustainability.

SCHOOL OPERATIONS

27. **What is the charter school's attendance zone?**

The proposed attendance zone for The Wright Community School (WCS) is designed to be inclusive of the entire DeKalb County while being particularly responsive to the expressed needs of the South DeKalb community. Focused community engagement efforts in South DeKalb have resulted in 78% of intent-to-enroll submissions originating from this area, indicating a strong alignment of WCS's mission with the demands of the South DeKalb community.The targeted zip codes for enrollment are 30032, 30033, and 30034. The rationale for The Wright Community School's proposed attendance zone lies in its commitment to inclusivity and responsiveness to the specific needs of the South DeKalb community. With 78% of intent-to-enroll submissions

originating from South DeKalb, WCS's engagement efforts have been concentrated in this area, reflecting a direct alignment of the school's mission with the community's expressed demands. The absence of schools currently employing the mastery-based learning approach in South DeKalb, coupled with identified challenges in math proficiency and reading, underscores the urgency for WCS's educational model.

28. **List the local schools that will feed into the charter school. Please also list the schools into which the charter school's students will feed.**

Feeder Schools	Targeted Zip Codes
Peachcrest Elementary, Avondale Elementary, Dunaire Elementary, Rowland ES, Snapfinger ES, Bethune Middle School, Fernbank Elementary, Druid Hills Middle School, McNair Middle School, and McNair Elementary.	30032, 30033, and 30034

Considering the demographic composition and the identified academic needs within the South DeKalb community, WCS aims to address educational gaps, particularly in math proficiency and reading challenges highlighted in the United Way's Child Well Being Outlook Report 2023. By strategically focusing on feeder schools and targeted zip codes, WCS endeavors to provide a mastery-based learning approach, catering to the unique needs of the diverse student population within the proposed attendance zone.The selection of feeder schools and targeted zip codes, such as the schools noted in the chart above , strategically positions WCS to address academic gaps and serve a diverse student population reflective of the demographic composition in the proposed attendance zone. The proposed attendance zone, covering zip codes 30032, 30033, and 30034, reflects WCS's commitment to fostering a transformative educational experience while meeting the unique needs of the community it aims to serve.

29. **What are the racial and socioeconomic demographics for the school's proposed attendance zone?**

In terms of racial demographics, the proposed attendance zone reflects diversity.

The majority of the population is Black or African American, constituting 54.6%, while White alone represents 35.9%. Other ethnicities, including Asian, American Indian, Alaska Native, Native Hawaiian, and Two or More Races, contribute to the overall diversity. Hispanic or Latino individuals make up 8.6% of the population. The aim is to create an intentionally diverse school community that mirrors the demographics of the broader DeKalb County region. Socioeconomic considerations are crucial in shaping WCS's commitment to equity. The median household income in the proposed attendance zone is $76,044 (in 2022 dollars), and the per capita income is $43,958 (in 2022 dollars). The poverty rate is 13.5%, highlighting the importance of providing equitable educational opportunities to students in this community.

For the following questions, please note that "enrollment priorities," "admission," and "registration" are different concepts. To avoid confusion, the Department defines these concepts as follows:

- *"Enrollment Priorities" describes those students granted priority pursuant to O.C.G.A. § 20-2- 2066(a)(1);*
- *"Application" describes pre-lottery processes and forms; and*
- *"Registration" describes post-lottery processes and forms after the student has been offered a seat at the school through enrollment priorities or the lottery process.*

30. **Please check any of the following enrollment priorities pursuant to O.C.G.A. § 20-2-2066(a)(1) that will apply to the school. Indicate in the rightmost column the rank order in which they will be applied. If the school will not utilize a particular enrollment priority, please insert "N/A" in the first and the last columns for that priority.**

Check any applicable enrollment priorities	**O.C.G.A. § 20-2-2066(a)(1) Enrollment Priorities**	**Ranking**
X	A sibling of a student enrolled in the charter school.	1

	A sibling of a student enrolled in another local school designated in the charter contract (school name:).	
X	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.	2
	Students matriculating from a local school designated in the charter contract (school name:).	
	Children who matriculate from a pre-kindergarten program (program name:) which is associated with the school, including, but not limited to, programs which share common facilities or campuses with the school or programs which have established a partnership or cooperative efforts with the school.	

31. **Explain the rules and procedures that will govern student application and registration in the school. In your explanation:**

■ State whether the school will utilize a weighted lottery to provide an increased chance of admission for educationally disadvantaged students as defined in State Board Rule 160-4-9-
.04(o) and pursuant to O.C.G.A. § 20-2-2066(a)(1), State Board Rule 160-4-9-.05(2)(g), and Department guidance. If yes, indicate in the rightmost column the rank order in which they will be applied. If the school will NOT utilize a weighted lottery or a particular category, please insert "N/A" in the first and the last columns for that category.

Admissions Process: The Wright Community School (WCS) follows the charter school admission guidelines within DeKalb County, adhering to the provisions outlined in O.C.G.A. 20-2-2066. As a tuition-free public school, WCS welcomes all students residing in DeKalb County within the attendance zone. Admission eligibility is determined by age and submission of a timely enrollment application.

Application Criteria: Prospective students are required to provide specific information on the application, including their address, name, date of birth, contact details, primary language, and eligibility for federal services such as WIC/SNAP/TANF/FRL. The latter serves as a criterion in the weighted lottery system, demonstrating economic disadvantaged status to ensure socio-economic representation reflective of the Metro Atlanta region.

Outreach and Application Window: WCS actively communicates the application process through extensive outreach efforts. This information is disseminated through the school's website, social media accounts, digital advertisements, flyers, mailings to interested families, and informational sessions at various locations. The application window typically spans from January 1 to March 1 of each academic year. Although late applications are accepted, they are not included in the lottery and are added to the waitlist in the order received.

Enrollment Priorities and Weighted Lottery: The school implements two enrollment priorities: siblings of current students and children of governing board members or full-time employees. Additionally, WCS utilizes a weighted lottery system to give economically disadvantaged students a higher weight. The weighted lottery aims to achieve a socioeconomically diverse student population with a target of at least 50 percent eligibility for federal services.

Notification and Registration: Parents or guardians are notified of admission status by mail, allowing 14 calendar days to return a signed enrollment registration card for each child offered enrollment. Late submissions may result in outreach via email and phone. WCS holds events to support enrollment forms completion.

Marketing Plans: WCS allocates significant resources annually to marketing and student recruitment, aiming to transition families from awareness to enrollment. This commitment underscores the school's dedication to building community support and fostering a diverse and inclusive student body.

Check any applicable categories	**O.C.G.A. § 20-2-2066(a)(1) Weighted Lottery Categories**	**Weight Given**

X	Economically disadvantaged students	Up to 20
	Students with disabilities	
	Migrant students	
	Limited English proficient students	
	Neglected or delinquent students	
	Homeless students	

- Attach as **Exhibit 7** a copy of the proposed admissions application that demonstrates the application conforms to the requirements of rule and law, including the open enrollment requirement.
- Attach as **Exhibit 8** 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.

**Note*: Complete transparency should include, at a minimum, publishing the lottery date, time, place, and procedures at least two weeks in advance on (for example) the school's website and in printed forms shared with students or available at the school.*

32. **Describe the steps the school will take to recruit students who are representative of the racial and socioeconomic diversity in the attendance zone for the charter school.**

The Wright Community School (WCS) employs a comprehensive approach to student recruitment, guided by its commitment to mirroring the diversity of Dekalb County. The recruitment strategy comprises targeted outreach, transportation initiatives, and a weighted lottery system to ensure socioeconomic diversity. The overarching goal is to create an intentionally diverse and inclusive school community.

Strategic Outreach Campaign:	**Weighted Lottery System:**
Targeted Geographic Focus: Direct outreach efforts towards neighborhoods and areas in close proximity to WCS, emphasizing Dekalb County.	• **Promoting Socioeconomic Diversity:** Implement a weighted lottery system to ensure students from

Media Mix: Utilize a combination of digital and physical advertisements to enhance visibility, disseminating information through local media outlets and community institutions. **Continuous Monitoring:** Regularly assess enrollment projections against Dekalb County ZIP codes to adapt outreach strategies for underrepresented areas. **Transportation Accessibility:** ● Budget Allocation: Allocate resources to provide bus services for students living more than 1.5 miles away, enhancing accessibility. ● Location Prioritization: Select a facility in an area with limited transportation options, ensuring accessibility for students across diverse economic backgrounds. ● Public and Ground Transportation: Prioritize locations with high accessibility to public and ground transportation to benefit families with limited access.	economically disadvantaged backgrounds have a higher chance in the lottery. ● **Inclusive Enrollment:** Foster a more inclusive student population that reflects the socioeconomic diversity of Dekalb County. ● **Equity Focus:** Align the weighted lottery system with WCS's broader goals of creating an equitable and diverse educational environment.

By combining these strategic elements, WCS aims to actively engage with the local community, prioritize accessibility, and foster socioeconomic diversity through an inclusive enrollment process. This multifaceted approach reflects WCS's commitment to an equitable vision, ensuring that the student body mirrors the rich diversity of Dekalb County.

33. **How will the school maintain/increase its student enrollment during the charter term?**

WCS recognizes that the successful implementation of the proposed school model and budget is contingent upon student enrollment. Aligned with a comprehensive market analysis and

community engagement, WCS aims to enroll 100 sixth-grade students and 50 ninth-grade students in the 2025-26 academic year, setting ambitious yet attainable benchmarks. The strategic roadmap for recruitment during the planning year emphasizes planned milestones to achieve the target enrollment by July 2025(Appendix F).

Enrollment Goals for 2025-26:, WCS establishes goals for the 2025-26 academic year. To achieve a target enrollment of 170 students, WCS aims to have at least 180 enrolled students by July 2025. The outreach campaign targets a minimum of 350 student applications, engaging over 20,000 families with school-aged children through various channels such as mailing, social media ads, and community events.

Recruitment Strategies: WCS implements a multi-faceted recruitment campaign, transitioning strategically from building awareness to targeted engagement, application completion, and community building. Significant budget resources are allocated to support these efforts. The enrollment priorities align with Georgia law, giving preference to siblings of students enrolled in the start-up charter school and considering familial connections to the governing board or staff members in accordance with applicable regulations.

34. **Briefly describe information regarding the program – e.g., PBIS – that your school will use. If you will not use PBIS, please explain why the program you have chosen was selected instead (and attach as Exhibit 12).**

PBIS Implementation at WCS: Positive Behavioral Interventions and Supports (PBIS) is a proven, evidence-based, and data-driven framework adopted by WCS to reduce disciplinary incidents, enhance the school's sense of safety, and support improved academic outcomes. More than 1,400 Georgia schools and 27,000 nationwide have been trained in PBIS. PBIS operates on the premise that continual teaching, combined with acknowledgement of positive student

behavior, reduces unnecessary discipline and fosters a climate of greater productivity, safety, and learning. WCS applies a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted, and individualized interventions and supports(Exhibit 12 and Appendix E).

Training: Staff will be trained in PBIS implementation through a combination of initial training sessions and ongoing professional development opportunities. Initial training will occur during pre-service days before the start of the school year, focusing on the principles and strategies of PBIS. Ongoing training will be provided throughout the year during staff meetings, workshops, and professional development days to ensure continuous improvement and fidelity of implementation. Tiered Levels of Supports for behavior infractions will be addressed through a systematic approach that aligns with the PBIS framework. Tier 1 supports will be implemented universally for all students, focusing on proactive strategies to promote positive behavior and prevent infractions. Tier 2 interventions will target students who require additional support beyond Tier 1, providing targeted interventions such as small group sessions or individualized behavior plans. Tier 3 interventions will be reserved for students with the most intensive needs, involving individualized support plans, collaboration with outside agencies, and ongoing monitoring and adjustment. The school-wide implementation of PBIS will be the responsibility of a PBIS leadership team, comprised of administrators, teachers, and support staff. This team will oversee the development, implementation, and evaluation of PBIS practices, ensuring consistency and fidelity across all aspects of the school community. Additionally, a designated PBIS coach or coordinator will provide ongoing support and guidance to staff, facilitate training sessions, and monitor progress towards PBIS goals.

I. Primary (Universal) Prevention at the Wright Community School (WCS):

WCS prioritizes delivering quality instruction to all students, creating high-quality learning environments across various settings. The primary prevention approach focuses on implementing Positive Behavioral Interventions and Supports (PBIS) school-wide, enhancing the social culture of classrooms and spaces. This foundational strategy forms the basis for all members of the learning environment.

II. Secondary (Targeted) Prevention:

Secondary prevention at WCS is geared towards reducing the number of students presenting high risk or being unresponsive to primary interventions. This tier involves more focused, intensive, and frequent small group-oriented responses.

III. Tertiary (Intensive) Prevention:

The goal of Tertiary Prevention at WCS is to reduce the intensity and/or complexity of needs of students compared to primary and secondary prevention efforts. It involves the most individualized responses to situations where problem behavior is likely.

35. **Briefly describe the rules and procedures concerning student discipline and expulsion, including code of conduct and due process procedures (and attach a copy of as Exhibits 11 and 12).**

At Wright Community School, our commitment to fostering a positive and community focus learning environment is reflected in our adherence to the code of conduct established by the residing district. Beyond academic preparation, we recognize the critical role schools play in instilling the behaviors necessary for sustaining a harmonious society. To achieve this, it is imperative to clearly identify acceptable and unacceptable behaviors and establish consequences.

Georgia Law Compliance: In accordance with Georgia law (O.G.C.A. § 20-2-735), Wright Community School strictly adheres to the requirement for all local boards of education to adopt a student code of conduct. This code encompasses standards of student behavior and outlines disciplinary actions for code violations. The law also mandates an opportunity for parental involvement in the development and updating of student codes of conduct..

Discipline Procedures at Wright Community School: In the context of discipline, WCS embraces a comprehensive approach to school culture, emphasizing community-centered and

supportive practices. Our goal is to empower students as the PILOTS of their own lives, utilizing innovative and restorative justice initiatives to prevent suspensions and expulsions whenever possible.

Levels of Infractions:

- **Levels 1-3:** Engaging the Transformative Student Coalition (TSC) for restorative justice discussions. TSC comprises students trained in a Restorative Justice Curriculum and supported by a Restorative Justice organization.
- **Level 4 and Higher:** Involving the Transformative Community Coalition (TCC), including administrators and community members. TCC members receive training and support from a Restorative Justice organization.

36. **Briefly describe 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 (and attach a copy of as Exhibit 13).**

At the Wright Community School, we pride ourselves on our unwavering commitment to addressing and resolving any concerns brought forth by our esteemed students, valued families, and esteemed members of our school staff and community. As mentioned above, WCS wants to keep and repair the connections that its expanding community uses to work alongside its students for their success in school and beyond. Written formal complaints are sent and directed to the Wright Community School (WCS). Upon receipt of this complaint by the WCS, the leadership team will assess the viability of the allegation(s) for investigation and then initiate the investigation in a manner deemed suitable. If the complaint pertains to the proposed school leader, it will be evaluated by the Governing Board. Upon receipt of the complaint by WCS, it is possible that WCS will initiate communication with the complainant in order to offer a proposal aimed at resolving the problem. In the event that the complainant agrees to the proposed resolution, the investigation conducted by the WCS will be terminated. If the complaint and the

school fail to reach a mutual agreement, the investigation will proceed. Furthermore, with the system's capacity to offer a proposal, WCS will also provide access to the mediation process.

37. Briefly describe the school's employment procedures and policies (and attach a copy of as **Exhibit 14**).

The Employee Handbook of The Wright Community School serves as a comprehensive guide outlining essential personnel policies and benefits for all employees at the school. The handbook is organized into various sections, addressing critical aspects such as employment policies, hours of work, standards of conduct, employee benefits, and more. As an inclusive resource, it covers diverse topics including Equal Employment Opportunity, confidentiality, workplace conduct, and leaves of absence. The handbook emphasizes the school's commitment to fostering a positive working environment aligned with its vision and mission.

38. **Briefly describe the school's insurance coverage, including the terms, conditions, and coverage amounts (and attach a copy of as Exhibit 15).**

At the Wright Community School (WCS), the safety and well-being of our community members is our top priority. In order to ensure a secure environment, we have teamed up with McGriff Insurance Services, Inc. They have been contracted as our Agent of Record for Property and Casualty Insurance Coverages. McGriff will work closely with multiple carriers in the marketplace to ensure that these coverages are effectively obtained. We assure you that these coverages will be implemented before WCS starts its operations, providing extensive protection for our students, staff, and the school community. WCS has meticulously structured its insurance coverage to ensure comprehensive protection against various risks. The estimated 2025 annual premium is $9,642.95, expected to increase to $11,189.40 by 2025 **(See Exhibit 15).**

The breakdown includes:

- Property coverage at $135.70
- General Liability at $4,043.76
- Educators Legal Liability at $2,435.70
- Crime at $175.32, Student Accident at $1,207.50
- Automobile at $750.00
- Workers Compensation at $1,035.00
- The Umbrella coverage, costing $1,406.41, offers excess coverage with a $1 million limit, reinforcing underlying policies for Automobile Liability, General Liability, and Employers Liability
- The Property coverage, totaling $135.70, encompasses building replacement cost, business personal property replacement, and loss of earnings or income due to property loss.
- General Liability, amounting to $4,043.76, includes coverage for bodily injury, property damage, sexual abuse, molestation, employment practices liability, and employee benefits liability.

The school's insurance framework reflects a strategic approach to risk management and financial protection across various facets of its operations.

39. **Briefly describe how the governing board has taken students' transportation needs into consideration. What transportation services will be provided for students?**

At the Wright Community School (WCS), our commitment to diversity extends beyond the classroom, reaching into the broader community. Recognizing the significance of transportation in facilitating accessibility to education, WCS has developed a comprehensive approach to address the needs of our students.

Transportation Strategies:

Proximity to Transportation Hubs: WCS will strategically select a facility in close proximity to major highway exits. This decision enhances accessibility and ensures that students and families have convenient access to public and ground transportation, eliminating barriers to enrollment.	**Busing Services:** To address the challenge of transportation hindering enrollment, WCS offers busing services for students residing more than a walking distance (1.5 miles) away from the school facility. This strategic decision ensures that students from diverse locations can easily access our school.Students who require special transportation will receive these services through their IEP in accordance with Rule 160-5-3-.01 (Appendix G)

Budget Allocation for Accessibility: WCS has allocated a specific budget for transportation, underscoring our commitment to making the school accessible to all students, regardless of their location or economic sta	**Community Engagement and Improvement Initiatives:** To continually enhance transportation equity, WCS will conduct surveys among students, parents, and teachers to assess the accessibility of our transportation system. This feedback loop allows us to identify areas for improvement, ensuring that our transportation services align with the needs of our diverse student population. WCS recognizes the broader implications of equitable transportation in the context of educational disparities. We will actively engage with policymakers, advocating for improvements in transportation infrastructure and policies that support free public transportation for students.

At WCS, we strongly believe that everyone should have equal access to education, as it is crucial for creating an equitable and inclusive community. Through a specific emphasis on transportation strategies, WCS strives to ensure that all students are able to benefit from our academic programs without any hindrances. We are dedicated to ensuring that transportation is accessible, safe, and responsive, in accordance with our mission of creating an environment that allows students to soar.

The Wright Community School (WCS) will provide transportation services through a partnership with KMS Transportation LLC, a reputable transportation company founded by President Theron Hobbs. KMS Transportation LLC has a proven track record of providing safe and reliable transportation services for charter schools, summer camps, and non-profit organizations.

Scope of Work:

- WCS will utilize one 44-48 passenger bus from KMS Transportation LLC for transporting students.
- Pickup locations, school hours of operation, and pickup/drop-off times will be determined by WCS.

- Drivers employed by KMS Transportation LLC will hold a Commercial Driver's License (CDL) with Passenger endorsement and will be trained in best practices. They will be uniformed and equipped with two-way radios for communication.
- Buses provided by KMS Transportation LLC will be equipped with GPS systems, strobe lights, and a speaker/intercom system for enhanced safety and communication.

Operation and Maintenance Costs Annually:

- With 177 school days in a year, WCS will allocate $88,500 annually for transportation services. Included in the fee is annual operation and maintenance costs will include expenses such as bus maintenance, fuel costs, driver salaries (including workers' compensation), insurance, bus notes, miscellaneous expenses, and a profit margin.
- The daily rate for transportation services provided by KMS Transportation LLC is $500. Additionally, for field trips, WCS will pay a minimum rate of $100 per hour with a minimum duration of 4 hours.

By partnering with KMS Transportation LLC, WCS ensures that students will have access to safe and reliable transportation services, enabling them to commute to and from school and participate in educational field trips.

CONTRACTS WITH CHARTER PARTNERS/EDUCATION SERVICE PROVIDERS

40. **Identify your ESP or charter partner(s) and explain how this arrangement will be in the best educational and financial interests of the charter school.**

The Wright Community School does not intend to partner with an ESP now or in the foreseeable future.

41. **Describe the decision-making process and due diligence exercised by the founding/governing board in choosing to contract with the ESP. Include in your description:**

- Other ESPs or charter partners that were considered and the reason(s) why this ESP or partner was selected above all others;
- The history of the selected ESP or charter partner, including academic results, closures, non-renewals, and separations; and
- How the contract was negotiated, including the management fee(s).

The Wright Community School does not intend to partner with an ESP now or in the foreseeable future.

42. Briefly describe the range of services the ESP or charter partner will provide for the charter school.

The Wright Community School does not intend to partner with an ESP now or in the foreseeable future.

43. **Explain how the governing board will maintain its fiduciary responsibilities as a charter holder including monitoring and assessing the performance of the ESP or charter partner.**

The Wright Community School does not intend to partner with an ESP now or in the foreseeable future.

44. **Attach a copy of your signed ESP contract as Exhibit 16.**

FACILITIES

A charter school's facility is a significant part of implementation. Without a proper facility, the charter school will not be viable. Best practice states that a school's facility costs should not exceed 15% of its total expenditures. In addition, please be aware that all facilities must be approved by the Department's Facilities Services Unit – more information regarding this step can be found on the GaDOE website: Facilities Process Webinar. For this reason, it is imperative that the charter school does not commit to a facility before it has been approved. We encourage new schools that are planning construction or major renovations prior to student admission to consider a planning year to safely complete the construction process. We also strongly encourage obtaining Memorandums of Understanding (MOU) for at least two facility options while charter and facility approval is pending.

45. **Describe the school facility that the charter school proposes to use. Include in your description:**

- **The location of the facility;**
- **Whether the facility is new or existing; and**
- **Whether the facility requires any renovations for utilizing the space for educational purposes. If yes, describe the extent of the renovations and the source of funding to pay for the renovations.**

The Wright Community School is exploring various facility options, and renovations may be required to adapt each space for educational purposes (See Appendix 5).

- **4900 Ashford Dunwoody Road:** This 14,428 SF retail building listed for $2,850,000 provides sufficient space for year 1 enrollment but might need modifications to ensure efficient traffic flow, including the possibility of carpool lanes.
- **2995 Stonecrest Pass:** With 13,978 SF, this retail building listed for $2,200,000 has potential for accommodating the initial enrollment. However, upgrades will be essential to align with safety and ADA requirements.
- **1741 Montreal Road:** As a proposed 20,000 SF health care building listed at $1,200,000, this option allows active involvement in the design process. While offering a purpose-built advantage, it may require renovations to meet educational standards.
- **4177 Rainbow Drive:** This 15,373 SF retail building listed for $2,750,000, previously a preschool, may already have suitable facilities. However, upgrades like painting, ceiling tiles, and classroom equipment might be necessary to meet educational standards.

In all cases, The Wright Community School plans to finance property purchases through long-term debt, capitalizing the debt service for financial flexibility. The involvement of GCSA Facility Resource Center ensures expert guidance in navigating the facilities process, including budgeting, planning, site tours, and negotiations. Before finalizing purchase agreements, thorough collaboration with the DeKalb County School District, walkthroughs with GaDOE, and inspections will be conducted to identify potential environmental hazards. A Risk/Hazard Analysis by a licensed engineer will outline identified hazards, evaluations, mitigation options, and judgments regarding the site's suitability for educational purposes. Once legal control is secured, a Georgia-registered architect will oversee renovations, addressing any identified issues from safety assessments. The school aims to complete all renovations, inspections, and obtain necessary codes and permits by May 1, 2025, ensuring a seamless transition to occupancy and operational readiness.

WCS will solicit and secure financing that will allow the school to purchase and/or develop space adequate to support the educational programming needed to deliver education to our community. Charter school have access to 19 different capital markets, and there are non-profit lenders willing to leverage federally guaranteed debt to allow our community to borrow at sub

market rates with terms built to support year zero schools, which include components like 120% LTV, unsecured debt positions, interest only options, and subordinate lending.

The Wright Community School (WCS) will establish a comprehensive maintenance plan for its facilities to ensure a safe and conducive learning environment. The estimated maintenance costs were calculated based on several factors, including the size of the facilities, projected enrollment, and anticipated expenses for renovations and upgrades. WCS will adhere to the following steps in implementing and maintaining its facilities:

- **Initial Assessment and Inspection:** Before finalizing any property purchase agreements, WCS will conduct thorough walkthroughs of potential facilities with representatives from the DeKalb County School District and the Georgia Department of Education (GaDOE). An inspector will be engaged to identify any environmental safety hazards and assess the overall condition of the facilities.
- **Risk/Hazard Analysis:** A registered, professional engineer licensed in the State of Georgia will conduct a Risk/Hazard Analysis of each facility site. This analysis will identify potential hazards, evaluate their severity, and provide options for mitigating these hazards to ensure the suitability of the sites for educational purposes.
- **Engagement of Architects and Contractors:** WCS will qualify and engage Georgia-registered architects to assist with the design and compliance needed for the potential spaces. These architects will produce construction documents based on the findings of the Risk/Hazard Analysis. General contractors will then be selected through a bidding process to carry out necessary repairs, renovations, and improvements identified in safety assessments and inspections.
- **Permitting and Construction:** Selected general contractors will submit applications for appropriate permits by March 2025 to begin construction on site. Construction activities will focus on completing necessary repairs and improvements to ensure compliance with safety

standards and regulations. Upon completion of renovations, WCS will engage inspectors to ensure that all necessary inspections of the school facilities are complete.

- **Obtaining Site Code and Certificate of Occupancy:** Following inspections and approvals, WCS will submit applications to the GaDOE facilities unit to obtain a site code no later than April 1, 2025. Any minor renovations required to meet safety standards will be completed, and a safety plan will be developed to obtain a school code before opening. As-built drawings will be submitted to receive a school code by May 1, 2025. Once site approval is obtained, WCS will work with its contracted facility resource center and contractors to ensure the issuance of a certificate of occupancy and necessary insurance.
- **Ongoing Maintenance:** After the initial setup, WCS will establish a maintenance plan to ensure ongoing upkeep and safety of its facilities. This plan will include regular inspections, repairs, and upgrades as needed to maintain a safe and conducive learning environment for students and staff.

By following these steps and implementing a comprehensive maintenance plan, WCS will ensure the long-term viability and sustainability of its facilities while prioritizing the safety and well-being of its students and staff.

Facility Accessibility: WCS will engage an architect licensed with the state of GA to design for educational occupancy, taking into account all state and federal requirements for a public school.

HB 147: The Wright Community School (WCS) is aware of HB 147, also known as the Safe Schools Act, which requires Georgia public schools to prioritize safety and submit safety plans to the Georgia Emergency Management and Homeland Security Agency (GEMA). This law took effect on July 1 and mandates that schools implement measures to enhance security and emergency preparedness. WCS's knowledge of HB 147 is indicated by our commitment to safety and security measures, as evidenced by their collaboration with relevant vendors in preparing to implement these safety protocols. Additionally, WCS will engage in activities such as facility assessments, security upgrades, and staff training to comply

with the requirements outlined in HB 147. WCS's dedication to safety aligns with the broader efforts within the education sector to address concerns related to school shootings and emergencies. By prioritizing safety measures and implementing comprehensive plans, WCS demonstrates its commitment to creating a secure learning environment for students and staff.

46. **Does the charter school have an MOU for the purchase or lease of the facility, pending charter and facility approval?**

☐ Yes, we have a MOU and it is provided as **Exhibit 19**.* **X** No, we do not have a MOU.

**Note*: The MOU should include the total proposed facility cost. It should also set forth any material terms that will be reflected in a lease, such as the lease term.*

47. Does the charter school have a lease for an approved facility? ☐

Yes, we have a lease and it is provided as **Exhibit 19**.

X No, we do not have a lease, but plan to submit one to the Department by May 1,2025 (date).

48. Does the charter school have a Certificate of Occupancy (CO) for the proposed facility? ☐ Yes, we have a CO and it is provided as **Exhibit 20**.

X No, we do not have a CO, but plan to submit one to the Department by May 16, 2025 (date).*
**Note*: Schools must obtain a CO no later than 45 days before the start of the charter term on July 1.*

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

☐ Yes, we have an emergency safety plan and it is provided as **Exhibit 21**.

X No, we do not have an emergency safety plan, but plan to submit one to the Georgia Emergency Management Agency by 05/16/2025 (date).*
**Note*: Schools must submit an emergency safety plan no later than 45 days before the start of the charter term on July 1*

EXHIBITS

The following Exhibits are required to complete your Charter School 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 that all charter school contracts – including those of start-up and renewal conversion charter schools – must be held by a Georgia nonprofit corporation.

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

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

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

5. Attach a copy of the governing board's Governance Training Plan using the governance training memo available on GaDOE's website.

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

7. Attach a copy of any admissions (pre-lottery) application the charter school proposes to use. Pursuant to O.C.G.A. § 20-2-2066 and SBOE Rule 160-4-9-.05, the admissions application must conform to the open enrollment requirement. Therefore, admissions applications should be limited to a student's name, contact information, home address for the purpose of verifying the student's residence within the school's attendance zone, grade level, and information required for any enrollment preference, such as identifying a sibling already enrolled at the charter school. If the charter school proposes to utilize a weighted lottery for educationally disadvantaged students, the admissions application may also include questions tailored to the subgroup(s) the school will offer an increased chance of admission according to the weighted lottery guidance available on GaDOE's website.

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

9. Attach the charter school's proposed annual calendar and a draft of the charter school's daily school schedule.

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

11. Attach a copy of the charter school's Student Code of Conduct.

12. Attach a copy of the charter school's Student Discipline Policy and Procedures, including any Positive Behavior and Intervention Supports (PBIS).

13. Attach a copy of the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers. Include the role the governing

board will play in resolving such grievances and complaints. If this is included in another response, please indicate that.

14. Attach a copy of the charter school's Employee Policies and Procedures.

15. Attach proof of the school's insurance coverage, including the terms, conditions, and coverage amounts.

16. Attach a copy of any intended education service provider contracts or arrangements for the provision of education management or support services, including with any EMO, CMO, ESO, etc. Such contracts shall describe the specific services for which the contracting organization is responsible. Such contracts should clearly delineate the respective roles and responsibilities of the management organization and the governing board in the management and operation of the charter school. Such contracts must also include the fee structure.

17. Attach a copy of any 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.

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 MOU/lease/proof of ownership for a proposed facility.

20. Attach a copy of the school's Certificate of Occupancy.

21. Attach a copy of the facility's Emergency Safety Plan.

22. Complete and attach the start-up budget template located on the Charter Schools Division's website. Please note that the budget template includes:

22a. A monthly cash flow projection detailing revenues and expenditures for the charter school's first two (2) years of operation based on 100% of the projected student enrollment;

22b. An alternative monthly cash flow projection detailing revenues and expenditures for the first two (2) years of operation with the assumption of one-half (1/2) of the projected student enrollment; and

22c. A spreadsheet projecting cash flow, revenue estimates, budgets, and expenditures on an annual basis for each of the five (5) years of the initial charter term.

22d. 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.

23. Attach the résumé for the charter school's Chief Financial Officer.

24. Attach the charter school's signed and notarized Affidavit.

25. Attach the charter school's signed Assurances Form (see below).

26. Attach the charter school's signed Local Board of Education Resolution approving the charter school's application.

27. Attach the charter school's signed Governing Board Resolution approving the charter school's application. This will serve as the formal petition to the SBOE.

28. For conversion schools only, attach the charter school's Confirmation of Teacher and Parent Vote.

Exhibit 1

WCS Certificate of Incorporation

Control Number : 23234574

STATE OF GEORGIA

Secretary of State

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

CERTIFICATE OF INCORPORATION

I, **Brad Raffensperger**, the Secretary of State and the Corporation Commissioner of the State of Georgia, hereby certify under the seal of my office that

The Wright Community School Inc.
a **Domestic Nonprofit Corporation**

has been duly incorporated under the laws of the State of Georgia on **10/30/2023** 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 **11/14/2023**.

Brad Raffensperger

Brad Raffensperger
Secretary of State

ARTICLES OF INCORPORATION

Electronically Filed
Secretary of State
Filing Date: 10/30/2023 12:35:45 PM

BUSINESS INFORMATION

CONTROL NUMBER	23234574
BUSINESS NAME	The Wright Community School Inc.
BUSINESS TYPE	Domestic Nonprofit Corporation
EFFECTIVE DATE	10/30/2023

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

PRINCIPAL OFFICE ADDRESS

ADDRESS	800 Galleria Parkway SE, Unit 315, Atlanta, GA, 30339, USA

REGISTERED AGENT

NAME	ADDRESS	COUNTY
Tiana Stephenson	800 Galleria Parkway SE, Unit 315, Atlanta, GA, 30339, USA	Fulton

INCORPORATOR(S)

NAME	TITLE	ADDRESS
Tiana Stephenson	INCORPORATOR	800 Galleria Parkway SE, Unit 315, Atlanta, GA, 30339, USA

MEMBER INFORMATION

The corporation will not have members.

OPTIONAL PROVISIONS

The purpose of this organization is limited to comply with only exempt purposes within the definition of Section 501(c)(3) of the Internal Revenue Code. Upon dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

AUTHORIZER INFORMATION

AUTHORIZER SIGNATURE	Tiana Stephenson
AUTHORIZER TITLE	Incorporator

Exhibit 2

WCS Nonprofit Corporation By-Laws

THE WRIGHT COMMUNITY SCHOOL INC.

A Georgia Domestic Non-Profit Corporation

Nonprofit Bylaws

NONPROFIT BYLAWS OF THE WRIGHT COMMUNITY SCHOOL INC.

These Nonprofit Bylaws (these "Bylaws") of **The Wright Community School Inc.**, a Georgia Domestic Non-Profit Corporation (the "Corporation"), are adopted as of the _30__ day of __October_____, 2024.

ARTICLE 1
PURPOSE AND OFFICE

1.1 **Purpose of the Corporation**. The Corporation was incorporated under the laws of Georgia on October 30, 2023, for the purpose of running a community charter school. This purpose is limited to complying with only exempt purposes within Section 501(c)(3) of the Internal Revenue Code. The Corporation will not engage in any activities except its exempt purposes. No substantial part of the activities of the Corporation is carrying on propaganda, or otherwise attempting to influence legislation, and the Corporation does not participate in, or intervene in (including the publishing or distributing of statements), any political campaign on behalf of any candidate for public office. The Corporation adopts a comprehensive nondiscriminatory policy, affirming that it does not and shall not discriminate on the basis of race, color, religion, creed, gender, age, national origin, disability, marital status, sex, sexual orientation, or military status in any of its activities or operations, including but not limited to admission of students, selection of volunteers and vendors, and provision of services. This policy applies to all aspects of the Corporation's operations and is in line with the Corporation's commitment to creating a diverse, inclusive, and equitable environment for all students.

1.2 Registered Office. The primary location and registered office of the Corporation is 800 Galleria Parkway Suite #315, Atlanta, Georgia 30339. The Corporation may have such other offices, either within or outside the State of Georgia, as the Board of Directors (the "Board" or "Directors") may determine, or as the affairs of the Corporation may require from time to time.

1.3 Fiscal Year. The fiscal year of the Corporation begins on the first day of June and ends on the last day of July in each year, unless determined otherwise by the Board of Directors.

ARTICLE 2
BOARD OF DIRECTORS

2.1 Directors.

(a) Unless otherwise provided by statute, and as set forth in more detail below, all powers vested by law in the Corporation shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of, the Board of Directors.

(b) Each Director shall be a natural person of full age.

(c) Each Director shall stand in fiduciary relation to the Corporation and shall perform his or her duties as a Director, including duties as a member of any committee of the Board upon which he or she may serve, in good faith, in a manner he or she reasonably believes to be in the best interests of the Corporation and with such care, skill, and diligence as a person of ordinary prudence would use under similar circumstances. In performing his or her duties, the Director shall be entitled to rely in good faith on information, opinions, reports, or statements, including financial statements. Each Director of the Corporation is required to sign the Conflict-of-Interest Policy, which is attached hereto as Exhibit A, thereby affirming their understanding and compliance with its terms.

2.2 Number, Election, Tenure, and Qualification. The number of Directors is fixed by the Board, and the number of Directors is at least seven (7), and no more than eleven (11). Unless determined otherwise on a case-by-case basis, each Director shall hold office for a one (1) year term, or until his or her earlier death, resignation, or removal. Any Director may resign at any time upon thirty (30) days' written notice to the Corporation. The resignation is effective upon receipt thereof by the Corporation or at such subsequent time as specified in the notice of resignation.

2.3 Removal of Directors. At any duly held regular or special meeting, any one or more Directors may be removed with or without cause by a majority vote of the Directors present, provided that the notice includes this item. In the event of a tie, a tiebreaker vote will be submitted to an independent mediator. A successor may then be elected by a majority vote of the remaining Directors to fill the vacancy. Each appointed Director shall then serve for the remainder of the term. Any Director whose removal has been proposed shall be given an opportunity to be heard at the meeting.

2.4 Regular Meetings. The first annual meeting of the Board shall be held on a date mutually agreed upon by the Directors. The Board may provide by resolution the time and place, either within or outside the State of Georgia, and in compliance with the Open Meetings Act, for the holding of additional regular meetings of the Board without notice other than as decided by such resolution. Thereafter, regular meetings of the Board shall be held from time to time, and in conformity with the Open Meetings Act, as determined by the Board and shall occur at least quarterly (4 meetings per year). If a Board's meeting is scheduled at least one week in advance, notice of its time and place shall be given to the news media and conspicuously posted in one or more public locations on the School's website at least 72 hours before the meeting. If the meeting is scheduled less than one week in advance, notice of the time and place of the meeting, to the extent practicable, shall be given to the news media and conspicuously posted in one or more public locations at a reasonable time before the meeting.

2.5 Special Meetings. Special meetings of the Board may be called by or at the request of the Board Chair upon at least three (3) days prior notice. A special meeting of the Board shall be called by the Secretary whenever requested in writing by a majority vote of the Directors.

2.6 Quorum. A simple majority of the Board of Directors shall constitute a quorum for the transaction of business at any regular or special meeting of the Board. At any meeting at which a quorum is present, any business which may have been transacted at the original meeting may be transacted without further notice.

2.7 Manner of Acting. Except as otherwise provided herein, in the exercise of any powers given to the Directors, a simple majority of Directors serving at any time shall have the authority to make determinations, and all actions of the Directors shall be taken either by resolution at a meeting or by written record without a meeting. Every Director shall be entitled to one vote.

2.8 Consent in Lieu of Meeting and Vote. Notwithstanding anything in the contrary in these Bylaws, the entire Board of Directors shall have the power to act on any matter on which it is authorized to act without the necessity of a formal meeting and vote, if all the authorized Directors shall consent in writing to such action.

2.9 Committees. The Board may, by resolution adopted by a majority vote of the Directors in office, establish one or more committees to consist of one or more Directors of the Corporation. Any such committee, to the extent provided in resolution of the Board or in these Bylaws, shall have and may exercise all of the powers and authority of the Board, except that no such committee shall have any power or authority to amend, alter, or repeal these Bylaws; elect, appoint, or remove any member of any such committee or any Director or Officer of the Corporation; amend the Certificate of Incorporation; adopt a plan of merger or consolidation with another entity; authorize the sale, lease, exchange, or mortgage of all or substantially all of the property and assets of the Corporation; authorize the voluntary winding up and termination of the Corporation; adopt a plan for the distribution of the assets of the Corporation; or amend, alter, or repeal any resolution of the Board if its terms provide that it shall not be affected by any such committee. Initially, the Corporation has seven (7) committees, as follows:

(a) Legal Committee. The Board shall establish a Legal Committee, which shall consist of any member of the Board or community volunteers appointed by the Board. The Legal Committee is responsible for ensuring that the charter school complies with all relevant laws, rules, and regulations, including oversight of legal compliance, management of governance-related matters, and addressing any legal issues that may arise during the school's operation. This committee plays a crucial role in advising the board on legal matters, ensuring transparency, and facilitating the adherence to the Open Meetings Act and open Records Act. This committee also assists in drafting and reviewing policies to ensure legal compliance.

(b) Academic Program and Instructional Support Committee. The Board shall establish an Academic Program and Instructional Support Committee which shall consist of any member of the Board or community volunteers appointed by the Board. This committee is responsible for developing and enhancing the school's academic programs, which includes oversight of the educational model, instructional methods, and curriculum, ensuring alignment with Georgia's Standards of Excellence. The School Leader (defined below) ensures that the instructional priorities of the school

are executed with fidelity. This committee informs the governing board on academic matters, provides recommendations for innovative approaches to learning, and ensures flexibility in instructional methods to meet the school's mission and vision.

(c) Community Engagement and School Culture Committee. The Board shall establish a Community Engagement and School Culture Committee, which shall consist of the members of the Board or community volunteers appointed by the Board. This committee is tasked with fostering positive relationships between the school and the community by developing strategies for community involvement, addressing cultural considerations, and ensuring Title IX compliance. This committee advises the governing Board on community engagement initiatives, helps shape the school culture and ensures compliance with Title IX regulations.

(d) Governance, Facilities, and Operations Committee. The Board shall establish a Governance, Facilities, and Operations Committee. The members of the governance committee shall be elected by a majority of the entire Board. The members of each committee of the Board shall then be selected by a majority of the entire governance committee. The committee may, at the time of such election, choose to elect alternate committee members.

This committee oversees the governance structure, facilities planning, and day-to-day operations of the school, by ensuring effective organizational planning, financial stability, and compliance with relevant regulations. The School Leader may work with this committee to make recommendations for the desired facilities lease terms. This committee advises the Board on governance-related matters, facilities planning, and operational issues. This committee plays a key role in facilitating positive interactions with the local board of education.

(e) Special Populations Committee. The Board shall establish a Special Populations Committee, which shall consist of the members of the Board or community volunteers appointed by the Board. This committee focuses on providing state and federally mandated services for students with disabilities, English learners, and other special populations. This committee addresses the unique needs of these students. This committee informs the governing board on strategies to meet the needs of special populations, ensuring compliance with relevant laws and regulations.

(f) Finance Committee. The Board shall establish a Finance Committee, which shall consist of the board treasurer (who will chair the committee), and other members who may be members of the Board or community volunteers appointed by the Board. The Finance Committee shall provide general oversight and direction to the management and strategic use of the school's financial management best practices. The School Leader shall make budget recommendations to the Board via the Finance Committee. The Board must approve the final operating budget for each fiscal year and must ensure the budget hearing laws are adhered to. The committee shall review the school's finances and provide a report to the full Board prior to each Board meeting. The Finance Committee is also responsible for selecting a retaining a firm to conduct the school's annual audit, at the expense of the school. The Committee will oversee the

Treasurer's collaboration with the firm to provide all necessary records and will collaborate with the Treasurer to implement any recommendations that result from the audit.

(g) Enrollment Committee. The Board shall establish an Enrollment Committee, which shall consist of members of the Board or community volunteers appointed by the Board. This committee focuses on student admissions, enrollment priorities, and community involvement in the school. This committee advises the governing board on enrollment priorities, ensures transparency in lottery procedures, and facilitates community engagement. The School Leader presents returning student enrollment data to the Board through this committee. The Board annually approves the weighted lottery percentages per grade based on data provided by the School Leader.

(h) Other Committees of the Board. By resolution of the Board at a meeting at which a quorum is present, the Board may establish other committees of the Board.

2.10 Powers of Directors. Subject to applicable law, the Board of Directors shall have the power to do the following:

(a) To employ or appoint individuals to oversee and carry out the responsibilities of the Board, and compensate such individual accordingly;

(b) To employ or appoint professionals for the Corporation;

(c) To adopt, amend, and publish rules and regulations regarding the Corporation;

(d) To borrow and repay monies, give notes, mortgages, or other security as necessary;

(e) To invest monies; sue; collect interest, dividends, and capital gains; exercise rights; pay taxes; enter into contracts; and enter into leases; and

(f) To perform all other actions as may be vested in Directors by applicable law.

(g) To make personnel decisions related to the school principal, including hiring, compensation, evaluation and termination. All personnel decisions relating to any other employee of the corporation shall be made by the principal.

2.11 Initial Directors. Initially, the Board of Directors of the Corporation shall consist of no less than five founding directors.

ARTICLE 3
OFFICERS

3.1 Officers. The Officers of the Corporation (the "Officers") shall be a Board Chair, a Vice Chair, a Secretary, a Treasurer, and such other Officers as may be elected in accordance with this Article.

3.2 Election and Term of Office. The Officers of the Corporation shall be elected annually by the Board of Directors at the first annual meeting of the Board. If the election of Officers shall not be held at such meeting, such election shall be held as soon thereafter as possible. New offices may be created and filled at any meeting of the Directors. Each Officer shall hold office until his or her successor is duly elected and qualified.

3.3 Removal. Any Officer elected or appointed by the Board may be removed by a majority vote of the full number of Directors, whenever in its judgment the best interests of the Corporation would be served thereby. Such removed Officer shall first have the opportunity for a hearing on this issue before the Board. Such removal shall be without prejudice to the contract rights, if any, of the Officer so removed.

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

3.5 General Powers. All Officers of the Corporation, as between themselves and the Corporation, shall respectively have such authority and perform such duties in the management of the property and affairs of the Corporation as may be determined by resolutions or orders of the Board, or, in the absence of controlling provisions in resolutions or orders of the Board, as may be provided in these Bylaws.

3.6 Chief Executive Officer. The Chief Executive Officer shall be the principal executive officer of the Corporation and shall, in general, supervise and control all of the business and affairs of the Corporation. This includes developing and implementing high-level strategies, making major corporate decisions, managing the overall resources and operations, and communicating with the Board of Directors and corporate operations. The Chief Executive Officer shall also have the authority to hire professionals for the Corporation and determine compensation for employees. They shall preside at all regular and special meetings of the Board. The Chief Executive Officer shall perform all duties incident to the office and such other duties as may be prescribed by the Board from time to time. Initially, the Chief Executive Officer of the Corporation shall be Tiana Stephenson.

3.7 Board Chair. The Board Chair of the Corporation shall preside at all meetings of the Board of Directors and shall have the responsibility for the general and active management of the affairs of the Corporation. The Board Chair shall see that all orders and resolutions of the Board are carried into effect, subject to the right of the

Directors to delegate any specific powers, except such as may be by law exclusively conferred on the Board Chair, to any other Officer or Officers of the Corporation.

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

3.9 Secretary. The Secretary shall keep the minutes of the meetings of the Board in one or more books provided for that purpose; give all notices in accordance with the provisions of these Bylaws or as required by law; be custodian of the corporate records; and, in general, perform all duties incident to the office of the Secretary and such other duties as from time to time may be assigned to them by the Board Chair or by the Board.

3.10 Treasurer. The treasurer, serving as the chair of the Finance Committee, plays a pivotal role in ensuring the sound financial management of The Wright Community School Inc. The Finance Committee, led by the treasurer, provides comprehensive oversight and strategic direction regarding the school's financial affairs, ensuring adherence to best practices in financial management. This includes tasks such as budget planning, monitoring financial performance, and recommending financial strategies to the Board. Additionally, the treasurer collaborates with other committee members, which may include members of the Board or community volunteers, to ensure that financial decisions align with the school's mission and objectives while promoting transparency and accountability in financial matters.

3.11 Other Officers. If required by the Board of Directors, the Board may also elect other Officers necessary for the Corporation. These offices may also be held by one of the other Officers of the Corporation.

ARTICLE 4
FISCAL MANAGEMENT

4.1 Budget. The Board shall prepare an annual budget, which reflects the anticipated operating expenditures anticipated donations for the next fiscal year of the Corporation. The Board shall work closely with the school leader (the "School Leader") to develop a budget that allows the School Leader to implement the program with fidelity while increasing organizational effectiveness.

4.2 Audits and Inspections.

(a) The Board and School Leader may submit its books and records to an annual audit by an independent certified public accountant, who shall audit and render a written report to the Board.

(b) Each Director and School Leader shall be permitted to examine the books of account of the Corporation in the offices of the Corporation or such other place

as may be designated by the Board at a reasonable time on business days; provided, however, that the Finance Committee Lead has been given at least ten (10) days prior written notice of the Director's intention to do so. The board reviews financials monthly, with additional reviews twice each month if committees are involved.

4.3 **Contracts**. The Board may authorize any Officer or Officers, agent or agents of the Corporation, in addition to the Officers authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation. Such authority may be general or confined to specific instances. The School Leader annually negotiates independent contractor agreements related to daily operations and brings contracts to the Board for approval. The Board approves the independent contractor agreements, such as janitorial services, and before school and after school care. Changes to independent contractor agreements are conducted on an annual basis based on performance and in consultation with the School Leader. The School Leader provides recommendations to the updated leadership team structure based on an intentional response to the current and predicted future needs of the school.

4.4 **Checks and Drafts**. All checks, drafts, or orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the Corporation shall be signed by such Officer or Officers, agents or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board. In the absence of such determination by the Board, such instruments shall be signed by the Board Chair of the Corporation.

4.5 **Gifts**. The Board may not accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation.

4.6 **No Benefit.** No part of net earnings of the Corporation shall ensure the benefit of any private shareholder or individual.

ARTICLE 5
LIMITATION OF LIABILITY, INDEMNIFICATION, AND INSURANCE

5.1 **Limitation of Personal Liability of Directors**.

(a) A Director of the Corporation shall not be personally liable for monetary damages for any action taken, or any failure to take any action unless (i) the Director has breached or failed to perform the duties of his or her office as defined herein; and (ii) the breach or failure to perform constitutes self-dealing, willful misconduct, or recklessness. The foregoing shall not apply to the liability of a Director pursuant to any criminal statute, or the liability of a Director for the payment of taxes pursuant to federal, state or local law.

(b) A Director of the Corporation stands in a fiduciary relationship to the Corporation, and shall perform his or her duties as a Director in good faith, in a manner reasonably believed to be in the best interests of the Corporation. A Director shall

not be considered to be acting in good faith if he or she has knowledge concerning the matter in question that would cause his or her reliance to be unwarranted.

5.2 Insurance and Indemnification. The Board of Directors may elect to maintain insurance as appropriate for the Corporation's needs. The Board may choose to indemnify a Director or Officer of the Corporation in the event that a third party brings a claim or lawsuit against such Director or Officer for his or her actions in connection with the Corporation, provided that the Director or Officer was acting in good faith.

ARTICLE 6
MISCELLANEOUS

6.1 Dispute Resolution. The Board may establish an alternative dispute resolution committee, which shall have the power to conduct hearings and reach resolutions regarding disputes arising under and the enforcement of these Bylaws. Any individual who is aggrieved by any decision of the dispute resolution committee shall have the right to appeal such decision to a court of competent jurisdiction. Any such disputes must first proceed through the alternative dispute resolution committee before proceeding to formal litigation.

6.2 Conflicts. If any provision of these Bylaws conflicts with applicable law, then the requirements of applicable law shall control.

6.3 Amendments. These Bylaws may be amended or repealed, or new Bylaws may be adopted, by a majority vote of the Board of Directors at any regular or special meeting. Any change in these Bylaws shall take effect when adopted unless otherwise provided in the resolution effecting the change.

6.4 Dissolution. The Corporation may dissolve by a majority vote of the Board of Directors at any regular or special meeting that it is in the best interests of the Corporation to dissolve. Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, dispose of the remaining assets of the Corporation exclusively for one or more exempt purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future Federal Tax Code), or shall distribute the same to the Federal Government, or to a state or local government for a public purpose. Any such assets not so disposed of shall be disposed of by order of Courts of Common Pleas of the State of Georgia in the judicial district where the principal office of the Corporation is then located, exclusively for such purpose or to such organizations organized and operated exclusively for such purposes as said court shall determine.

The undersigned certify that the foregoing are the Bylaws of the Corporation as approved and adopted by the Board of Directors.

_____
CEO Signature

_____
CEO Name

_____
Date

_____
Secretary Signature

_____
Secretary Name

_____
Date

EXHIBIT A
CONFLICT OF INTEREST POLICY

1. **Purpose.** The purpose of this Conflict-of-Interest Policy (this "Conflict of Interest Policy") is to protect the interests of The Wright Community School Inc. (the "Corporation") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable organizations.

2. **Definitions.**

i. **Interested Person**: Any director or officer who has a direct or indirect financial interest, as defined below, is an interested person.

ii. **Financial Interest**: A person has a financial interest if the person has, directly or indirectly, through business, investment, or family, an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement.

3. **Procedures**

i. **Duty to Disclose**: In connection with any actual or possible conflict of interest, an interested person must disclose the existence and nature of his or her financial interest to the directors considering the proposed transaction or arrangement.

ii. **Determining Whether a Conflict of Interest Exists**: After disclosure of the financial interest, the interested person shall leave the board meeting while the determination of a conflict of interest is discussed and voted upon.

4. Violations of the Conflict-of-Interest Policy

i. If the board has reasonable cause to believe that a director has failed to disclose actual or possible conflicts of interest, it shall inform the director of the basis for such belief and afford the director an opportunity to explain the alleged failure to disclose.

ii. If, after hearing the response of the director and making further investigation as may be warranted, the board determines that the director has in fact failed to disclose an actual or possible of conflict of interest, it shall take appropriate disciplinary and corrective action.

5. Annual Statements. Each director shall annually sign a statement which affirms that such person has received a copy of the conflicts of interest policy, has read and understands the policy, and has agreed to comply with the policy.

[*signature page follows*]

This Conflict-of-Interest Policy is hereby adopted by the Board of Directors of The Wright Community School on this ___ day of _____, 2024.

_____
Director Signature

_____
Director Name

_____

Date

Exhibit 3

WCS Governing Board's Conflict of Interest Policy

EXHIBIT A
CONFLICT OF INTEREST POLICY

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i. **Duty to Disclose**: In connection with any actual or possible conflict of interest, an interested person must disclose the existence and nature of his or her financial interest to the directors considering the proposed transaction or arrangement.

ii. **Determining Whether a Conflict of Interest Exists**: After disclosure of the financial interest, the interested person shall leave the board meeting while the determination of a conflict of interest is discussed and voted upon.

4. Violations of the Conflict-of-Interest Policy

i. If the board has reasonable cause to believe that a director has failed to disclose actual or possible conflicts of interest, it shall inform the director of the basis for such belief and afford the director an opportunity to explain the alleged failure to disclose.

ii. If, after hearing the response of the director and making further investigation as may be warranted, the board determines that the director has in fact failed to disclose an actual or possible of conflict of interest, it shall take appropriate disciplinary and corrective action.

5. Annual Statements. Each director shall annually sign a statement which affirms that such person has received a copy of the conflicts of interest policy, has read and understands the policy, and has agreed to comply with the policy.

[*signature page follows*]

This Conflict-of-Interest Policy is hereby adopted by the Board of Directors of The Wright Community School on this ___ day of _____, 2024.

_____
Director Signature

_____
Director Name

_____
Date

Exhibit 4

WCS Governing Board's Conflict of Interest Form

CONFLICT OF INTEREST FORM

Purpose: The purpose of this Conflict of Interest Disclosure Form is to uphold the integrity of The Wright Community School Inc. (the "Corporation") by ensuring transparency and proper handling of situations where a director or officer may have a direct or indirect financial interest in a transaction or arrangement involving the Corporation.

Definitions:

Interested Person: Any director or officer with a direct or indirect financial interest, as defined below.

Financial Interest: A person has a financial interest if, directly or indirectly, through business, investment, or family, they possess an ownership or investment interest in any entity engaged in a transaction or arrangement with the Corporation.

Procedures:

1. Duty to Disclose:
   - In the event of an actual or potential conflict of interest, an interested person must promptly disclose the existence and nature of their financial interest to the directors considering the proposed transaction or arrangement.
2. Determining Whether a Conflict of Interest Exists:
   - Following the disclosure, the interested person shall excuse themselves from the board meeting while the remaining directors discuss and vote on whether a conflict of interest exists.

Violations of the Conflict-of-Interest Policy:

If the board has reasonable cause to suspect a failure to disclose conflicts of interest, it will inform the director of the basis for such belief and provide an opportunity for the director to explain the alleged failure.

Following the director's response and any necessary investigation, if the board determines that a failure to disclose a conflict of interest has occurred, it will take appropriate disciplinary and corrective action.

Annual Statements:

CONFLICT OF INTEREST FORM

- Each director is required to sign an annual statement confirming that they have received, read, and understood the conflicts of interest policy. The statement affirms the director's commitment to comply with the policy.

I hereby acknowledge that I have received a copy of the conflicts of interest policy, have read and understood its contents, and agree to comply with the policy.

Director's Name: _____

Date: _____

Exhibit 5

WCS Governance Training Plan (Using GaDOE Memo)

WCS Governance Training Plan

O.C.G.A. § 20-2-2072 and SBOE Rule 160-4-9-.06 require members of *locally-approved* non- profit charter school governing boards to participate in nine (9) hours of annual training, with six (6) additional hours of training for new governing board members and members of newly- approved charter schools during the first year after their approval. The training must include certain topics and be conducted by a State Board of Education (SBOE) – approved provider. In addition, charter school governing boards must adopt a *Code of Ethics* and a *Conflict of Interest Policy***.**

Charter school governing boards should refer to the Department's website at Charter School Governing Board Training for the most up-to-date guidance on Standards for Effective Governance of Georgia Nonprofit Charter School Governing Boards, the model Code of Ethics and the model Conflict of Interest Policy.

In accordance with the Georgia Department of Education's governance training, The Wright Community School (WCS) will adhere to the following governance training plan:

I. Required Number of Training Hours and Topics

Existing Governing Boards and Members: WCS governing board members that have served one or more years must participate in a minimum of nine (9) hours of annual training as follows:

Three (3) hours of Financial Governance Training on all topics included in Domain VII, Standard B, of the Standards for Effective Governance of Georgia Nonprofit Charter School Governing Boards (see IV and V below).

Three (3) hours of Whole Board Governance Team Training (see III below).

Three (3) hours of training that covers topics within the Standards for Effective Governance of Georgia Nonprofit Charter School Governing Boards (see IV below).

New Governing Boards and Members: New members of WCS governing boards (including past governing board members with a break in service of greater than one year) and the entire governing board of newly-approved charter schools must participate in a minimum of fifteen (15) hours of training within their first year of service as governing board members.

Three (3) hours of training on:

- Best practices on charter school governance;
- Constitutional and statutory requirements relating to transparency as it relates to public records and open meetings;
- Requirements of applicable statutes and rules and regulations.

Three (3) hours of Charter School Finance and Budgeting Training on all topics included in Domain VII, Standard A, of the Standards for Effective Governance of Georgia Nonprofit Charter School Governing Board (see IV below).

Three (3) hours Financial Governance Training on all topics included in Domain VII, Standard B, of the SBOE-adopted Standards for Effective Governance of Georgia Nonprofit Charter School Governing Boards (see IV and V below).

Three (3) hours of Whole Board Governance Team Training (see III below).

Three (3) hours of training that covers topics within the Standards for Effective Governance of Georgia Nonprofit Charter School Governing Boards (see IV below).

II. Standards for Effective Governance of Georgia Nonprofit Charter School Governing Boards

- The State Board of Education-approved Standards for Effective Governance of Georgia Nonprofit Charter School Governing Boards, found at Standards for Effective Governance of Charter Schools, include standards and elements within the following ten (10) domains:
  - 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
  - Domain IX Workforce/Economic Development
  - Domain X Joint venture among business, school system, technical college and others

III. Whole Board Governance Team Training

A. The purpose of Whole Board Governance Team Training is to enhance the effectiveness of the governance team as a whole. It focuses on the training needs chosen by the governing board as part of their own Annual Board Training Program assessment of training needs.

B. Whole Board Governance Team Training cannot be conducted unless a quorum of governing board members are present at the meeting.

C. Board members absent for Whole Board Governance Team Training must make up the number of hours missed through:

1. Online course(s) by an approved provider in the area of the Whole Board Governance Team Training they missed, or
2. Meeting with the school's CEO/Head of School/Principal and the Governing Board Chair to make up the missed session using the same or substantially similar information as that used during the session they missed.

D. If the absent board member(s) fails to complete this optional training, the board member(s) will not meet the annual training requirements and will be ineligible to continue serving on the school's governing board.

E. Approved providers will award training credits for Whole Board Governance Team Training only when board members attend an approved provider's course designed for Whole Board Governance Team Training.

IV. Annual Board Training Program

Developing and establishing the Annual Board Training Program

A. Each charter school governing board must adopt a training program for its members that complies with SBOE-approved requirements and is provided by a SBOE-approved vendor.

B. Each training program must include curricula that are aligned with the Standards for Effective Governance of Georgia Nonprofit Charter School Governing Boards.

C. Training credit hours will only be awarded for approved content aligned with the governance standards.

D. Each charter school governing board must adopt its Annual Board Training Program and any revisions at a regularly scheduled meeting.

E. The annual assessment of training needs must start with the Standards for Effective Governance of Georgia Nonprofit Charter School Governing Boards.

F. Charter school governing boards should then review the list of SBOE-approved training providers and the training proposals available on the website.

G. Governing board members should develop a training curriculum based on the board's identified needs and the training offered by each provider.

H. Any revisions to the training program that are adopted by the SBOE must be incorporated by each charter school governing board within three (3) months of such revisions.

Implementing the Annual Board Training Program

I. Charter school governing boards must schedule and participate in an initial training prior to the start of the school year (for new board members and newly-approved schools) and annual training thereafter with its selected provider(s).

J. Any individual interested in serving on a charter school governing board must adhere to SBOE requirements. An individual is not eligible to serve on a charter school governing board unless he or she:

- Has read and understands, as shown by signing, the charter school's code of ethics and conflict of interest policy; and
- Has agreed to annually disclose compliance with the SBOE's policy on governing board training as well as the charter school's code of ethics and conflict of interest policies by signing a Governance Training Affidavit. Such disclosures must be included in the charter school's annual report due to the Department by November 1.

V. SBOE-Approved Trainers

A. All required board member training must be conducted by an SBOE-approved charter school governance training provider that offers training in the areas included on an individual governing board's training plan.

B. Each year, the SBOE will release an RFP for Charter School Board Governance Training Providers for the following school year. Providers who submit proposals and are approved by the SBOE will be eligible to provide charter school governance training for the following school year.

C. The list of 2017-2018 SBOE-approved training providers will be posted on the website at the Charter School Governing Board Training link.

D. Training proposals by each approved training provider Individual can also be found at the Charter School Governing Board Training link.

E. Governing board members should select a training provider that will meet its needs.

F. **Note that the three hours of Financial Governance Training required for *new charter school governing board members* in their first year** on topics included in Domain VII, Standard B, of the SBOE-adopted Standards for Effective Governance of Georgia Nonprofit Charter School Governing Board – including Fiscal Responsibilities of Board Members; Risk, Internal Controls and Audits; Federal Funds; Financial Reporting and Fund Accounting; and Budgeting training – ***can only be delivered by the Finance and Budget Office of the Georgia Department of Education***.

- Note that this training is comprised of 5 of the 9 modules already offered to new BOE members by FBO twice per year at the GSBA/GSSA conferences in Savannah in June and in Atlanta in late November/early December. We will also provide an opportunity in September 2017 in Atlanta.

G. Note also that training in Domain VII, Standard B can be provided by any vendor for charter school governing board members in their second and later years and for whole board governance training for charter school governing board members in any year of service.

H. Charter school governing boards and individual members may also participate in additional training based on identified needs.

I. The Governing Board Chair must receive training related to the leadership duties of a governing board chair as a portion of the annual training requirement.

Exhibit 6

WCS Locally-Approved Charter School Partners Roles and Responsibilities Chart

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	✓	✓				

Locally-Approved Charter School Partners Roles and Responsibilities Chart

Set budget priorities with funds received that are aligned with school improvement plan, including personnel, curriculum, supply, equipment, maintenance, operations, and all other costs	✓	✓				
Ensure school receives all per-pupil and other funding to which it is entitled by agreement with the local district (its fiscal agent)	✓	✓	✓			
Raise additional funds through fundraising efforts	✓	✓				
Exercise discretion over expenditure for all state and local funds and, as permissible, federal funds		✓				
Final school budget approval	✓					
Establish financial policies and standard operating procedures	✓					
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	✓	✓				

Locally-Approved Charter School Partners Roles and Responsibilities Chart

Approve/manage the food service agreement with a vendor or the school system	✓	✓				
Establish school size	✓	✓				
Establish school grade span different from typical primary, elementary, middle, and high public school models (e.g., 4-8, K-8, K-12)	✓	✓				
Establish attendance policies	✓	✓				
Establish student code of conduct and behavior policies, plans, processes, and formats	✓	✓				
Adopt and implement a marketing plan that is inclusive in its recruitment and retention of all students	✓	✓				
Ensure access to support to address the physical, social, financial, and emotional needs of students in the school	✓	✓				

**The LBOE retains its constitutional authority*

Exhibit 7

WCS Admissions Application (Pre-Lottery)

The Wright Community School enrollment application reflects our commitment to providing equitable opportunities and breaking down barriers for all students. In accordance with O.C.G.A. § 20-2-2066 and SBOE Rule 160-4-9-.05, our admissions application adheres to the open enrollment requirement, focusing on essential information for enrollment. Through a strong sense of community and an individualized education approach, we equip our students with the tools they need to succeed. Our focus on support and leadership ensures that each student can navigate their educational journey with confidence. At The Wright Community School, we are dedicated to providing an enriching experience that goes beyond traditional education, preparing our students for a future of limitless possibilities.

Admissions Application Form

Personal Information:

Student's Full Name:

_____

- (Last Name, First Name, Middle Name)

Contact Information:

- Phone Number: _____
- Email Address: _____

Home Address:

- Street Address:

  _____
- City: _____
- State: _____ Zip Code: _____

Residence Verification:

- Upload proof of residence within the school's attendance zone:
  - (Acceptable documents include utility bills, lease agreements, or official government correspondence.)

Academic Information:

4. Grade Level Applying For:

- (Choose One: Kindergarten, 1st Grade, 2nd Grade, ..., 12th Grade)
  - Grade Level:

☐

☐ **Enrollment Preference:**

☐ (Check applicable boxes)

☐ Sibling already enrolled at the charter school.

☐ Qualifies for free or reduced lunch

☐ Qualifies for federal benefits including SNAP, TANF, WIC, Medicare, or PINS

☐ Other enrollment preference (please specify):

_____

Sibling Information (if applicable):

- Sibling's Full Name:

  _____
- Grade Level at Charter School: _____

Additional Information:

6. Previous School Information (if applicable):

- School Name:

  _____
- City/State: _____

  Emergency Contact Information:
  - Emergency Contact Name: _____
  - Relationship to Student: _____
  - Emergency Contact Phone Number: _____

Health Information:

8. Medical Information or Allergies:

- (Please provide any relevant medical information or allergies for the student.)

Parent/Guardian Information:

9. Parent/Guardian 1:

- Full Name: _____
- Relationship to Student: _____
- Phone Number: _____
- Email Address: _____

  Parent/Guardian 2:
- Full Name: _____
- Relationship to Student: _____
- Phone Number: _____

- Email Address: _____

Submission Checklist:

- Completed Application Form
- Proof of Residence
- Any Additional Required Documentation

Note: Submission of false information may result in the rejection of the application.

Signature:

I, the undersigned, certify that the information provided in this application is true and accurate to the best of my knowledge.

Student's Signature: _____ Date: _____

Parent/Guardian 1 Signature: _____ Date: _____

Parent/Guardian 2 Signature: _____ Date: _____

For Office Use Only:

- Application Received on: _____
- Verification of Residence: _____
- Additional Documentation Received: _____
- Admission Decision: _____

Exhibit 8

WCS Enrollment, Re-enrollment, and Lottery Deadlines Policy

WRIGHT COMMUNITY SCHOOL ADMISSIONS, ENROLLMENT, RE-ENROLLMENT, AND LOTTERY DEADLINES POLICY

Overview:

At The Wright Community School (WCS), our commitment to providing equitable opportunities and breaking down barriers for all students is reflected in our admissions process. Adhering to O.C.G.A. § 20-2-2066 and SBOE Rule 160-4-9-.05, our admissions application focuses on essential information for enrollment, creating a supportive community that empowers students for success beyond the traditional education system.

ENROLLMENT

Enrollment Criteria:

- WCS welcomes all students residing in DeKalb County within the attendance zone.
- Admission eligibility is determined by age and submission of a timely enrollment application.

Application Process:

- Prospective students are required to provide specific information on the application, including their address, name, date of birth, contact details, primary language, and eligibility for federal services such as WIC/SNAP/TANF/FRL.
- WCS actively communicates the application process through extensive outreach efforts, employing various channels such as the school's website, social media accounts, digital advertisements, flyers, mailings to interested families, and informational sessions at various locations.
- The application window typically spans from January 1 to March 1 of each academic year, ensuring prospective families have ample time to apply.
- Although late applications are accepted, they are not included in the lottery and are added to the waitlist in the order received.

WRIGHT COMMUNITY SCHOOL ADMISSIONS, ENROLLMENT, RE-ENROLLMENT, AND LOTTERY DEADLINES POLICY

Enrollment Priorities and Weighted Lottery:

- WCS prioritizes enrollment for siblings of current students and children of governing board members or full-time employees.
- A weighted lottery system is implemented to give economically disadvantaged students a higher weight. This strategy aims to achieve a socioeconomically diverse student population, with a target of at least 50 percent eligibility for federal services.

Random Lottery Process:

- In cases where the number of applications exceeds available seats, WCS conducts a random lottery following the guidelines of SCSC Rule 691-2-03.
- Public notice of the lottery date, time, and location is provided electronically on the school website and social media accounts.
- During the lottery, each applicant receives a student lottery number (SLN) corresponding to their socioeconomic status, with the SLNs added to a lottery database.

Notification and Registration:

- Parents or guardians are notified of admission status by mail, allowing 14 calendar days to return a signed enrollment registration card for each child offered enrollment.
- Late submissions may result in outreach via email and phone.
- WCS holds events to support enrollment form completion, ensuring a smooth transition.

Registration Process:

- WCS adheres to SCSC requirements for residency verification and collects necessary documents for a smooth transition into the school.
- Required forms include immunization certificates, birth certificates, ear/eye/dental examination certificates, proof of residence, withdrawal paperwork (if applicable), transcripts, test scores, discipline records, and any applicable educational plans.

WRIGHT COMMUNITY SCHOOL ADMISSIONS, ENROLLMENT, RE-ENROLLMENT, AND LOTTERY DEADLINES POLICY

- Families also complete additional paperwork and receive information about upcoming events, orientation, and other relevant details.

RE-ENROLLMENT

Re-Enrollment Process:

- To secure a child's place for the next school year, parents must officially complete the re-enrollment process by the re-enrollment deadline.
- The re-enrollment process is designed to ensure continuity and commitment from existing families.

Withdrawal:

- Parents needing to withdraw their child must request a withdrawal form and ensure all school property and textbooks are returned.
- A Withdrawal Form is necessary when a family removes a student from the school during the school year.

LOTTERY AND DEADLINES:

Application Window:

- Open enrollment applications are made available on the website through the online application system from January 1 to March 1.

Lottery Process:

- WCS conducts a lottery for overenrollment grades, following the guidelines of SCSC Rule 691-2-03.
- Lottery results are communicated via email, providing transparency and timely information to parents.
- Late applications are accepted but added to the waitlist in the order received.

WRIGHT COMMUNITY SCHOOL ADMISSIONS, ENROLLMENT, RE-ENROLLMENT, AND LOTTERY DEADLINES POLICY

Re-Registration and Reapplication:

- An annual re-registration process occurs from January 1 to March 1, allowing current students to maintain enrollment.
- Reapplication within the same window allows waitlisted families to reapply concurrently with new applications.
- WCS communicates this process through various channels, including the school website, email, mailers, text messages, newsletters, and phone calls, ensuring broad awareness and participation.

If you have any questions regarding the lottery or registration process, please contact the school registrar at 404.333.8975.

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

Exhibit 9

WCS Annual Calendar & Daily School Schedule

The Wright Community School
Seeking Initial Approval from Both DeKalb County School District and the
State Board of Education to Operate in SY25-26

2025-2026 School Calendar (Proposed 2/7/24)

JULY 2025

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

4 Independence Day
28-29 Pre-Planning
30-31 Professional Development Day

Instructional Days – 0
Staff Days – 4

AUGUST 2025

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

1 Pre-Planning
4 First Day of School

Instructional Days – 20
Staff Days – 21

SEPTEMBER 2025

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

1 Labor Day
22-24 Mid-Fall Break
25 Professional Development Day
26 Teacher Workday

Instructional Days – 16
Staff Days – 18

OCTOBER 2025

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	

Instructional Days – 23
Staff Days – 23

NOVEMBER 2025

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						

4 Election/Remote Learning
24-28 Thanksgiving Break

Instructional Days – 15
Staff Days – 15

DECEMBER 2025

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

19 Last Day of First Semester
22-31 Winter Break

Instructional Days – 15
Staff Days – 15

Exhibits and Appendices

1 New Year's Day
2 Pre-Planning
5 First Day of Second Semester
19 MLK Holiday

Instructional Days – 19
Staff Days – 20

JANUARY 2026

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

16 Presidents' Day
17 Professional Development Day

Instructional Days – 18
Staff Days – 19

FEBRUARY 2026

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

Instructional Days – 22
Staff Days – 22

MARCH 2026

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				

6-10 Spring Break

Instructional Days – 17
Staff Days – 17

APRIL 2026

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

21 Last Day of School
22 Teacher Workday
25 Memorial Day

Instructional Days – 15
Staff Days – 16

MAY 2026

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						

- Preplanning/Post-Planning/Teacher Workday (no students)
- First/Last Day of Semester
- Professional Development Day (students off)
- Break (schools closed for staff and students)
- Remote Learning/Learning Day (Election)

The proposed 2025-2026 School Calendar includes a total of 180 instructional days for students: 89 days for First Semester and 91 days for Second Semester.* adapted from Fulton County Schools

Please note: All state-wide election days will be remote learning days for students unless otherwise indicated above.

A Day		
Period	**Start**	**End**
Homeroom/Advisor Check Ins	8:00	8:25
Period 1	8:30	9:50
Period 2	9:55	11:15
Lunch & Community Time	11:20	12:00
Flex/Study Skills/Intervention	12:05	12:40
Period 3	12:45	2:05PM
Period 4	2:10	3:30 PM
Dismissal	3:40	4:00

6th Grade

SY25

B Day		
Period	Start	End
Homeroom/Advisor Check Ins	8:00	8:25
Period 5	8:30	9:50
Period 6	9:55	11:15
Lunch & Community Time	11:20	12:00
Flex/Study Skills/Intervention	12:05	12:40
Period 7	12:45	2:05PM
Period 8	2:10	3:30 PM
Dismissal	3:40	4:00

A Day		
Period	**Start**	**End**
Homeroom/Advisor Check Ins	8:00	8:25
Period 1	8:30	9:50
Period 2	9:55	11:15
Period 3	11:20	12:40
Lunch & Community Time	12:45	1:20
Flex/Study Skills/Intervention	1:25	2:05PM
Period 4	2:10	3:30 PM
Dismissal	3:40	4:00

9th Grade

SY25

B Day		
Period	Start	End
Homeroom/Advisor Check Ins	8:00	8:25
Period 5	8:30	9:50
Period 6	9:55	11:15
Period 7	11:20	12:40
Lunch & Community Time	12:45	1:20
Flex/Study Skills/Intervention	1:25	2:05PM
Period 8	2:10	3:30 PM
Dismissal	3:40	4:00

Exhibit 10a

WCS Scope and Sequences for

6th through 8th Grade

Houghton Mifflin Harcourt *Into Literature* Scope and Sequence, Grade 6 aligned to Common Core State Standards for English Language Arts, Grade 6

Unit 1: Discovering Your Voice **Essential Question:** *What are the ways you can make yourself heard?* **Unit 1 Academic Vocabulary:** appropriate, authority, consequence, element, justify	**CCSS in Unit 1:** RI.6.6, RI.6.3, RI.6.10, W.6.2e, W.6.3b, W.6.7, RI.6.2, RI.6.5, SL.6.2, L.6.4c, L.6.2a, RI.6.4, W.6.9b, SL.6.1a, L.6.4b, L.6.1c, RL.6.4, RL.6.5, RL.6.6, RL.6.1, W.6.9e, SL.6.6, RI.6.8, W.6.1a, W.6.1b, SL.6.4, SL.6.3, L.6.4a, L.6.4d, L.6.2b, RI.6.8, W.6.8, SL.6.1c, SL.6.1b, RL 6.10, W.6.1c. W.6.1d, W.6.1e, W.6.3, SL.6.5

Selection / Feature Title	Get Ready skills	Choices	Critical Vocabulary words / Vocabulary Strategy	Watch Your Language! (Grammar)
ANALYZE & APPLY				
MEMOIR IN VERSE *from* Brown Girl Dreaming by Jacqueline Woodson	Analyze Text Structure and Purpose RI.6.6, RI.6.3 Analyze a Memoir RI.6.10	Describe a Connection W.6.2e Compose and Present a Biographical Poem W.6.3b Who's Jacqueline Woodson? W.6.7		
INFORMATIONAL TEXT *from* Selfie: The Changing Face of Self-Portraits by Susie Brooks	Analyze Informational Texts RI.6.3, RI.6.2 Analyze Print and Graphic Features RI.6.5	So What Did It Mean? RI.6.2 Post Those "Selfies" SL.6.2 Learn More About the Artist W.6.7	• reflection • haughty • span • prim Connotations and Denotations L.6.4c	Commas and Sentence Variety L.6.2a
HUMOR What's so Funny, Mr. Scieszka? by Jon Scieszka	Analyze Author's Use of Language RI.6.4 Determine Author's Purpose and Point of View RI.6.6, RI.6.3	Analyze Author's Purpose and Point of View W.6.9b Explain the Steps for Telling a Joke SL.6.1a Watch That Mouth, Friend! W.6.7	• apology • history • terror Word Origins L.6.4b	Pronouns L.6.1c

THE WRIGHT COMMUNITY SCHOOL

Houghton Mifflin Harcourt *Into Literature* Scope and Sequence, Grade 6 aligned to Common Core State Standards for English Language Arts, Grade 6

COLLABORATE & COMPARE				
Compare Poems				
POEM A Voice by Pat Mora POEM Words Like Freedom by Langston Hughes	Analyze Figurative Language RL.6.4, RL.6.5 Make Inferences About Tone and Speaker RL.6.6, RL.6.1	Characterize the Speaker W.6.9e Discuss and Analyze Figurative Language SL.6.1a, SL.6.6 Investigate the Harlem Renaissance W.6.7		
COLLABORATE & COMPARE				
Compare Arguments				
ARGUMENT Better Than Words: Say It With a Selfie by Gloria Chang ***MENTOR TEXT*** ARGUMENT OMG, Not *Another* Selfie! by Shermakaye Bass	Trace and Evaluate an Argument RI.6.8, RI.6.3 Determine an Author's Purpose RI.6.6, RI.6.5	Compose an Argument W. 6.1a, W.6.1b Create and Present "The Perfect Selfie" SL.6.4, SL.6.3 Put That Phone Away, Please! W.6.7	• saturated • Indulgent • narcissist • intimacy • eternity Context Clues L.6.4a, L.6.4d	Spell Commonly Confused Words Correctly L.6.2b
Collaborate & Compare Compare and Evaluate Arguments RI.6.8, RI.6.2, RI.6.3 Collaborate and Research W.6.8, SL.6.1c, SL.6.1b				
Independent Reading RL 6.10, RI 6.10				
Unit 1 Tasks **Write an Argument** W.6.1a, W.6.1b, W.6.1c. W.6.1d, W.6.1e				
Reflect & Extend • **Write a Memoir** W.6.3 • **Create a Photo Collage** SL.6.5				

Houghton Mifflin Harcourt *Into Literature* Scope and Sequence, Grade 6 aligned to Common Core State Standards for English Language Arts, Grade 6

Unit 2: Never Give Up **Essential Question:** *What keeps people from giving up?* **Unit 2 Academic Vocabulary:** achieve, individual, instance, outcome, principle	**CCSS in Unit 2:** RI.6.2, RI.6.5, RI.6.3, W.6.1.a, W.6.1.d, W.6.1.e, SL.6.1.b, W.6.7, L.6.4.b, L.6.4.c, L.6.1.e, RL.6.4, RL.6.5, RL.6.1, RL.6.2, W.6.4, SL.6.5, SL.6.6, W.6.8, RL.6.3, RL.6.5, W.6.2.a, W.6.2.b, W.6.2.f, SL.6.1.c, SL.6.1.d, W.6.9.a, L.6.2.a, L.6.3.a, SL.6.1.a, RL.6.9, RL.6.10, RI.6.10, W.6.3, W.6.3.a, W.6.3.b, W.6.3.c, W.6.3.d,W.6.3.e, W.6.6, SL.6.4, SL.6.6, W.6.2

Selection / Feature Title	Get Ready skills	Choices	Critical Vocabulary words / Vocabulary Strategy	Watch Your Language
ANALYZE & APPLY				
MENTOR TEXT MEMOIR A Schoolgirl's Diary from I Am Malala by Malala Yousafzai with Patricia McCormick	Analyze Features of Informational Texts RI.6.2, RI.6.5 Generate Questions RI.6.3	Let Them Know What You Think W.6.1.a, W.6.1.d, W.6.1.e School's Out! SL.6.1.b, W.6.1.d What Happens Next? W.6.7	• debate • edict • defy • pseudonym • anonymous Greek and Latin Roots L.6.4.b, L.6.4.c	Capitalization L.6.1.e
POEM Speech to the Young: Speech to the Progress-Toward by Gwendolyn Brooks	Analyze Poetic Forms RL.6.4, RL.6.5 Make Inferences About Theme RL.6.1, RL.6.2	A "Speech" for Someone Who Needs It Video Interpretation W.6.4, SL.6.5, SL.6.6 "You Will Be Right" W.6.7, W.6.8		
COLLABORATE & COMPARE				
Compare Time Periods				
SHORT STORY The First Day of School by R.V. Cassill	Analyze Plot and Character RL.6.3 Analyze Setting RL.6.5	There's Something About John W.6.2.a, W.6.2.b, W.6.2.f Compare and Contrast Experiences SL.6.1.c, SL.6.1.b, SL.6.1.d, W.6.9.a How Have Schools Changed? W.6.7, W.6.8	• resentment • lament • stealthily • linger • serene • poised Thesaurus L.6.4.c	Sentence Patterns L.6.2.a, L.6.3.a

Houghton Mifflin Harcourt *Into Literature* Scope and Sequence, Grade 6 aligned to
Common Core State Standards for English Language Arts, Grade 6

GRAPHIC NOVEL *from* New Kid by Jerry Craft, color by Jim Callahan	Analyze Plot and Character RL.6.3 Analyze Setting and Theme RL.6.5	Analyze the Characters RL.6.3,W.6.7, W.6.9.a Roundtable SL.6.6 A Vlog for the New Kids SL.6.1.a		
Collaborate & Compare Compare Time Periods RL.6.2, RL.6.9 Collaborate and Present W.6.2.b, W.6.9.a				
Independent Reading RL.6.10, RI.6.10				
Unit 2 Tasks **Write a Nonfiction Narrative** W.6.3, W.6.3.a, W.6.3.b, W.6.3.c, W.6.3.d,W.6.3.e				
Speaking & Listening • **Produce and Present a Podcast** W.6.6, SL.6.4, SL.6.5, SL.6.6				
Reflect & Extend • **Write a Self-Help Article** W.6.2 • **Create an Inspirational Poster** SL.6.5, SL.6.6				

Houghton Mifflin Harcourt *Into Literature* Scope and Sequence, Grade 6 aligned to Common Core State Standards for English Language Arts, Grade 6

Unit 3: Finding Courage **Essential Question:** *How do you find courage in the face of fear?* **Unit 3 Academic Vocabulary:** evident, factor, indicate, similar, specific	**CCSS in Unit 3:** RL.6.3, RL.6.5, W.6.2.e, SL.6.5, L.6.3.b, W.6.1.a–b, W.6.1.e , SL.6.6, L.6.4.c, L.6.4.d, L.6.1.e, RL.6.6, RL.6.7, W.6.3, RI.6.2, RI.6.3, RI.6.5, RI.6.1, W.6.9.b, W.6.2.b, W.6.7, L.6.4.b, L.6.2.a, L.6.1.e, RI.6.6, RI.6.7, SL.6.2, W.6.7, SL.6.4, RI.6.4, W.6.9.a, W.6.8, L.6.3.a, RL.6.1, SL.6.1.a, L.6.4.a, SL.6.1.c, SL.6.1.d, SL.6.1.b, W.6.2.c, RL.6.10, RI.6.10, W.6.2, W.6.2.a–f, W.6.10, SL.6.4, W.6.6, W.6.3, SL.6.5

Selection / Feature Title	**Get Ready skills**	**Choices**	**Critical Vocabulary words / Vocabulary Strategy**	**Watch Your Language**
ANALYZE & APPLY				
NOVEL *from* The Breadwinner by Deborah Ellis	Analyze Character and Plot RL.6.3 Analyze Character and Setting RL.6.5	Explain Parvana to a Friend W.6.2.e Compare Media SL.6.5,L.6.3.b Give a Multimedia Presentation W.6.1.a–b, W.6.1.e , SL.6.6	• solution • responsibility • stammer • fume Parts of Speech L.6.4.c, L.6.4.d	Capitalization of Proper Nouns L.6.1.e
POEM Life Doesn't Frighten Me by Maya Angelou	Explain Speaker RL.6.6 Analyze Structure: Repetition and Refrain RL.6.5	Compose a Lyric Poem SL.6.6 Present a Poem RL.6.7 Compare and Contrast Versions of a Poem W.6.3 SL.6.1.a		
MENTOR TEXT INFORMATIONAL TEXT Fears and Phobias by kidshealth.org	Analyze Structure RI.6.2, RI.6.3, RI.6.5 Cite Evidence RI.6.1	Fears vs. Phobias W.6.9.b Overcoming Fear SL.6.1.a,W.6.2.b Overcome Phobias W.6.7, SL.6.6	• activate • trigger • turbulence • immaturity Prefixes That Mean "Not" L.6.4.b, L.6.4.c	Dashes L.6.2.a, L.6.1.e

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VIDEO Wired for Fear by the California Science Center	Analyze Media RI.6.5, RI.6.6	Integrate Information RI.6.7, SL.6.2 Produce a Podcast W.6.2.b,W.6.9.b Discover the Power of Fear W.6.7, SL.6.4		
COLLABORATE & COMPARE				
Compare Across Genres				
INFORMATIONAL TEXT Embarrassed? Blame Your Brain by Jennifer Connor-Smith	Analyze Structure RI.6.3, RI.6.4 Determine Meanings RI.6.5	Report on Research W.6.9.a Driven by Fear W.6.7,SL.6.1.a, SL.6.6 Advertise a Service W.6.8	• essential • amplify • generate • humiliation Synonyms and Antonyms L.6.4.c	Commas L.6.2.a, L.6.3.a
SHORT STORY The Ravine by Graham Salisbury	Analyze Character RL.6.3 Make Inferences RL.6.1, RL.6.5	Compare and Contrast W.6.9.a Coward or Hero? SL.6.1.a Investigate Hawaiian Sports W.6.7, W.6.8, SL.6.6	• murky • rivulet • cascade • precipice Context Clues L.6.4.a, L.6.4.d	Varying Sentence Patterns L.6.2.a, L.6.3.a
Collaborate & Compare Compare Across Genres RL.6.1, RL.6.3, RL.6.5 Conduct Research W.6.7, W.6.8				

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COLLABORATE & COMPARE				
Compare Presentations				
GRAPHIC BIOGRAPHY *from* Into the Air by Robert Burleigh	Analyze Structure of Informational Texts RI.6.5 Determine Central Idea RI.6.1, RI.6.2	Write a Summary RI.6.2 Investigate Advances in Flight W.6.7, SL.6.1.c Discuss with a Small Group W.6.9.b, SL.6.1.a, SL.6.1.d	• discourage • defeat • lap • table • preserve • demonstration Multiple-Meaning Words L.6.4.a, L.6.4.c	Adverbs and Adverb Clauses L.6.2.a, L.6.3.a
BIOGRAPHY *from* The Wright Brothers: How They Invented the Airplane by Russell Freedman	Analyze Structure of Informational Texts RI.6.5 Determine Key Ideas RI.6.1, RI.6.2	What Happened? RI.6.2 Find the Main Idea SL.6.1.a, SL.6.1.c, SL.6.6 Never Give Up SL.6.1.b	• experiment • prediction • accurate • calculate • apparatus Resources L.6.4.c	Transitions and Commas L.6.2.a, W.6.2.c
Collaborate & Compare Compare Presentation of Events RI.6.1,RI.6.2, RI.6.3, RI.6.5, RI.6.9 Discuss and Present SL.6.4, SL.6.6, SL.6.1.a				
Independent Reading RL 6.10, RI 6.10				
Unit 3 Tasks **Write an Informational Essay** W.6.2, W.6.2.a–f, W.6.10				
Speaking & Listening • **Give a Presentation** SL.6.4, SL.6.6, W.6.6				

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Reflect & Extend
- **Write a Short Story** W.6.3
- **Create a Vlog** SL.6.5, SL.6.6

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Unit 4: Through an Animal's Eyes **Essential Question:** *What can you learn from seeing the world through an animal's eyes?* **Unit 4 Academic Vocabulary:** benefit, distinct, environment, illustrate, respond	**CCSS in Unit 4:** RL.6.5, RL.6.4, RL.6.6, W.6.3.d, W.6.3.b, SL.6.5, W.6.6, W.6.7, L.6.4.b, L.6.2.a, L.6.3.a, RL.6.1, RL.6.2, SL.6.5, W.6.2, W.6.9, SL.6.1, L.6.1.e, RI.6.3, RI.6.5, RI.6.2, W.6.2.b, W.6.2.c, L.6.1.a, L.6.1.c, SL.6.1.a, SL.6.1.d, RL.6.9, W.6.9.a, SL.6.4, RI.6.8, L.6.4.c, L.6.2.b, SL.6.1.b,SL.6.1.c, SL.6.3, W.6.1, W.6.1.a–e, W.6.10, RL.6.10, RI.6.10, SL.6.6

Selection / Feature Title	Get Ready skills	Choices	Critical Vocabulary words / Vocabulary Strategy	Watch Your Language
ANALYZE & APPLY				
NOVEL *from* Pax by Sara Pennypacker	Analyze Point of View RL.6.5 Analyze Word Choice RL.6.4, RL.6.6	Write a Story W.6.3.d Caring and Responsibility W.6.3.b,SL.6.5 People and Pets W.6.6,W.6.7	• sensitive • anxiety • injury • displease Greek and Latin Roots L.6.4.b	Complex Sentences L.6.2.a, L.6.3.a
SCIENCE FICTION Zoo by Edward Hoch	Infer Theme RL.6.1, RL.6.2 Analyze Point of View RL.6.5, RL.6.6	What's the Point? W.6.7 Get Ready to Film SL.6.5 Such Different Points of View W.6.2, W.6.9, SL.6.1	• interplanetary • constantly • microphone • embrace Greek Roots L.6.4.b	Verb Tenses L.6.1.e
INFORMATIONAL TEXT *from* Animal Snoops: the Wondrous World of Wildlife Spies by Peter Christie	Analyze Text Structure RI.6.3, RI.6.5 Analyze Central Ideas RI.6.2	Field Research W.6.2.b, W.6.2.c, W.6.7 Just How Smart Are They? SL.6.1.b,SL.6.1.c Learn a Little More W.6.7	• eavesdrop • foil • predator • stake • intercept Latin Roots L.6.4.b	Pronouns L.6.1.a, L.6.1.c

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COLLABORATE & COMPARE				
Compare Themes				
POEM Animal Wisdom by Nancy Wood POEM The Last Wolf by Mary TallMountain	Analyze Personification and Imagery RL.6.4 Paraphrase RL.6.2	Views of Wildlife SL.6.1,SL.6.1.a,SL.6.1.d What Did You See? Hear? Feel? RL.6.4 Discover the Truth About Wolves W.6.7		
Collaborate & Compare Compare Themes RL.6.1, RL.6.2, RL.6.9 Collaborate and Present W.6.9.a, SL.6.4				
COLLABORATE & COMPARE				
Evaluate and Compare Arguments				
Mentor Text ARGUMENT Wild Animals Aren't Pets by USA TODAY ***Mentor Text*** ARGUMENT Let People Own Exotic Animals by Zuzana Kukol	Analyze Arguments RI.6.2 Evaluate Arguments RI.6.3, RI.6.5, RI.6.8	Take a Stand W.6.1.b Create a PSA W.6.1.a Do You *Really* Want One? W.6.7	• exotic • dictate • exempt • regulate Word Origins L.6.4.c	The Correct Word L.6.2.b
Collaborate & Compare Evaluate and Compare Arguments RI.6.2, RI.6.3, RI.6.5, RI.6.8 Research and Debate SL.6.1.a,SL.6.1.b,SL.6.1.c, SL.6.1.d, SL.6.3				
Independent Reading RL.6.10, RI.6.10				

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Unit 4 Tasks **Write an Argument** W.6.1, W.6.1.a–e, W.6.10
Speaking & Listening • Present an Argument SL.6.4, SL.6.5, SL.6.6, W.6.6
Reflect & Extend • **Write a Literary Essay** W.6.2 • **Create a Song** SL.6.5

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Unit 5: Surviving the Unthinkable **Essential Question:** *What does it take to be a survivor?* **Unit 5 Academic Vocabulary:** circumstance, constraint, impact, injure, significant	**CCSS in Unit 5:** RL.6.6, RL.6.3, W.6.9.a, SL.6.6, W.6.7, L.6.4.d, L.6.4.a, L.6.3.a, RI.6.7, RI.6.9, RI.6.2, W.6.8, RI.6.3, RI.6.6, RI.6.4, RI.6.5, W.6.6, L.6.2.a, RL.6.5, RL.6.4, W.6.10, W.6.3b, SL.6.1.a, L.6.1.b, L.6.1.a, RL.6.9, RL.6.9.a, RL.6.2, SL.6.6, RL.6.10, RI.6.10, W.6.2, W.6.4

Selection / Feature Title	**Get Ready skills**	**Choices**	**Critical Vocabulary words / Vocabulary Strategy**	**Watch Your Language**
ANALYZE & APPLY				
NOVEL *from* A Long Walk to Water by Linda Sue Park	Analyze Setting and Character RL.6.6, RL.6.3 Analyze Structure	Salva and the Setting W.6.9.a Rising to the Challenge SL.6.6 Water for South Sudan W.6.7	• veer • hesitate • collapse • scurry • shoulder Vocabulary Resources L.6.4.d, L.6.4.a	Prepositions and Prepositional Phrases L.6.3.a
DOCUMENTARY Salva's Story by POVRoseMedia	Integrate Information from Media RI.6.7, RI.6.9	Summary Timeline RI.6.2, W.6.8 Compare and Contrast Presentation of Events RI.6.7 The Lost Boys W.6.7		
MENTOR TEXT MEMOIR Into the Lifeboat from Titanic Survivor by Violet Jessop	Determine Author's Purpose and Point of View RI.6.3, RI.6.6 Determine Meaning of Words and Phrases RI.6.4, RI.6.5	Posts from the Deck W.6.8 Present Your Ideas W.6.6 Other Survivors W.6.7	• reluctance • reassure • fascinate • unrestrainedly • agonizing Context Clues L.6.4.d, L.6.4.a	Commas L.6.2.a, L.6.3.a

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COLLABORATE & COMPARE				
Compare Across Genres				
POEM *from* After the Hurricane by Rita Williams-Garcia	Analyze Free Verse RL.6.5, RL.6.4 Analyze Figurative Language RL.6.4	Write a Poem W.6.10 What Went Right? Responders		
NOVEL *from* Ninth Ward by Jewell Parker Rhodes	Analyze Setting RL.6.5 Analyze Language RL.6.4	Texts from a Rooftop W.6.3b, W.6.8 Create a Poster SL.6.1.a Discover the Ninth Ward W.6.7, L.6.4.d	• fortitude • endure • horizon • angular • focus Context Clues L.6.4.d, L.6.4.a	Pronouns L.6.1.b, L.6.1.a
Collaborate & Compare Compare Across Genres RL.6.9, RL.6.9.a, RL.6.2 Collaborate and Research SL.6.6, SL.6.1.a				
Independent Reading RL 6.10, RI 6.10				
Unit 5 Tasks **Write an Explanatory Essay** W.6.2, W.6.4, W.6.10				
Reflect & Extend • **Create an Infographic** W.6.6 • **Compare and Contrast Accounts** RI.6.9,W.6.2				

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Unit 6: Hidden Truth **Essential Question:** What hidden truths about people and the world are revealed in stories? **Unit 6 Academic Vocabulary:** emphasize, occur, period, relevant, tradition	**CCSS in Unit 6:** RI.6.3, RI.6.2, RI.6.1, RI.6.5, SL.6.1.b, SL.6.1.a, SL.6.1.d, W.6.9.b, L.6.4.a, L.6.2.a, L.6.3.a, RL.6.5, RL.6.2, W.6.9.a, RL.6.7, W.6.7, L.6.4.c, RL.6.4, W.6.10, RL.6.1, RL.6.9, SL.6.4, SL.6.6, RL.6.3, RL.6.6, W.6.3.b, W.6.8, W.6.6, L.6.4.b, L.6.1.e, L.6.4.d, L.6.4.a, RL 6.10, RI 6.10, W.6.3, W.6.4, W.6.2, W.6.9

Selection / Feature Title	Get Ready skills	Choices	Critical Vocabulary words / Vocabulary Strategy	Watch Your Language
ANALYZE & APPLY				
BOOK INTRODUCTION *from* Storytelling by Josepha Sherman	Analyze Informational Texts RI.6.3 Analyze Central Ideas RI.6.2, RI.6.1,RI.6.5	A Guide for Storytellers RI.6.3, SL.6.1.b Write a Speech SL.6.1.a, SL.6.1.d Hey, What Did It Say? W.6.9.b	• universal • integral • invariably • trance • nurture • chastise • adversity Context Clues L.6.4.a	Complex Sentences L.6.2.a, L.6.3.a
STORY The Prince and the Pauper by Mark Twain, dramatized by Joellen Bland	Analyze Elements of Drama RL.6.5 Analyze Theme RL.6.2	Character Study W.6.9.a Stage vs. Script RL.6.7 Will the Real Prince Edward Please Stand Up? W.6.7	• wistfully • anxiously • discreetly • rueful • jest • perplexed Resources L.6.4.c	Prepositions and Prepositional Phrases L.6.3.a

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COLLABORATE & COMPARE				
Compare Poems				
POEM Archetype by Margarita Engle POEM Fairy-tale Logic by A.E. Stallings	Analyze Poetic Forms RL.6.5 Analyze Allusions RL.6.4	Paraphrase Those Difficult Lines W.6.9.a, W.6.10 Was the Story *Really* that Bad? SL.6.1.d, RL.6.1 Mix and Match W.6.7, RL.6.1		
Collaborate & Compare Compare Poems RL.6.9, W.6.9.a, RL.6.1 Analyze Poetic Forms SL.6.4, SL.6.6, SL.6.1.a				
COLLABORATE & COMPARE				
Compare Themes				
FOLKTALE RETOLD The Boatman's Flute by Sherry Garland	Analyze Plot RL.6.5, RL.6.3 Explain Narrator and Point of View RL.6.6	Take a Different Point of View W.6.3.b,W.6.8, W.6.9.a An eCard for the Mandarin's Daughter W.6.6 Share What You Discover W.6.7	• seamstress • courtyard • convince • commit • sincere • politeness Word Structure L.6.4.b	Quotation Marks L.6.1.e
Mentor Text FOLKTALE RETOLD The Mouse Bride by Heather Forest	Analyze Theme RL.6.2, RL.6.1 Analyze Purpose and Text Structure RL.6.5, RL.6.3	Analyze a Theme RL.6.2, W.6.8, L.6.3.a, W.6.10 What's Not to Love? SL.6.1.b, W.6.9.a, SL.6.1.a, SL.6.6 Illustrate Scenes W.6.7, L.6.4.d	• amazement • enchanting • deceptive • regal • elegant Context Clues L.6.4.a,L.6.4.b	Adjectives and Adverbs L.6.3.a

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Collaborate & Compare Compare Themes RL.6.9,RL.6.3,RL.6.2, RL.6.1 Collaborate and Present SL.6.6, SL.6.1.a-b
Independent Reading RL 6.10, RI 6.10
Unit 6 Tasks **Write a Short Story** W.6.3, W.6.4, W.6.10
Reflect & Extend • **Write a Literary Analysis** W.6.2, W.6.9 • **Create a Movie Trailer** SL.6.4,W.6.4, W.6.6

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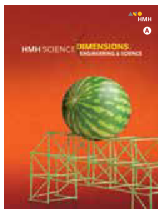

MODULE A: ENGINEERING & SCIENCE

Unit 1: Introduction to Engineering and Science
ETS1-1, ETS1-2, ETS1-3, ETS1-4

Lesson 1: Engineering, Science, and Society
- Hands-on Lab: Investigate a Technology Inspired by Nature

Lesson 2: Systems and System Models
- Hands-on Lab: Investigate Components, Inputs, and Outputs of a System

Lesson 3: The Engineering Design Process
- Hands-on Lab: Design a Bicycle Helmet

Unit 2: The Practices of Engineering
ETS1-1, ETS1-2, ETS1-3, ETS1-4

Lesson 1: Defining Engineering Problems
- Hands-on Lab: Design a Model Car - Part 1

Lesson 2: Developing and Testing Solutions
- Hands-on Lab: Design a Model Car - Part 2

Lesson 3: Optimizing Solutions
- Hands-on Lab: Design a Model Car - Part 3

Life Science

MODULE B: CELLS & HEREDITY

Unit 1: Cells
LS1-1, LS1-2

Lesson 1: The Characteristics of Cells
- Hands-on Lab: Cells with Microscopes

Lesson 2: Cell Structures and Function
- Hands-on Lab: Cell Models to Investigate Cell Size

Unit 2: Organisms as Systems
LS1-3, LS1-8

Lesson 1: Levels of Organization in Organisms
- Hands-on Lab: Model Tissue Structure and Function

Lesson 2: Plant Bodies as Systems
- Hands-on Lab: Observe Transport

Lesson 3: Animal Bodies as Systems
- Hands-on Lab: Model Tissue Structure and Function

Lesson 4: Information Processing in Animals
- Hands-on Lab: Measure Reaction Time

Unit 3: Reproduction, Heredity, and Growth
LS1-4, LS1-5, LS3-2

Lesson 1: Inheritance
- Hands-on Lab: Model Genes and Traits

Lesson 2: Asexual and Sexual Reproduction
- Hands-on Lab: Model Sexual Reproduction

Lesson 3: Plant Reproduction and Growth
- Hands-on Lab: Investigate Flower Parts

Lesson 4: Animal Reproduction and Growth
- Hands-on Lab: Model the Growth of an Animal

MODULE C: ECOLOGY & THE ENVIRONMENT

Unit 1: Matter and Energy in Living Systems
LS1-6, LS1-7, LS2-3

Lesson 1: Matter and Energy in Organisms
- Hands-on Lab: Investigate Decomposition

Lesson 2: Photosynthesis and Cellular Respiration
- Hands-on Lab: Investigate the Effect of Sunlight on Elodea

Lesson 3: Matter and Energy in Ecosystems
- Hands-on Lab: Model Energy Flow in an Ecosystem

Unit 2: Relationships in Ecosystems
LS2-1, LS2-2

Lesson 1: Parts of an Ecosystem
- Hands-on Lab: Investigate Your Schoolyard

Lesson 2: Resource Availability in Ecosystems
- Hands-on Lab: Investigating Effects of Limited Resources

Lesson 3: Patterns of Interaction
- Hands-on Lab: Simulate Feeding Relationships

Unit 3: Ecosystem Dynamics
LS2-4, LS2-5

Lesson 1: Biodiversity in Ecosystems
- Hands-on Lab: Measure Biodiversity

Lesson 2: Changes in Ecosystems
- Hands-on Lab: What Factors Influence a Population Change?

Lesson 3: Engineer It • Maintaining Biodiversity
- Hands-on Lab: Model Habitat Fragmentation

MODULE D: THE DIVERSITY OF LIVING THINGS

Unit 1: The History of Life on Earth
LS4-1, LS4-2, LS4-3

Lesson 1: The Fossil Record
- Hands-on Lab: Model Fossil Formation

Lesson 2: Patterns of Change in Life on Earth
- Hands-on Lab: Model Analysis of the Fossil Record

Lesson 3: Evidence of Common Ancestry
- Hands-on Lab: Make Inferences from Evidence

Unit 2: Evolution
LS3-1, LS4-4, LS4-6

Lesson 1: Genetic Change and Traits
- Hands-on Lab: Model Protein Folding

Lesson 2: Natural Selection
- Hands-on Lab: Model Natural Selection in a Population

Lesson 3: Speciation and Extinction
- Hands-on Lab: Analyze Speciation of Salamanders

Unit 3: Human Influence on Inheritance
LS4-5

Lesson 1: Artificial Selection
- Hands-on Lab: Analyze Selected Traits in Vegetables

Lesson 2: Biotechnology and Inheritance
- Hands-on Lab: Modify Bacteria

Earth and Space Sciences

MODULE E: EARTH'S WATER & ATMOSPHERE

Unit 1: Circulation of Earth's Air and Water
ESS2-4, ESS2-6

Lesson 1: Circulation in Earth's Atmosphere
- Hands-on Lab: Experiment with Wind

Lesson 2: Circulation in Earth's Oceans
- Hands-on Lab: Explore Density Differences in Water

Lesson 3: The Water Cycle
- Hands-on Lab: Rain in a Jar

Unit 2: Weather and Climate
ESS2-5, ESS2-6

Lesson 1: Influences on Weather
- Hands-on Lab: Model an Air Mass Interaction

Lesson 2: Weather Prediction
- Hands-on Lab: Predict Costs Using a Model

Lesson 3: Influences on Climate
- Hands-on Lab: Model Your Climate

MODULE F: GEOLOGIC PROCESSES & HISTORY

Unit 1: The Dynamic Earth
ESS2-1, ESS2-2, ESS2-3

Lesson 1: Weathering, Erosion, and Deposition
- Hands-on Lab: Modeling Erosion and Deposition

Lesson 2: The Rock Cycle
- Hands-on Lab: Model Crystal Formation

Lesson 3: Earth's Plates
- Hands-on Lab: Model the Movement of Continents

Lesson 4: Earth's Changing Surface
- Hands-on Lab: Analyze Visual Evidence

Unit 2: Earth Through Time
ESS1-4

Lesson 1: The Age of Earth's Rocks
- Hands-on Lab: Model Rock Layers to Determine Relative Age

Lesson 2: Earth's History
- Hands-on Lab: Construct a Timeline

MODULE G: EARTH & HUMAN ACTIVITY

Unit 1: Earth's Natural Hazards
ESS3-2

Lesson 1: Natural Hazards
- Hands-on Lab: Assess Building Sites Near a Volcano

Lesson 2: Natural Hazard Prediction
- Hands-on Lab: Predict a Landslide

Lesson 3: Engineer It • Reducing the Effects of Natural Hazards
- Hands-on Lab: Develop and Evaluate a Flood Solution

Unit 2: Resources in Earth's Systems
ESS3-1

Lesson 1: Natural Resources
- Hands-on Lab: Explore Replacement of a Natural Resource

Lesson 2: The Distribution of Natural Resources
- Hands-on Lab: Model Recharge and Withdrawal in an Aquifer

Unit 3: Using Resources
ESS3-4

Lesson 1: Human Population and Resource Use
- Hands-on Lab: Model Resource Use
- Hands-on Lab: Model Factors in Resource Use

Lesson 2: Resource Use and Earth's Systems
- Hands-on Lab: Analyze Your Impact

Unit 4: Human Impacts on Earth Systems
ESS3-3, ESS3-5

Lesson 1: Human Impacts on the Environment
- Hands-on Lab: Model Ocean Pollution from Land

Lesson 2: Engineer It • Reducing Human Impacts on the Environment
- Hands-on Lab: Design a Method to Monitor Solid Waste from a School
- Hands-on Lab: Evaluate a Method to Reduce the Impact of Solid Waste on the Environment

Lesson 3: Climate Change
- Hands-on Lab: Model the Greenhouse Effect

MODULE H: SPACE SCIENCE

Unit 1: Patterns in the Solar System
ESS1-1

Lesson 1: The Earth-Sun-Moon System
- Hands-on Lab: Model the Apparent Motion of the Sun
- Hands-on Lab: Model Moon Phases
- Hands-on Lab: Model Solar and Lunar Eclipses

Lesson 2: Seasons
- Hands-on Lab: Model Sunlight Distribution
- Hands-on Lab: Model Patterns of Sunlight Throughout Earth's Revolution

Unit 2: The Solar System and Universe
ESS1-2, ESS1-3

Lesson 1: The Formation of the Solar System
- Hands-on Lab: Model Nebular Disk Formation

Lesson 2: Earth and the Solar System
- Hands-on Lab: Parallax
- Hands-on Lab: Model the Solar System

Lesson 3: Earth's Place in the Universe
- Hands-on Lab: Determine Location within a Field of Objects

Lesson 4: Gravity in the Universe
- Hands-on Lab: Explore the Motion of a Falling Object

Physical Science

MODULE I: ENERGY & ENERGY TRANSFER

Unit 1: Energy
PS3-1, PS3-2

Lesson 1: Introduction to Energy
- Hands-on Lab: Investigate Energy in a Rollback Can

Lesson 2: Kinetic and Potential Energy
- Hands-on Lab: Analyze Energy in Systems

Lesson 3: Engineer It • Transforming Potential Energy
- Hands-on Lab: Design a Device to Demonstrate Potential Energy
- Hands-on Lab: Optimize a Device to Demonstrate Potential Energy

Unit 2: Energy Transfer
PS3-3, PS3-4, PS3-5

Lesson 1: Changes in Energy
- Hands-on Lab: Investigate the Transfer of Energy

Lesson 2: Temperature and Heat
- Hands-on Lab: Compare Thermal Energy in an Object

Lesson 3: Engineer It • Energy Transfer in Systems
- Hands-on Lab: Examine the Transfer of Thermal Energy Through Radiation
- Hands-on Lab: Design and Test an Insulated Container

MODULE J: CHEMISTRY

Unit 1: The Structure of Matter
PS1-1

Lesson 1: The Properties of Matter
- Hands-on Lab: Measuring Density

Lesson 2: Atoms and Elements
- Hands-on Lab: Compare Densities

Lesson 3: Molecules and Extended Structures
- Hands-on Lab: Model Molecules

Unit 2: States of Matter and Changes of State
PS1-4

Lesson 1: States of Matter
- Hands-on Lab: Observe States of Matter

Lesson 2: Changes of State
- Hands-on Lab: Investigate a Change of State

Unit 3: Chemical Processes and Equations
PS1-2, PS1-5, PS1-6

Lesson 1: Chemical Reactions
- Hands-on Lab: Observe Substances Before and After a Change

Lesson 2: Chemical Equations
- Hands-on Lab: Observing a Chemical Reaction

Lesson 3: Engineer It • Thermal Energy and Chemical Processes
- Hands-on Lab: Choosing a Chemical Process

Unit 4: The Chemistry of Materials
PS1-3

Lesson 1: Natural and Synthetic Materials
- Hands-on Lab: Make a Synthetic Material

Lesson 2: Engineer It • The Life Cycle of Synthetic Materials
- Hands-on Lab: Sort Synthetic Materials Using Properties

MODULE K: FORCES, MOTION & FIELDS

Unit 1: Forces and Motion
PS2-1, PS2-2, PS2-4

Lesson 1: Introduction to Forces
- Hands-on Lab: Observe Everyday Forces
- Hands-on Lab: Investigate Friction

Lesson 2: Gravity and Friction
- Hands-on Lab: Investigate Falling Objects: Mass
- Hands-on Lab: Investigate Friction
- Hands-on Lab: Investigate Falling Objects: Air

Lesson 3: Newton's Laws of Motion
- Hands-on Lab: Investigate Motion

Lesson 4: Engineer It • Collisions Between Objects
- Hands-on Lab: Protect an Egg

Unit 2: Electric and Magnetic Forces
PS2-3, PS2-5

Lesson 1: Magnetic Forces
- Hands-on Lab: Explore the Behavior of Magnets
- Hands-on Lab: Analyzing the Magnetic Force
- Hands-on Lab: Magnet Strength and the Magnetic Force

Lesson 2: Electric Forces
- Hands-on Lab: Explore the Electric Force
- Hands-on Lab: Distance Between Charged Objects
- Hands-on Lab: Magnitude of the Electric Charge

Lesson 3: Fields
- Hands-on Lab: Model Magnetic Field

Lesson 4: Electromagnetism
- Hands-on Lab: Build an Electromagnet

MODULE L: WAVES & THEIR APPLICATIONS

Unit 1: Waves
PS4-1, PS4-2

Lesson 1: Introduction to Waves
- Hands-on Lab: Model Two Types of Waves
- Hands-on Lab: Investigate Waves

Lesson 2: The Behavior of Mechanical Waves
- Hands-on Lab: Generate Mechanical Waves

Lesson 3: Light Waves
- Hands-on Lab: Model Specific Wave Properties

Lesson 4: The Behavior of Light Waves
- Hands-on Lab: Light Up a Maze
- Hands-on Lab: Make a Penny Disappear

Unit 2: Information Transfer
PS4-3

Lesson 1: Communication and Waves
- Hands-on Lab: Encode a Message

Lesson 2: Analog and Digital Signals
- Hands-on Lab: Transmit and Record a Signal

Lesson 3: Communication Technology
- Hands-on Lab: Explore How Technology Can Improve Scientific Studies

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HMH | into Math™

Teacher Edition: Planning and Pacing Guide

Grade 6

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Pacing Guide

Build Conceptual Understanding
Connect Concepts and Skills
Apply and Practice

Lesson	Mathematics Standards, Grade 6	Pacing
Unit 1 NUMBER SYSTEMS AND OPERATIONS		
Module 1: Integer Concepts		
Lesson 1.1 Identify and Interpret Integers	■ Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. ■ Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.	2 days
Lesson 1.2 Compare and Order Integers on a Number Line	■ Write, interpret, and explain statements of order for rational numbers in real-world contexts.	2 days
Lesson 1.3 Find and Apply Absolute Value	■ Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. ■ Distinguish comparisons of absolute value from statements about order.	1 day
Module 2: Rational Number Concepts		
Lesson 2.1 Interpret Rational Numbers	■ Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. ■ Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. ■ Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. ■ Distinguish comparisons of absolute value from statements about order.	1 day
Lesson 2.2 Compare Rational Numbers on a Number Line	■ Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. ■ Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.	1 day

Major
Supporting
Additional

In addition to the core instructional pacing below, HMH recommends the following:
- 3 days per year for the HMH Into Math Growth Measure powered by Math Inventory
- 3 days per module for the Module Opener, Are You Ready?, Module Review, and Module Test
- 2 days per unit for the Performance Task

Using these recommendations, the total pacing for Grade 6 is 161 days.

Lesson	Mathematics Standards, Grade 6	Pacing
Lesson 2.3 Find and Apply LCM and GCF	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. Write, interpret, and explain statements of order for rational numbers in real-world contexts.	2 days
Lesson 2.4 Order Rational Numbers	Write, interpret, and explain statements of order for rational numbers in real-world contexts. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.	1 day
Module 3: Fraction Division		
Lesson 3.1 Understand Fraction Division	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.	2 days
Lesson 3.2 Explore Division of Fractions with Unlike Denominators	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.	2 days
Lesson 3.3 Explore Division of Mixed Numbers	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.	2 days
Lesson 3.4 Practice and Apply Division of Fractions and Mixed Numbers	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.	1 day
Lesson 3.5 Practice Fraction Operations	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.	2 days

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Pacing Guide

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Lesson	Mathematics Standards, Grade 6	Pacing
Module 4: Fluency with Multi-Digit Decimal Operations		
Lesson 4.1 Add and Subtract Multi-Digit Decimals	Fluently add, subtract, multiply, and divide multi-digit decimals using the standards algorithm for each operation.	1 day
Lesson 4.2 Multiply Multi-Digit Decimals	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	1 day
Lesson 4.3 Divide Multi-Digit Whole Numbers	Fluently divide multi-digit numbers using the standard algorithm.	1 day
Lesson 4.4 Divide Multi-Digit Decimals	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	1 day
Lesson 4.5 Apply Operations with Multi-Digit Decimals	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	1 day
Unit 2 RATIO AND RATE REASONING		
Module 5: Ratios and Rates		
Lesson 5.1 Understand the Concept and Language of Ratios	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	1 day
Lesson 5.2 Represent Ratios and Rates with Tables and Graphs	Understand the concept of a unit rate $\frac{a}{b}$ associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	2 days
Lesson 5.3 Compare Ratios and Rates	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	1 day
Lesson 5.4 Find and Apply Unit Rates	Understand the concept of a unit rate $\frac{a}{b}$ associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. Solve unit rate problems including those involving unit pricing and constant speed.	2 days
Lesson 5.5 Solve Ratio and Rate Problems Using Proportional Reasoning	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Solve unit rate problems including those involving unit pricing and constant speed.	2 days

■ Major □ Supporting ○ Additional

Lesson	Mathematics Standards, Grade 6	Pacing
Module 6: Apply Ratios and Rates to Measurement		
Lesson 6.1 Use Ratio Reasoning with Circle Graphs	■ Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	1 day
Lesson 6.2 Use Rate Reasoning to Convert Within Measurement Systems	■ Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	2 days
Lesson 6.3 Use Rate Reasoning to Convert Between Measurement Systems	■ Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	2 days
Module 7: Understand and Apply Percent		
Lesson 7.1 Understand, Express, and Compare Percent Ratios	■ Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $\frac{30}{100}$ times the quantity); solve problems involving finding the whole, given a part and the percent.	2 days
Lesson 7.2 Use Strategies to Find a Percent of a Quantity	■ Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $\frac{30}{100}$ times the quantity); solve problems involving finding the whole, given a part and the percent.	2 days
Lesson 7.3 Solve a Variety of Percent Problems	■ Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $\frac{30}{100}$ times the quantity); solve problems involving finding the whole, given a part and the percent.	1 day
Unit 3 EXPRESSIONS, EQUATIONS, AND INEQUALITIES		
Module 8: Numerical and Algebraic Expressions		
Lesson 8.1 Understand and Apply Exponents	■ Write and evaluate numerical expressions involving whole-number exponents.	1 day
Lesson 8.2 Write and Evaluate Numerical Expressions for Situations	■ Write and evaluate numerical expressions involving whole-number exponents. ■ Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.	2 days
Lesson 8.3 Write Algebraic Expressions to Model Situations	■ Write expressions that record operations with numbers and with letters standing for numbers. ■ Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. ■ Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	1 day

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Module continued on next page →

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Lesson	Mathematics Standards, Grade 6	Pacing
Module 8: Numerical and Algebraic Expressions		
Lesson 8.4 Interpret and Evaluate Algebraic Expressions	■ Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	2 days
Lesson 8.5 Identify and Generate Equivalent Algebraic Expressions	■ Apply the properties of operations to generate equivalent expressions. ■ Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).	2 days
Module 9: Solve Problems Using Equations and Inequalities		
Lesson 9.1 Write Equations to Represent Situations	■ Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. ■ Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all non-negative rational numbers.	1 day
Lesson 9.2 Use Addition and Subtraction Equations to Solve Problems	■ Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all non-negative rational numbers.	2 days
Lesson 9.3 Use Multiplication and Division Equations to Solve Problems	■ Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all non-negative rational numbers.	2 days
Lesson 9.4 Use One-Step Equations to Solve a Variety of Problems	■ Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all non-negative rational numbers.	1 day
Lesson 9.5 Write and Graph Inequalities	■ Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. ■ Write an inequality in the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that the inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	2 days

■ Major □ Supporting ○ Additional

Lesson	Mathematics Standards, Grade 6	Pacing
Module 10: Real-World Relationships Between Variables		
Lesson 10.1 Represent Equations in Tables and Graphs	■ Use variables to represent two quantities in a real-world problem that change in relation to one another; write an equation to express one quantity, thought of as the dependent variable in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables and relate these to the equation.	2 days
Lesson 10.2 Write Equations from Verbal Descriptions	■ Use variables to represent two quantities in a real-world problem that change in relation to one another; write an equation to express one quantity, thought of as the dependent variable in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables and relate these to the equation.	1 day
Lesson 10.3 Write Equations from Tables and Graphs	■ Use variables to represent two quantities in a real-world problem that change in relation to one another; write an equation to express one quantity, thought of as the dependent variable in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables and relate these to the equation.	2 days
Unit 4 RELATIONSHIPS IN GEOMETRY		
Module 11: Polygons on the Coordinate Plane		
Lesson 11.1 Graph Rational Numbers on the Coordinate Plane	■ Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. ■ Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. ■ Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	2 days

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Pacing Guide

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Lesson	Mathematics Standards, Grade 6	Pacing
Module 11: Polygons on the Coordinate Plane		
Lesson 11.2 Graph Polygons on the Coordinate Plane	☐ Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. ■ Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	2 days
Lesson 11.3 Find Distance on the Coordinate Plane	■ Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. ■ Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. ■ Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	2 days
Lesson 11.4 Find Perimeter and Area on the Coordinate Plane	■ Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. ☐ Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	2 days
Module 12: Area of Triangles and Special Quadrilaterals		
Lesson 12.1 Develop and Use the Formula for Area of Parallelograms	☐ Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. ■ Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	2 days

■ Major □ Supporting ○ Additional

Lesson	Mathematics Standards, Grade 6	Pacing
Lesson 12.2 Develop and Use the Formula for Area of Triangles	□ Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. ■ Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	2 days
Lesson 12.3 Develop and Use the Formula for Area of Trapezoids	□ Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. ■ Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	2 days
Lesson 12.4 Find Area of Composite Figures	□ Find the area or right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	2 days
Module 13: Surface Area and Volume		
Lesson 13.1 Explore Nets and Surface Area	□ Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface areas of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	2 days
Lesson 13.2 Find Volume of Rectangular Prisms	□ Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. ■ Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	1 day

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Lesson	Mathematics Standards, Grade 6	Pacing
Module 13: Surface Area and Volume		
Lesson 13.3 Solve Volume Problems	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	1 day
Unit 5 DATA COLLECTION AND ANALYSIS		
Module 14: Data Collection and Displays		
Lesson 14.1 Explore Statistical Data Collection	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. Summarize numerical data sets in relation to their context, such as by: Reporting the number of observations. Summarize numerical data sets in relation to their context, such as by: Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	1 day
Lesson 14.2 Display Data in Dot Plots	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	2 days
Lesson 14.3 Make Histograms and Frequency Tables	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	2 days
Module 15: Measures of Center		
Lesson 15.1 Explore Mean as Fair Share	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	1 day
Lesson 15.2 Find Measures of Center	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. Summarize numerical data sets in relation to their context, such as by: Reporting the number of observations.	1 day
Lesson 15.3 Choose a Measure of Center	Summarize numerical data sets in relation to their context, such as by: Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	1 day

Major Supporting Additional

Lesson	Mathematics Standards, Grade 6	Pacing
Module 16: Variability and Data Distribution		
Lesson 16.1 Explore Patterns of Data	Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation) as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	1 day
Lesson 16.2 Display Data in Box Plots	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	2 days
Lesson 16.3 Find Mean Absolute Deviation	Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation) as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	2 days
Lesson 16.4 Explore Measures of Variability	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation) as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. Summarize numerical data sets in relation to their context, such as by: Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	2 days
Lesson 16.5 Describe Distributions	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation) as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. Summarize numerical data sets in relation to their context, such as by: Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	2 days

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Correlations

ONLIN

Search by state standard for standard-specific resources on Ed, Your Friend in Learning.

Standards and Mathematical Practices and Processes

Standards	Student Edition Lessons
Domain RATIOS & PROPORTIONAL RELATIONSHIPS	
Cluster: Understand ratio concepts and use ratio reasoning to solve problems.	
Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	5.1
Understand the concept of a unit rate $\frac{a}{b}$ associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.	5.2, 5.4
Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	5.5, 6.1 *See also below.*
• Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	5.2, 5.3
• Solve unit rate problems including those involving unit pricing and constant speed.	5.4, 5.5
• Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $\frac{30}{100}$ times the quantity); solve problems involving finding the whole, given a part and the percent.	7.1, 7.2, 7.3
• Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	6.2, 6.3
Domain THE NUMBER SYSTEM	
Cluster: Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	
Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.	3.1, 3.2, 3.3, 3.4, 3.5
Cluster: Compute fluently with multi-digit numbers and find common factors and multiples.	
Fluently divide multi-digit numbers using the standard algorithm.	4.3
Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	4.1, 4.2, 4.4, 4.5
Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.	2.3, 2.4, 3.5

Standards	Student Edition Lessons
Cluster: Apply and extend previous understandings of numbers to the system of rational numbers.	
Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	1.1
Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.	2.1 *See also below.*
• Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite.	1.1
• Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	11.1, 11.3
• Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	2.1, 2.2, 11.1, 11.2, 11.3
Understand ordering and absolute value of rational numbers.	*See below.*
• Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.	2.2
• Write, interpret, and explain statements of order for rational numbers in real-world contexts.	1.2, 2.3, 2.4
• Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.	1.3, 2.1
• Distinguish comparisons of absolute value from statements about order.	1.3, 2.1
Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	11.3, 11.4

Correlations

Standards	Student Edition Lessons
Domain EXPRESSIONS & EQUATIONS	
Cluster: Apply and extend previous understandings of arithmetic to algebraic expressions.	
Write and evaluate numerical expressions involving whole-number exponents.	8.1, 8.2
Write, read, and evaluate expressions in which letters stand for numbers.	*See below.*
• Write expressions that record operations with numbers and with letters standing for numbers.	8.3
• Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.	8.2, 8.3
• Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	8.4, 12.1, 12.2, 12.3, 13.2, 13.3
Apply the properties of operations to generate equivalent expressions.	8.5
Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).	8.5
Cluster: Reason about and solve one-variable equations and inequalities.	
Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	9.1, 9.5
Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	8.3
Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q, and x are all non-negative rational numbers.	9.1, 9.2, 9.3, 9.4
Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	9.5
Cluster: Represent and analyze quantitative relationships between dependent and independent variables.	
Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.	10.1, 10.2, 10.3

Standards	Student Edition Lessons
Domain GEOMETRY	
Cluster: Solve real-world and mathematical problems involving area, surface area, and volume.	
Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	12.1, 12.2, 12.3, 12.4
Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	13.2, 13.3
Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	11.2, 11.4
Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	13.1
Domain STATISTICS & PROBABILITY	
Cluster: Develop understanding of statistical variability.	
Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.	14.1
Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	16.5
Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	15.1, 15.2, 16.4
Cluster: Summarize and describe distributions.	
Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	14.2, 14.3, 16.2
Summarize numerical data sets in relation to their context, such as by:	*See below.*
• Reporting the number of observations.	14.1, 15.2
• Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	14.1
• Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	16.1, 16.3, 16.4, 16.5
• Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	15.3, 16.4, 16.5

Correlations

Mathematical Practices and Processes	Student Edition Lessons
Into Math covers all Mathematical Practice and Process standards as an integral part of instruction and practice. For a summary of how the program features address each Mathematical Practice and Process standard see PG18-PG19. These pages include probing *Questions to Ask* that support each Mathematical Practice and Process standard.	
Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity of trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.	In every lesson. Some examples include 2.2, 3.2, 3.4, 3.5, 5.2, 7.3, 9.2, 12.1, 14.1, 16.2
Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize – to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents – and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.	1.1, 1.2, 1.3, 2.3, 3.2, 3.3, 3.4, 3.5, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 8.2, 8.4, 9.1, 9.3, 9.4, 9.5, 10.2, 10.3, 11.2, 11.4, 12.1, 12.2, 12.3, 12.4, 13.1, 13.2, 13.3 14.1, 14.2, 15.1, 15.2, 15.3, 16.4, 16.5
Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or logic that is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.	2.1, 2.4, 8.5, 16.5

Mathematical Practices and Processes	Student Edition Lessons
Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.	1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 4.2, 4.4, 4.5, 6.1, 6.2, 7.1, 7.2, 8.3, 9.1, 9.2, 9.3, 9.4, 9.5, 10.1, 10.2, 10.3, 12.1, 12.2, 12.3, 12.4, 13.1, 13.2, 16.1, 16.2
Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.	In every Spark Your Learning, Module Review, and the following lessons: 2.2, 3.1, 3.2, 6.2, 6.3, 7.1, 7.2, 7.3, 10.1, 11.3, 14.2, 14.3, 15.1, 15.2, 16.3
Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.	2.3, 2.4, 3.1, 3.3, 3.4, 3.5, 4.1, 4.3, 4.4, 5.1, 5.2, 5.4, 6.3, 7.1, 7.2, 8.4, 8.5, 11.1, 11.2, 11.3, 14.1, 14.2, 15.1, 15.2, 15.3, 16.2, 16.3, 16.4

Correlations

Mathematical Practices and Processes	Student Edition Lessons
Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.	2.3, 2.4, 5.3, 5.4, 5.5, 6.2, 7.3, 8.1, 8.2, 8.3, 9.2, 9.3, 11.1, 11.2, 11.4, 14.1, 14.3, 16.1, 16.5
Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.	8.1, 11.1, 11.4, 13.3

HMH | into Math™

Teacher Edition: Planning and Pacing Guide

Grade 7

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Pacing Guide

Build Conceptual Understanding
Connect Concepts and Skills
Apply and Practice

Lesson	Mathematics Standards, Grade 7	Pacing
Unit 1 PROPORTIONAL RELATIONSHIPS		
Module 1: Identify and Represent Proportional Relationships		
Lesson 1.1 Explore Relationships	■ Recognize and represent proportional relationships between quantities. ■ Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	1 day
Lesson 1.2 Recognize Proportional Relationships in Tables	■ Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. ■ Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. ■ Represent proportional relationships by equations.	2 days
Lesson 1.3 Compute Unit Rates Involving Fractions	■ Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.	2 days
Lesson 1.4 Recognize Proportional Relationships in Graphs	■ Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. ■ Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. ■ Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and $(1, r)$ where r is the unit rate.	2 days
Lesson 1.5 Use Proportional Relationships to Solve Rate Problems	■ Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. ■ Use proportional relationships to solve multi-step ratio and percent problems.	2 days
Lesson 1.6 Practice Proportional Reasoning with Scale Drawings	○ Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. ■ Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. ■ Use proportional relationships to solve multi-step ratio and percent problems.	2 days

Major
Supporting
Additional

In addition to the core instructional pacing below, HMH recommends the following:
- 3 days per year for the HMH Into Math Growth Measure powered by Math Inventory
- 3 days per module for the Module Opener, Are You Ready?, Module Review, and Module Test
- 2 days per unit for the Performance Task

Using these recommendations, the total pacing for Grade 7 is 160 days.

Lesson	Mathematics Standards, Grade 7	Pacing
Module 2: Proportional Reasoning with Percents		
Lesson 2.1 Percent Change	Use proportional relationships to solve multi-step ratio and percent problems.	2 days
Lesson 2.2 Markups and Discounts	Use proportional relationships to solve multi-step ratio and percent problems. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.	2 days
Lesson 2.3 Taxes and Gratuities	Use proportional relationships to solve multi-step ratio and percent problems.	2 days
Lesson 2.4 Commissions and Fees	Use proportional relationships to solve multi-step ratio and percent problems.	2 days
Lesson 2.5 Simple Interest	Use proportional relationships to solve multi-step ratio and percent problems.	2 days
Unit 2 RATIONAL NUMBER OPERATIONS		
Module 3: Understand Addition and Subtraction of Rational Numbers		
Lesson 3.1 Add or Subtract a Positive Integer on a Number Line	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line. Understand $p + q$ as the number located a distance $\|q\|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	2 days
Lesson 3.2 Add or Subtract a Negative Integer on a Number Line	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line. Understand $p + q$ as the number located a distance $\|q\|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	2 days
Lesson 3.3 Use a Number Line to Add and Subtract Rational Numbers	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line. Describe situations in which opposite quantities combine to make 0. Understand $p + q$ as the number located a distance $\|q\|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	2 days

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Pacing Guide

Build Conceptual Understanding
Connect Concepts and Skills
Apply and Practice

Lesson	Mathematics Standards, Grade 7	Pacing
Module 4: Add and Subtract Rational Numbers		
Lesson 4.1 Compute Sums of Integers	■ Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line. ■ Understand $p + q$ as the number located a distance $\|q\|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	2 days
Lesson 4.2 Compute Differences of Integers	■ Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line. ■ Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	2 days
Lesson 4.3 Compute Sums and Differences of Rational Numbers	■ Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line. ■ Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. ■ Solve real-world and mathematical problems involving the four operations with rational numbers.	2 days
Lesson 4.4 Apply Properties to Multi-step Addition and Subtraction Problems	■ Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line. ■ Apply properties of operations as strategies to add and subtract rational numbers.	2 days

Major Supporting Additional

Lesson	Mathematics Standards, Grade 7	Pacing
Module 5: Multiply and Divide Rational Numbers		
Lesson 5.1 Understand Multiplication and Division of Rational Numbers	■ Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. ■ Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-\left(\frac{p}{q}\right) = \frac{(-p)}{q} = \frac{p}{(-q)}$. Interpret quotients of rational numbers by describing real-world contexts. ■ Apply properties of operations as strategies to multiply and divide rational numbers.	2 days
Lesson 5.2 Multiply Rational Numbers	■ Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. ■ Apply properties of operations as strategies to multiply and divide rational numbers. ■ Solve real-world and mathematical problems involving the four operations with rational numbers.	1 day
Lesson 5.3 Write Fractions as Decimals and Divide Integers	■ Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-\left(\frac{p}{q}\right) = \frac{(-p)}{q} = \frac{p}{(-q)}$. Interpret quotients of rational numbers by describing real-world contexts. ■ Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. ■ Solve real-world and mathematical problems involving the four operations with rational numbers.	2 days
Lesson 5.4 Multiply and Divide Rational Numbers in Context	■ Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. ■ Solve real-world and mathematical problems involving the four operations with rational numbers. ■ Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	1 day

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Pacing Guide

Build Conceptual Understanding
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Lesson	Mathematics Standards, Grade 7	Pacing
Module 6: Solve Multi-step Problems Using Rational Numbers		
Lesson 6.1 Apply Properties and Strategies to Operate with Rational Numbers	■ Apply properties of operations as strategies to multiply and divide rational numbers. ■ Solve real-world and mathematical problems involving the four operations with rational numbers. ■ Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	1 day
Lesson 6.2 Estimate to Check Reasonableness	■ Solve real-world and mathematical problems involving the four operations with rational numbers. ■ Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	1 day
Lesson 6.3 Solve Multi-step Problems with Rational Numbers in Context	■ Solve real-world and mathematical problems involving the four operations with rational numbers. ■ Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies ■ Use proportional relationships to solve multi-step ratio and percent problems.	2 days
Unit 3 MODEL WITH EXPRESSIONS, EQUATIONS, AND INEQUALITIES		
Module 7: Solve Problems Using Expressions and Equations		
Lesson 7.1 Write Linear Expressions in Different Forms for Situations	■ Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.	1 day
Lesson 7.2 Add, Subtract, and Factor Linear Expressions with Rational Coefficients	■ Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. ■ Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.	2 days

Lesson	Mathematics Standards, Grade 7	Pacing
Lesson 7.3 Write Two-step Equations for Situations	■ Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	1 day
Lesson 7.4 Apply Two-step Equations to Solve Real-World Problems	■ Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. ■ Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	2 days
Lesson 7.5 Apply Two-Step Equations to Find Angle Measures	○ Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. ■ Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.	2 days
Module 8: Solve Problems Using Inequalities		
Lesson 8.1 Understand and Apply Properties to Solve One-Step Inequalities	■ Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.	2 days
Lesson 8.2 Write Two-Step Inequalities for Situations	■ Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	2 days
Lesson 8.3 Apply Two-Step Inequalities to Solve Problems	■ Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.	2 days

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Pacing Guide

Build Conceptual Understanding
Connect Concepts and Skills
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Lesson	Mathematics Standards, Grade 7	Pacing
Unit 4 GEOMETRY		
Module 9: Draw and Analyze Two-Dimensional Figures		
Lesson 9.1 Draw Circles and Other Figures	○ Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	2 days
Lesson 9.2 Draw and Construct Triangles Given Side Lengths	○ Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	2 days
Lesson 9.3 Draw and Construct Triangles Given Angle Measures	○ Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	2 days
Lesson 9.4 Draw and Analyze Shapes to Solve Problems	○ Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	1 day
Module 10: Analyze Figures to Find Circumference and Area		
Lesson 10.1 Derive and Apply Formulas for Circumference	○ Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. ■ Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	1 day
Lesson 10.2 Derive and Apply a Formula for the Area of a Circle	○ Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. ■ Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	2 days

■ Major □ Supporting ○ Additional

Lesson	Mathematics Standards, Grade 7	Pacing
Lesson 10.3 Describe and Analyze Cross Sections of Circular Solids	○ Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. ■ Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	2 days
Lesson 10.4 Areas of Composite Figures	○ Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. ■ Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	1 day
Module 11: Analyze Surface Area and Volume		
Lesson 11.1 Describe and Analyze Cross Sections of Prisms and Pyramids	○ Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	1 day
Lesson 11.2 Derive and Apply Formulas for Surface Areas of Cubes and Right Prisms	○ Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. ■ Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	1 day
Lesson 11.3 Derive and Apply a Formula for the Volume of a Right Prism	○ Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. ■ Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	1 day

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Module continued on next page →

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Lesson	Mathematics Standards, Grade 7	Pacing
Module 11: Analyze Surface Area and Volume		
Lesson 11.4 Solve Multi-step Problems with Surface Area and Volume	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	2 days
Unit 5 SAMPLING AND DATA ANALYSIS		
Module 12: Proportional Reasoning with Samples		
Lesson 12.1 Understand Representative Samples	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	1 day
Lesson 12.2 Make Inferences from a Random Sample	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.	2 days
Lesson 12.3 Make Inferences from Repeated Random Samples	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.	1 day
Module 13: Use Statistics and Graphs to Compare Data		
Lesson 13.1 Compare Center and Spread of Data Displayed in Dot Plots	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.	1 day
Lesson 13.2 Compare Center and Spread of Data Displayed in Box Plots	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.	1 day
Lesson 13.3 Compare Means Using Mean Absolute Deviation and Repeated Sampling	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.	2 days

■ Major ☐ Supporting ○ Additional

Lesson	Mathematics Standards, Grade 7	Pacing
Unit 6 PROBABILITY		
Module 14: Understand and Apply Experimental Probability		
Lesson 14.1 Understand Probability of an Event	☐ Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	1 day
Lesson 14.2 Find Experimental Probability of Simple Events	☐ Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. ☐ Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. ■ Use proportional relationships to solve multi-step ratio and percent problems.	2 days
Lesson 14.3 Find Experimental Probability of Compound Events	☐ Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. ☐ Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event. ■ Use proportional relationships to solve multi-step ratio and percent problems.	2 days
Lesson 14.4 Use Experimental Probability and Proportional Reasoning to Make Predictions	☐ Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. ■ Use proportional relationships to solve multi-step ratio and percent problems. ■ Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	2 days

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Lesson	Mathematics Standards, Grade 7	Pacing
Module 15: Understand and Apply Theoretical Probability		
Lesson 15.1 Find Theoretical Probability of Simple Events	☐ Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. ☐ Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. ☐ Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. ■ Use proportional relationships to solve multi-step ratio and percent problems.	2 days
Lesson 15.2 Find Theoretical Probability of Compound Events	☐ Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. ☐ Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event. ■ Use proportional relationships to solve multi-step ratio and percent problems.	2 days
Lesson 15.3 Use Theoretical Probability and Proportional Reasoning to Make Predictions	☐ Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. ☐ Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. ■ Use proportional relationships to solve multi-step ratio and percent problems. ■ Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	2 days
Lesson 15.4 Conduct Simulations	☐ Design and use a simulation to generate frequencies for compound events. ■ Use proportional relationships to solve multi-step ratio and percent problems.	2 days

Correlations

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Search by state standard for standard-specific resources on Ed, Your Friend in Learning.

Standards and Mathematical Practices and Processes

Standards	Student Edition Lessons
Domain RATIOS & PROPORTIONAL RELATIONSHIPS	
Cluster: Analyze proportional relationships and use them to solve real-world and mathematical problems.	
Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units.	1.3, 1.6
Recognize and represent proportional relationships between quantities.	1.1 *See also below.*
• Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	1.2, 1.4
• Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	1.1, 1.2, 1.4, 1.5
• Represent proportional relationships by equations.	1.2
• Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.	1.4
Use proportional relationships to solve multi-step ratio and percent problems.	1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 6.3, 14.2, 14.3, 14.4, 15.1, 15.2, 15.3, 15.4

Standards	Student Edition Lessons
Domain THE NUMBER SYSTEM	
Cluster: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	
Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4 *See also below.*
• Describe situations in which opposite quantities combine to make 0.	3.3
• Understand $p + q$ as the number located a distance $\|q\|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	3.1, 3.2, 3.3, 4.1
• Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	4.2, 4.3
• Apply properties of operations as strategies to add and subtract rational numbers.	4.4
Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	*See below.*
• Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	5.1, 5.2, 5.4
• Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-\left(\frac{p}{q}\right) = \frac{(-p)}{q} = \frac{p}{(-q)}$. Interpret quotients of rational numbers by describing real-world contexts.	5.1, 5.3
• Apply properties of operations as strategies to multiply and divide rational numbers.	5.1, 5.2, 6.1
• Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	5.3
Solve real-world and mathematical problems involving the four operations with rational numbers.	4.3, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3

Correlations

Standards	Student Edition Lessons
Domain EXPRESSIONS & EQUATIONS	
Cluster: Use properties of operations to generate equivalent expressions.	
Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	7.2
Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.	2.2, 7.1, 7.2
Cluster: Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	
Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	5.4, 6.1, 6.2, 6.3, 7.4, 10.1, 10.2, 10.3, 10.4, 11.2, 11.3, 11.4, 14.4, 15.3
Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	7.3, 8.2 *See also below.*
• Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.	7.4, 7.5
• Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.	8.1, 8.3
Domain GEOMETRY	
Cluster: Draw, construct, and describe geometrical figures and describe the relationships between them.	
Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	1.6
Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	9.1, 9.2, 9.3, 9.4
Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	10.3, 11.1
Cluster: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	
Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	10.1, 10.2
Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	7.5
Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	10.4, 11.2, 11.3, 11.4

Standards	Student Edition Lessons
Domain STATISTICS & PROBABILITY	
Cluster: Use random sampling to draw inferences about a population.	
Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	12.1
Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.	12.2, 12.3
Cluster: Draw informal comparative inferences about two populations.	
Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.	13.1, 13.2, 13.3
Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.	13.1, 13.2, 13.3
Cluster: Investigate chance processes and develop, use, and evaluate probability models.	
Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither likely nor unlikely, and a probability near 1 indicates a likely event.	14.1
Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.	14.2, 14.4, 15.1, 15.3
Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	15.1 *See also below.*
• Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.	15.1, 15.3
• Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.	14.2
Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	*See below.*
• Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	14.3, 15.2
• Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	14.3, 15.2
• Design and use a simulation to generate frequencies for compound events.	14.3, 15.4

Correlations

Mathematical Practices and Processes	Student Edition Lessons
Into Math covers all Mathematical Practice and Process standards as an integral part of instruction and practice. For a summary of how the program features address each Mathematical Practice and Process standard see PG18-PG19. These pages include probing *Questions to Ask* that support each Mathematical Practice and Process standard.	
Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity of trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.	In every lesson. Some examples include 1.5, 2.3, 3.1, 4.3, 5.4, 6.3, 7.3, 7.4, 10.3, 11.1, 11.4
Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize – to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents – and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.4, 3.1, 4.3, 4.4, 5.4, 6.1, 6.2, 7.1, 7.2, 7.4, 8.1, 8.3, 9.4, 10.2, 12.1, 12.2, 13.1, 13.2, 13.3, 14.1, 14.2, 14.3, 14.4, 15.1
Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or logic that is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.	3.2, 3.3, 5.1, 5.2, 9.2, 12.3

Mathematical Practices and Processes	Student Edition Lessons
Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.	1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 4.1, 4.2, 5.1, 7.1, 7.3, 7.4, 8.2, 10.1, 11.2, 11.3, 11.4, 14.4, 15.3
Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.	In every Spark Your Learning, Module Review, and the following lessons: 3.1, 3.2, 9.1, 9.2, 9.3, 9.4, 11.3, 14.2, 14.3, 15.4
Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.	1.3, 2.2, 2.4, 2.5, 3.3, 4.3, 4.4, 5.4, 6.3, 7.2, 9.1, 11.4, 12.2, 12.3, 14.4, 15.4

Correlations

Mathematical Practices and Processes	Student Edition Lessons
Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.	1.1, 1.2, 1.4, 2.1, 2.3, 2.5, 5.3, 7.3, 7.5, 8.1, 8.2, 8.3, 10.1, 10.3, 10.4, 11.1, 13.2, 13.3, 14.1, 14.3, 15.1, 15.2, 15.3
Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.	5.2, 5.3, 7.5, 8.1, 11.1, 11.4, 12.2, 15.3

Teacher Edition: Planning and Pacing Guide

Grade 8

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Pacing Guide

Build Conceptual Understanding
Connect Concepts and Skills
Apply and Practice

Lesson	Mathematics Standards, Grade 8	Pacing
Unit 1 TRANSFORMATIONAL GEOMETRY		
Module 1: Transformations and Congruence		
Lesson 1.1 Investigate Transformations	■ Verify experimentally the properties of rotations, reflections, and translations: Lines are taken to lines, and line segments to line segments of the same length. ■ Verify experimentally the properties of rotations, reflections, and translations: Angles are taken to angles of the same measure. ■ Verify experimentally the properties of rotations, reflections, and translations: Parallel lines are taken to parallel lines.	2 days
Lesson 1.2 Explore Translations	■ Verify experimentally the properties of rotations, reflections, and translations: Lines are taken to lines, and line segments to line segments of the same length. ■ Verify experimentally the properties of rotations, reflections, and translations: Angles are taken to angles of the same measure. ■ Verify experimentally the properties of rotations, reflections, and translations: Parallel lines are taken to parallel lines. ■ Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	2 days
Lesson 1.3 Explore Reflections	■ Verify experimentally the properties of rotations, reflections, and translations: Lines are taken to lines, and line segments to line segments of the same length. ■ Verify experimentally the properties of rotations, reflections, and translations: Angles are taken to angles of the same measure. ■ Verify experimentally the properties of rotations, reflections, and translations: Parallel lines are taken to parallel lines. ■ Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	2 days
Lesson 1.4 Explore Rotations	■ Verify experimentally the properties of rotations, reflections, and translations: Lines are taken to lines, and line segments to line segments of the same length. ■ Verify experimentally the properties of rotations, reflections, and translations: Angles are taken to angles of the same measure. ■ Verify experimentally the properties of rotations, reflections, and translations: Parallel lines are taken to parallel lines. ■ Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	2 days

Major
Supporting
Additional

In addition to the core instructional pacing below, HMH recommends the following:
- 3 days per year for the HMH Into Math Growth Measure powered by Math Inventory
- 3 days per module for the Module Opener, Are You Ready?, Module Review, and Module Test
- 2 days per unit for the Performance Task

Using these recommendations, the total pacing for Grade 8 is 154 days.

Lesson	Mathematics Standards, Grade 8	Pacing
Lesson 1.5 Understand and Recognize Congruent Figures	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	2 days
Module 2: Transformations and Similarity		
Lesson 2.1 Investigate Reductions and Enlargements	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	2 days
Lesson 2.2 Explore Dilations	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	2 days
Lesson 2.3 Understand and Recognize Similar Figures	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	2 days
Unit 2 LINEAR EQUATIONS AND APPLICATIONS		
Module 3: Solve Linear Equations		
Lesson 3.1 Solve Multi-step Linear Equations	Solve linear equations in one variable. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	2 days
Lesson 3.2 Examine Special Cases	Solve linear equations in one variable. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	2 days
Lesson 3.3 Apply Linear Equations	Solve linear equations in one variable. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	2 days

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Lesson	Mathematics Standards, Grade 8	Pacing
Module 4: Angle Relationships		
Lesson 4.1 Develop Angle Relationships for Triangles	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.	2 days
Lesson 4.2 Investigate Angle-Angle Similarity	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.	2 days
Lesson 4.3 Explore Parallel Lines Cut by a Transversal	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.	2 days
Unit 3: RELATIONSHIPS AND FUNCTIONS		
Module 5: Proportional Relationships		
Lesson 5.1 Explain Slope with Similar Triangles	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.	2 days
Lesson 5.2 Derive $y = mx$	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.	2 days
Lesson 5.3 Interpret and Graph Proportional Relationships	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	2 days
Lesson 5.4 Compare Proportional Relationships	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	2 days

Major Supporting Additional

Lesson	Mathematics Standards, Grade 8	Pacing
Module 6: Understand and Analyze Functions		
Lesson 6.1 Understand and Graph Functions	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	2 days
Lesson 6.2 Derive and Interpret $y = mx + b$	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.	2 days
Lesson 6.3 Interpret Rate of Change and Initial Value	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	2 days
Lesson 6.4 Construct Functions	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	2 days
Lesson 6.5 Compare Functions	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	2 days
Lesson 6.6 Describe and Sketch Nonlinear Functions	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	2 days

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Lesson	Mathematics Standards, Grade 8	Pacing
Module 7: Systems of Linear Equations		
Lesson 7.1 Represent Systems by Graphing	■ Analyze and solve pairs of simultaneous linear equations.	2 days
Lesson 7.2 Solve Systems by Graphing	■ Analyze and solve pairs of simultaneous linear equations. ■ Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.	2 days
Lesson 7.3 Solve Systems by Substitution	■ Analyze and solve pairs of simultaneous linear equations. ■ Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.	2 days
Lesson 7.4 Solve Systems by Elimination	■ Analyze and solve pairs of simultaneous linear equations. ■ Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.	2 days
Lesson 7.5 Examine Special Systems	■ Analyze and solve pairs of simultaneous linear equations. ■ Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.	2 days
Lesson 7.6 Apply Systems of Equations	■ Analyze and solve pairs of simultaneous linear equations. ■ Solve real-world and mathematical problems leading to two linear equations in two variables.	2 days

Major Supporting Additional

Lesson	Mathematics Standards, Grade 8	Pacing
Unit 4 STATISTICS AND PROBABILITY		
Module 8: Scatter Plots		
Lesson 8.1 Construct Scatter Plots and Examine Association	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	2 days
Lesson 8.2 Draw and Analyze Trend Lines	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	2 days
Lesson 8.3 Interpret Linear Data in Context	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	2 days
Module 9: Two-Way Tables		
Lesson 9.1 Construct and Interpret Two-Way Frequency Tables	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.	2 days
Lesson 9.2 Construct Two-Way Relative Frequency Tables	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.	2 days
Lesson 9.3 Interpret Two-Way Relative Frequency Tables	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.	2 days

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Lesson	Mathematics Standards, Grade 8	Pacing
Unit 5 REAL NUMBERS AND THE PYTHAGOREAN THEOREM		
Module 10: Real Numbers		
Lesson 10.1 Understand Rational and Irrational Numbers	☐ Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.	2 days
Lesson 10.2 Investigate Roots	■ Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	2 days
Lesson 10.3 Order Real Numbers	☐ Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2).	2 days
Module 11: The Pythagorean Theorem		
Lesson 11.1 Prove the Pythagorean Theorem	■ Explain a proof of the Pythagorean Theorem and its converse. ■ Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	2 days
Lesson 11.2 Prove the Converse of the Pythagorean Theorem	■ Explain a proof of the Pythagorean Theorem and its converse. ■ Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	2 days
Lesson 11.3 Apply the Pythagorean Theorem	■ Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	2 days
Lesson 11.4 Apply the Pythagorean Theorem in the Coordinate Plane	■ Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	2 days

■ Major □ Supporting ○ Additional

Lesson	Mathematics Standards, Grade 8	Pacing
Unit 6 EXPONENTS, SCIENTIFIC NOTATION, AND VOLUME		
Module 12: Exponents and Scientific Notation		
Lesson 12.1 Know and Apply Properties of Exponents	■ Know and apply the properties of integer exponents to generate equivalent numerical expressions.	2 days
Lesson 12.2 Understand Scientific Notation	■ Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.	2 days
Lesson 12.3 Compute with Scientific Notation	■ Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.	2 days
Module 13: Volume		
Lesson 13.1 Find Volume of Cylinders	○ Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	2 days
Lesson 13.2 Find Volume of Cones	○ Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	2 days
Lesson 13.3 Find Volume of Spheres	○ Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	2 days
Lesson 13.4 Apply Volume	○ Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	2 days

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Correlations

ONLIN

Search by state standard for standard-specific resources on Ed, Your Friend in Learning.

Standards and Mathematical Practices and Processes

Standards	Student Edition Lessons
Domain THE NUMBER SYSTEM	
Cluster: Know that there are numbers that are not rational, and approximate them by rational numbers.	
Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.	10.1
Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., ^{2}).	10.3
Domain EXPRESSIONS & EQUATIONS	
Cluster: Work with radicals and integer exponents.	
Know and apply the properties of integer exponents to generate equivalent numerical expressions.	12.1
Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	10.2
Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.	12.2
Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.	12.3
Cluster: Understand the connections between proportional relationships, lines, and linear equations.	
Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	5.2, 5.3, 5.4
Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.	5.1, 5.2, 6.2

Standards	Student Edition Lessons
Cluster: Analyze and solve linear equations and pairs of simultaneous linear equations.	
Solve linear equations in one variable.	3.1, 3.2, 3.3 *See also below.*
• Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).	3.2, 3.3
• Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	3.1, 3.2, 3.3
Analyze and solve pairs of simultaneous linear equations.	7.1, 7.2, 7.3, 7.4, 7.5, 7.6 *See also below.*
• Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.	7.2
• Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.	7.3, 7.4, 7.5
• Solve real-world and mathematical problems leading to two linear equations in two variables.	7.6
Domain FUNCTIONS	
Cluster: Define, evaluate, and compare functions.	
Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	6.1
Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	6.5
Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.	6.2
Cluster: Use functions to model relationships between quantities.	
Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	6.3, 6.4, 8.3
Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	6.6

Correlations

Standards	Student Edition Lessons
Domain GEOMETRY	
Cluster: Understand congruence and similarity using physical models, transparencies, or geometry software.	
Verify experimentally the properties of rotations, reflections, and translations:	1.1, 1.2, 1.3, 1.4 *See also below.*
• Lines are taken to lines, and line segments to line segments of the same length.	1.1, 1.2, 1.3, 1.4
• Angles are taken to angles of the same measure.	1.1, 1.2, 1.3, 1.4
• Parallel lines are taken to parallel lines.	1.1, 1.2, 1.3, 1.4
Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	1.5
Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	1.2, 1.3, 1.4, 1.5, 2.1, 2.2
Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	2.3
Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.	4.1, 4.2, 4.3
Cluster: Understand and apply the Pythagorean Theorem.	
Explain a proof of the Pythagorean Theorem and its converse.	11.1, 11.2
Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	11.1, 11.2, 11.3
Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	11.4
Cluster: Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	
Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	13.1, 13.2, 13.3, 13.4

Standards	Student Edition Lessons
Domain STATISTICS & PROBABILITY	
Cluster: Investigate patterns of association in bivariate data.	
Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	8.1
Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	8.2
Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.	8.3
Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.	9.1, 9.2, 9.3

Correlations

Mathematical Practices and Processes	Student Edition Lessons
Into Math covers all Mathematical Practice and Process standards as an integral part of instruction and practice. For a summary of how the program features address each Mathematical Practice and Process standard see PG18-PG19. These pages include probing *Questions to Ask* that support each Mathematical Practice and Process standard.	
Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity of trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.	In every lesson. Some examples include 1.1, 3.2, 3.3, 5.4, 7.1, 7.2, 7.6, 8.1, 8.2, 8.3, 13.4
Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize – to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents – and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.	2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.3, 5.4, 6.1, 6.2, 6.3, 6.5, 6.6, 7.4, 7.5, 7.6, 8.1, 8.2, 8.3, 9.2, 9.3, 10.1, 11.1, 11.2, 12.1, 12.2, 13.2, 13.4
Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or logic that is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.	1.2, 1.4, 3.2, 4.2, 5.1, 7.1, 7.2, 7.4, 7.5, 9.3, 11.2, 11.3

Mathematical Practices and Processes	Student Edition Lessons
Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.	3.3, 4.2, 4.3, 5.2, 5.3, 6.1, 6.4, 6.6, 7.3, 7.6, 13.4
Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.	In every Spark Your Learning, Module Review, and the following lessons: 1.1, 1.3, 1.4, 1.5, 2.1, 7.3, 12.3
Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.	1.1, 1.2, 1.3, 1.4, 1.5, 2.3, 5.2, 5.3, 6.1, 6.2, 7.2, 7.6, 9.1, 10.3, 11.3, 12.1, 12.3, 13.1, 13.3

Correlations

Mathematical Practices and Processes	Student Edition Lessons
Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 4.3, 5.4, 6.2, 6.3, 6.4, 6.5, 6.6, 7.1, 7.5, 8.2, 8.3, 9.1, 9.2, 10.1, 10.2, 11.1, 11.4, 12.1, 12.2, 12.3, 13.1, 13.2, 13.3
Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.	2.2, 5.1, 5.2, 6.4, 7.3, 10.2, 10.3

Scope and Sequence by Common Core Domain GRADES 6-8

	Course 1	Course 2	Course 3
Ratios and Proportional Relationships			
Ratios	Understand the concept of ratio and use ratio language to describe proportional relationships. Find the missing term in a pair of equivalent ratios or in a rate table. Plot pairs of equivalent rates in the coordinate plane. Use tables to compare ratios. Solve multi-step real-world problems involving ratios using bar models.	Compute unit rates where the terms are given in fractional units. Explore the relationship between two quantities that vary directly or inversely. Solve problems involving scale drawings. Use proportional reasoning to solve multi-step ratio and percent problems.	Define the slope of a line as the ratio of the vertical change to the horizontal change of the line.
Representing Ratios	Use multiplication or division to write equivalent ratios. Make tables of equivalent ratios, including whole number measurements. Use bar models to solve problems involving ratios of three quantities.	Represent quantities that vary directly or indirectly using equations or graphs from verbal descriptions. Find the constant of proportionality for quantities that vary directly or inversely from tables, graphs, verbal descriptions, or diagrams, such as scale drawings. Explain what the points (x, y), $(0, 0)$, and $(1, c)$ mean in the graph of a given proportional context.	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. Establish the constant of proportionality in similar figures. Use scales and scale factors to solve problems related to scale drawings and scale models.

	Course 1	Course 2	Course 3
Ratios and Proportional Relationships (continued)			
Rates	Understand the concept of a unit rate associated with a ratio $a : b$ ($b \neq 0$), and use rate language in proportional situations. Compute and compare unit rates using the division algorithm. Solve unit rate problems, including unit pricing and constant speed.	Recognize that a constant of proportionality can be a unit rate.	Relate unit rate to slope.
Percents	Solve percent problems involving simple interest, tax, markups, discounts, and commissions. Solve multi-step percent problems involving percent increase and decrease. Solve problems involving percents, including finding the whole when the percent and percentage is known.	Solve problems involving simple interest, sales tax, markups and markdowns, tips and commissions, and percent error.	

Scope and Sequence by Common Core Domain GRADES 6-8

	Course 1	Course 2	Course 3
The Number System			
Sets and Numbers	Understand that positive and negative numbers can be used to describe quantities having opposite directions or values. Use positive and negative numbers to represent quantities in real-world contexts. Understand rational numbers as points on the number line. Extend number lines to represent points with negative coordinates; locate negative integers on a horizontal or vertical number line. Use negative numbers to identify and locate points in all four quadrants of the coordinate plane. Understand that the absolute value of a number is its distance from 0 on the number line. Interpret the absolute value of a rational number as magnitude for a positive or negative quantity in a given context.	Know that the set of positive and negative fractions, along with 0, make up the rational number system. Understand that some numbers, such as pi or the square root of 2, are irrational. Know that the set of real numbers is composed of the two distinct sets: rational numbers and irrational numbers. Understand that every rational number has a terminating or repeating decimal expansion.	Know that numbers that are not rational are called irrational.

	Course 1	Course 2	Course 3
The Number System (continued)			
Number Representations	Represent fractions, decimals, and integers on a number line. Relate the square of a whole number to the area of a square, and the cube of a number to the volume of a cube. Find the square or cube of a number. Find the square root or cube root of a perfect square or perfect cube, up to 150.	Write rational numbers as terminating or repeating decimals. Use place-value understanding to round decimals to any given place. Understand the difference between rounding a decimal and truncating it. Approximate the decimal form of an irrational number using rounding. Represent irrational numbers on the number line using their decimal approximations. Approximate numbers to a given number of significant digits.	Write the prime factorization of a number using exponential notation. Represent numbers in scientific notation. Interpret numbers in scientific notation that have been generated by technology.
Compare and Order	Write, interpret, and explain statements of order for fractions and integers. Interpret statements of inequality as statements about the relative position of two numbers on a number line. Distinguish comparisons of absolute value from statements about order.	Compare two rational numbers using their decimal expansions. Compare irrational numbers using their rational approximations.	Compare the relative sizes of two measurements expressed in exponential notation or in scientific notation.

Scope and Sequence by Common Core Domain GRADES 6-8

	Course 1	Course 2	Course 3
The Number System (continued)			
Place Value		Use place-value concepts to round decimals to a given place. Round a number to a given number of significant digits.	Write numbers in scientific notation.
Fraction Concepts		Write rational numbers in *m*/*n* form, where *m* and *n* are integers.	
Decimal Concepts	.	Write rational numbers as decimals. Understand that the decimal representation of a rational number is either terminating or repeating. Understand the difference between rounding a decimal and truncating it. Approximate the decimal form of an irrational number using rounding.	
Whole Number Computation: Multiplication and Division	Fluently divide multi-digit numbers using the standard algorithm.	Identify the number of significant digits in a whole number, decimal number, or measurement.	Compute with very large and very small numbers written in scientific notation. Solve real-world problems that involve calculations using scientific notation.

	Course 1	Course 2	Course 3
The Number System (continued)			
Fraction Computation	Interpret and compute quotients of fractions. Represent situations involving multiplication and division of fractions using models, such as bar models and area models. Solve real-world problems involving division of fractions by fractions.	Extend multiplication of fractions to include multiplication of rational numbers. Interpret the sum, product, or quotient of two rational numbers in a real-world context.	
Decimal Computation	Fluently multiply and divide multi-digit decimals using standard algorithms. Represent situations involving multiplication and division of fractions using models, such as bar models and area models. Solve problems by multiplying and dividing decimals, interpreting remainders to suit the context of the problem.	Solve real-world problems involving all four operations with rational numbers.	Compute with very large and very small numbers written in scientific notation. Solve real-world problems that involve calculations using scientific notation.
Estimation and Mental Math	Estimate answers to percent problems to check for reasonableness.	Solve real-world and mathematical problems and assess reasonableness of answers using estimation and mental math strategies. Estimate the square root of a number less than 150 to the nearest whole number mentally.	

Scope and Sequence by Common Core Domain GRADES 6-8

	Course 1	Course 2	Course 3
The Number System (continued)			
Computations with Rational Numbers: Addition and Subtraction		Describe situations in which opposite quantities combine to make 0. Understand the sum $p + q$ as the number located at a distance $\|q\|$ from p. Understand subtraction of a rational number as adding its inverse. Find the distance between two numbers on a number line using absolute value. Solve real-world problems involving addition and subtraction with rational numbers. Interpret the sum of two rational numbers in a real-world context.	
Computations with Rational Numbers: Multiplication and Division		Apply properties of operations to multiply and divide rational numbers. Understand that the quotient of any two integers a and b is the rational number a/b ($b \neq 0$). Understand that $-p/q = -p/q = p/-q$. Solve real-world problems involving multiplication and division of rational numbers. Interpret the product or quotient of two rational numbers in a real-world context.	

	Course 1	Course 2	Course 3
Expressions and Equations			
Patterns		Use a number pattern to explore multiplication of negative numbers.	Use number patterns as a context for generating equations in two variables.
Properties	Use the distributive property to factor the sum of two whole numbers, or algebraic terms with whole-number coefficients.	Use the properties of real numbers to add and subtract rational numbers. Use the properties of real numbers to extend multiplication and division of fractions to multiplication and division of rational numbers. Use the distributive property to show that $(-1)(-1) = 1$. Apply properties of real numbers to add, subtract, factor, and expand algebraic expressions with rational coefficients.	Apply properties of real numbers to manipulate variables when solving linear equations in two variables.
Number Theory	Write a composite number as a product of its prime factors. Find the greatest common factor or least common multiple of two whole numbers.		Write the prime factorization of a number using divisibility rules and exponential notation.

Scope and Sequence by Common Core Domain GRADES 6-8

	Course 1	Course 2	Course 3
Expressions and Equations (continued)			
Functional Relationships	Use variables to write equations representing two real-world quantities that change in relation to one another. Analyze the relationship between an independent and dependent variable using graphs, tables, and equations.	Create function tables using a spreadsheet. Represent a direct proportion as a function table, an equation, and a graph. Represent an inverse proportion using a function table (with an appropriate range), an equation, and a graph.	Understand that a function is a rule that assigns to each input exactly one output. Represent functions algebraically, in tables, and in graphs. Know that the graph of a function is the set of ordered pairs consisting on an input and its corresponding output. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). Interpret the equation $y = mx + b$ as defining a linear function. Determine and interpret the rate of change and initial value of a function from the context or data. Give examples of functions that are not linear. Construct a function to model a linear relationship between two quantities.

	Course 1	Course 2	Course 3
Expressions and Equations (continued)			
Expressions/ Models	Write and evaluate numerical expressions and geometric formulas involving whole-number exponents. Write and evaluate algebraic expressions using the order of operations. Identify parts of an expression using terms such as sum, term, product, and coefficient. Use the properties of addition and multiplication to write equivalent expressions, including factoring a common factor from a sum. Identify equivalent expressions and like and unlike terms of an expression. Solve problems using variable expressions in real-world contexts.	Apply properties of real numbers to add, subtract, factor, and expand algebraic expressions with rational coefficients. Represent an expression in equivalent forms to help solve a problem. Represent an expression using a bar model.	Write equivalent expressions by knowing and applying the following properties of integer exponents: - the product and quotient of powers - the power of powers - the powers of products and quotients - zero and negative exponents Write two numbers in scientific notation to compare their relative sizes.

Scope and Sequence by Common Core Domain GRADES 6-8

	Course 1	Course 2	Course 3
Expressions and Equations (continued)			
Number Sentences, Equations and Inequalities	Use substitution to identify value(s) that make an equation or inequality true. Write and solve addition and multiplication equations to solve real-world problems. Write and evaluate an inequality of the form $x < c$ or $x > c$ to represent a real-world situation. Recognize that an inequality of the form $x < c$ or $x > c$ has an infinite number of solutions and represent the solutions on a number line.	Identify equivalent equations. Write equivalent equations using properties of equality. Solve two-step equations of the form $ax + b = c$ and $a(x + b) = c$. Solve equations with the variable on both sides of the equation. Solve one-step inequalities using addition, subtraction, multiplication, or division. Solve word problems that lead to inequalities of the form $ax + b > c$ or $ax + b < c$. Graph the solution set of an inequality in one variable on a number line and interpret it in the context of a real-world problem.	Use square root and cube root radicals to represent solutions to equations. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solution. Solve linear equations with rational coefficients, including equations that require expanding and collecting like terms. Identify the slope, x-intercept, and y-intercept of a linear equation. Sketch the graph of a linear equation and write a linear equation from a graph or set of data. Know that the solutions to a system of linear equations in two variables correspond to points of intersection of their graphs. Solve systems of two linear equations in two variables algebraically. Estimate the solution of a system of two linear equations in two variables graphically. Solve real-world problems leading to two linear equations in two variables. Identify inconsistent and dependent systems of equations.

	Course 1	Course 2	Course 3
Expressions and Equations (continued)			
The Coordinate Plane	Use negative numbers to identify and locate points in all four quadrants of the coordinate plane. Find the length of horizontal and vertical segments in the coordinate plane. Use tables and graphs to represent linear equations. Solve real-world problems by graphing points in all four quadrants of the coordinate plane. Plot pairs of equivalent rates represented in the coordinate plane. Draw polygons in the coordinate plane given the coordinates of the vertices.	Explain what the points (x, y), $(0, 0)$, and $(1, c)$ mean in a given proportional context. Find the constant of proportionality for quantities that vary directly or inversely from their graphs.	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Define the slope of a line as the ratio of the vertical change to the horizontal change of the line. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane. Know that the solutions to a system of linear equations in two variables correspond to points of intersection of their graphs. Estimate solutions to systems of two linear equations in two variables graphically. Know that the graph of a function is the set of ordered pairs consisting of an input and its corresponding output. Know that the graph of a linear function, given by an equation of the form $y = mx + b$, is a straight line. Interpret the graph of a non-linear function as a curve.

Scope and Sequence by Common Core Domain GRADES 6-8

	Course 1	Course 2	Course 3
The Number System (continued)			
The Coordinate Plane (continued)			Sketch the graph of a relationship whose verbal description has given qualities. Find the image of a figure in the coordinate plane under a translation, rotation, reflection, or dilation. Apply the Pythagorean Theorem to find the distance between two points in the coordinate plane.

	Course 1	Course 2	Course 3
Geometry			
Lines and Angles	Find the lengths of horizontal and vertical segments on a coordinate plane.	Identify supplementary and complementary angles. Use supplementary, complementary, vertical, and adjacent angles to write and solve simple equations for unknown angle measures. Identify parallel lines and their transversals. Identify and use corresponding angles, alternate angles, and interior angles formed from parallel lines and a transversal to solve problems. Use properties of interior angles and exterior angles of a triangle and the related sums. Construct and use angle bisectors and perpendicular bisectors. Apply the equidistant properties of angle bisectors and perpendicular bisectors to solve problems.	Find the images of lines, angles, and parallel lines under rotations, reflections, and translations.

Scope and Sequence by Common Core Domain GRADES 6-8

	Course 1	Course 2	Course 3
Geometry (continued)			
Polygons	Identify regular polygons. Draw polygons in the coordinate plane given the coordinates of the vertices. Use coordinates to find the length of horizontal or vertical sides of polygons.	Solve problems involving drawings of geometric figures. Reproduce a scale drawing at a different scale. Know that if the measures of two angles and the non-included side of a triangle are given, then 0, 1, or 2 triangles may be possible. Construct a unique triangle given the lengths of its three sides, or the lengths of two sides and the measure of one angle, or the measures of two angles and the length of the included side. Know that no triangle is possible if, given the lengths of the three sides, the sum of any two of them is less than or equal to the length of the third side. Construct a quadrilateral from given conditions, including angle measures or lengths of sides or diagonals.	Explain a proof of the Pythagorean Theorem and its converse. Use the Pythagorean Theorem to find unknown side lengths in right triangles in real-world problems. Use the converse of the Pythagorean Theorem to determine whether a triangle is a right triangle.
Solid Figures	Find the cross sections formed by slicing a rectangular prism.	Identify pyramids, cylinders, cones, and spheres. Find cross sections and volumes of right pyramids. Recognize that a cylinder can be thought of as a right prism with a circular base.	Apply the Pythagorean Theorem to find the slant height of pyramids and cones, or the length of diagonals in prisms.

	Course 1	Course 2	Course 3
Geometry (continued)			
Congruence and Similarity		Identify and use the congruent angles formed by two intersecting lines to solve problems. Identify and use the congruent angles formed by two parallel lines and a transversal to solve problems.	Understand that two figures are congruent if one can be moved onto the other by a series of translations, reflections, and rotations. Understand that two figures are similar if one can be moved onto the other by a series of translations, reflections, rotations, and dilations. Given two congruent or similar figures in a plane, find a sequence of transformations that moves one onto the other. Establish the constant of proportionality in similar figures. Establish through informal arguments the AA Similarity Theorem for triangles. Understand that if two figures are related by a scale factor of *k*, then their areas are related by a scale factor of *k2*. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane.

Scope and Sequence by Common Core Domain GRADES 6-8

	Course 1	Course 2	Course 3
Geometry (continued)			
Transformations			Verify experimentally that rotations, reflections, and translations preserve lengths, angle measures, parallelism, and perpendicularity. Find the image of a figure in the coordinate plane under a translation, rotation, reflection, or dilation. Understand that two figures are congruent if one can be moved onto the other by a series of translations, reflections, and rotations. Understand that two figures are similar if one can be moved onto the other by a series of translations, reflections, rotations, and dilations. Given two congruent or similar figures in a plane, find a sequence of transformations that moves one onto the other.
Circles	Identify the center, radius, diameter, and circumference of a circle. Understand π to be the ratio of the circumference to the diameter of a circle. Solve real-world problems involving rates and circles.	Apply the formula for the area of a circle to develop the surface area and volume formulas of cylinders and cones.	Know that arcs of circles can be used to mark off equal distances on a line or in a plane.

	Course 1	Course 2	Course 3
Geometry (continued)			
Perimeter and Circumference	Understand how the formula for the circumference of a circle is derived. Use a formula to calculate the circumference of circles, semi-circles, and quarter circles. Solve problems involving the circumference of circles.		
Area	Find the area of triangles, parallelograms, trapezoids, and regular polygons by decomposing into rectangles or triangles. Find a missing dimension of a plane figure given its area and other dimension(s). Understand how the formula for the area of a circle is derived. Use a formula to calculate areas of circles and semi-circles. Solve real-world problems involving the areas of triangles, parallelograms, trapezoids, regular polygons, and circles.	Use the formula for the area of a circle to find the surface area of a cylinder and cone. Solve problems involving the areas of triangles, quadrilaterals, and other polygons. Compute lengths and areas for a real figure from its scale drawing.	Understand that if two figures are related by a scale factor of k, then their areas are related by a scale factor of $k2$.

Scope and Sequence by Common Core Domain GRADES 6-8

	Course 1	Course 2	Course 3
Geometry (continued)			
Surface Area and Volume	Represent prisms and pyramids with triangular or rectangular faces using nets. Use nets of prisms and pyramids to find the surface areas. Find the volume of a rectangular prism with fractional edge lengths, and relate this to the formula $V = lwh$. Find the volume of non-rectangular prisms using the formulas $V = Bh$. Solve real-world problems involving surface area and volume of prisms.	Relate the volume of a pyramid to the volume of a prism and the volume of a cone to the volume of a cylinder. Find the volume of a pyramid, by relating it to a prism with the same base and height. Find the volume and surface area of cylinders, cones, and spheres. Solve problems involving the surface area and volume of figures composed of cubes and right prisms.	Apply the Pythagorean Theorem to find the slant height of pyramids and cones and find their surface areas.

	Course 1	Course 2	Course 3
Statistics and Probability			
Classifying and Sorting	Represent data in frequency tables, dot plots, and histograms.	Display a data set in a box plot.	Represent bivariate data in a scatter plot.
Interpret / Analyze Data	Recognize a statistical question. Understand that a data set has a distribution, which can be described by its center and shape. Recognize that a measure of center summarizes all values of a data set with a single number. Identify measures of center of a data set and calculate each, and know when each is most useful. Describe the overall shape of a distribution, and relate the choice of a center to the shape of the distribution. Solve real-world problems involving the mean or median, such as finding a missing data value given the mean.	Understand that a sample can be used to gather information about a population. Understand that a sample can be generalized to a population only if it is representative of the population. Know that a random sample usually produces a representative sample. Use data from a random sample to make a prediction about the population. Use several samples of the same size to judge the variation in the predictions obtained. Compute measures of variability for a data set: quartiles, interquartile range, and mean absolution deviation. Relate the variability of a sample to the shape of the data set, and to the context in which the data were collected. Use measures of center and variability to compare two populations.	Interpret the relationship between two data sets shown in a scatter plot. Describe patterns of clustering, outliers, linear, or nonlinear association displayed by a scatter plot. For scatter plots that suggest a linear relationship, informally fit a straight line to the data. Assess how well a "line of best fit" represents the data shown in a scatter plot. Use the equation of a linear model to solve problems in the context of the data, including interpreting the slope and intercept. In two-way tables, identify and analyze patterns of association displayed in the frequencies and relative frequencies.

Scope and Sequence by Common Core Domain GRADES 6-8

	Course 1	Course 2	Course 3
Statistics and Probability (continued)			
Outcomes		Use a Venn diagram to illustrate sample spaces and events. Identify the outcomes of a sample space that make up an event, when the event is stated in everyday language.	Represent the outcomes of compound events using organized lists or tree diagrams.
Expressing Probability		Know that the probability of an event is a number between 0 and 1 inclusive. Find the probability of complementary and mutually exclusive events. Approximate the probability of a chance event using an appropriate sampling technique. Compute the approximate relative frequency of a chance event from its probability. Develop a sampling technique (probability model) for equally likely events. Develop a sampling technique (probability model) for events that are not equally likely. Compare the theoretical and experimental probabilities of an event. Design and use a simulation to generate frequencies for a chance process.	Use tree diagrams and multiplication to find the probabilities of dependent and independent events. Represent non-mutually exclusive events using Venn diagrams.

STANDARDS FOR MATHEMATICAL PRACTICE

	Course 1	Course 2	Course 3
1. Make sense of problems and persevere in solving them			
Build skills through a problem-solving perspective.	Build skills in multiplication and division of fractions and decimals, ratios, and percents; algebra, data analysis, and geometry; and measurement through problem solving.	Build skills in operations with integers and rational numbers, proportionality, measurement, statistics, and probability through problem solving.	Build skills in operations with integers and rational numbers, proportionality, measurement, statistics, and probability through problem solving.
Plan how and use appropriate strategies, tools, and thinking skills to solve problems.	Discuss mathematical ideas, use appropriate strategies, solve real-world problems, and explain solution methods in class.	Discuss mathematical ideas, use appropriate strategies, solve real-world problems, and explain solution methods in class.	Discuss mathematical ideas, use appropriate strategies, solve real-world problems, and explain solution methods in class.
Use bar and other models consistently to persevere in problem solving.	Use bar models to solve real-world problems involving multiplication, division, fractions, decimals, ratios, percents, data analysis, geometry, and measurement. Apply the problem-solving process to non-routine problems in Challenging Practice and Brain@Work, Chapter Projects, and other activities.	Use models to solve multi-step real-world problems involving integers, equations, inequalities, proportions, scale drawings, formulas, probability, and statistics. Apply the problem-solving process to non-routine problems in Challenging Practice and Brain@Work, Chapter Projects, and other activities.	Use models to solve multi-step real-world problems involving rational and irrational numbers, equations, inequalities, proportions, formulas, probability, and statistics. Apply the problem-solving process to non-routine problems in Challenging Practice and Brain@Work, Chapter Projects, and other activities.
Monitor and evaluate the solution process and explain problem solving.	Explain problem solving in Guided Practice, Math Journal, and "explain" exercises.	Explain problem solving in Guided Practice, Math Journal, and "explain" exercises.	Explain problem solving in Guided Practice, Math Journal, and "explain" exercises.

Scope and Sequence by Common Core Domain GRADES 6-8

STANDARDS FOR MATHEMATICAL PRACTICE

	Course 1	Course 2	Course 3
2. Reason abstractly and quantitatively			
Investigate mathematical ideas and models through a concrete to pictorial to abstract progression.	Use concrete and visual models to explore concepts more deeply, formulate conjectures, and justify reasoning in Let's Explore and Hands-On activities. Represent a wide variety of real-world contexts through the use of numbers, variables, equations, and inequalities. Apply the properties of operations in manipulating symbolic representations.	Use concrete and visual models to explore concepts more deeply, formulate conjectures, and justify reasoning in Hands-On and other activities. Represent a wide variety of real-world contexts through the use of real numbers, variables, equations, and inequalities. Apply the properties of operations in manipulating symbolic representations.	Use concrete and visual models to explore concepts more deeply, formulate conjectures, and justify reasoning in Hands-On, Technology, and other activities. Represent a wide variety of real-world contexts through the use of real numbers, variables, equations, and inequalities. Apply the properties of operations in manipulating symbolic representations.
Make sense of quantities and their relationships.	Use models to show relationships involving fractions, decimals, percents, and ratios. Apply understanding of models for multiplication and division of fractions and decimals. Generalize place value understanding for division with multi-digit decimals. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. Use ratio and rate language in the context of a ratio relationship. Analyze data shown in frequency tables, line plots, dot plots, and histograms.	Use models to show the relationships between the types of real numbers. Apply understanding of models for operations with integers and other rational numbers. Extend place value understanding to show that all rational numbers can be written as either terminating or repeating decimals. Analyze the relationship between quantities in a proportional relationship using tables, graphs, and equations. Identify the constant of proportionality in tables, graphs, and equations.	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Know that straight lines are widely used to model relationships between two quantitative variables. Construct a function to model a linear relationship between two quantities.

	Course 1	Course 2	Course 3
2. Reason abstractly and quantitatively (continued)			
Make sense of quantities and their relationships (continued).		Analyze and summarize numerical data sets in frequency tables, box plots, and experiments. Use data from a random sample to draw inferences about a population. Relate symbols such as negative numbers, absolute values, and variables to real-world and mathematical situations.	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities.
Investigate mathematical ideas and models.	Explore concepts and models more deeply and justify reasoning in Hands-On and other activities. Investigate mathematical ideas through non-routine problems in Brain @ Work activities.	Explore concepts and models more deeply and justify reasoning in Hands-On, Technology, and other activities. Investigate mathematical ideas through non-routine problems in Brain @ Work activities.	Explore concepts and models more deeply and justify reasoning in Hands-On, Technology, and other activities. Investigate mathematical ideas through non-routine problems in Brain @ Work activities.

Scope and Sequence by Common Core Domain GRADES 6-8

STANDARDS FOR MATHEMATICAL PRACTICE

	Course 1	Course 2	Course 3
3. Construct viable arguments and critique the reasoning of others			
Identify, demonstrate, and explain mathematical proof.	Identify, describe, and extend patterns in tables of equivalent ratios. Use properties to classify prisms and pyramids. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes. Explain the relationships among the volume formulas of different prisms and pyramids.	Identify the constant of proportionality in tables, graphs, equations, and verbal descriptions. Use properties to classify polygons, cylinders, cones, pyramids, and spheres. Use properties of complementary, supplementary, vertical, and adjacent angles to find the unknown angles in a figure. Use informal arguments to establish facts about angle sum and exterior angles of triangles. Explain the relationships among the volume formulas of prisms, cones, cylinders, and spheres. Analyze numerical data by quantitative measures of variability (such as mean absolute deviation).	Know and apply the properties of integer exponents to generate equivalent numerical expressions. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane. Derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b. Emphasize the process skills: look for a pattern in generalizing and comparing the properties of two functions. Explain a proof of the Pythagorean Theorem and its converse. Establish through informal arguments the AA Similarity Theorem for triangles.

	Course 1	Course 2	Course 3
3. Construct viable arguments and critique the reasoning of others (continued)			
Use a variety of reasoning skills to communicate arguments.	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Apply the properties of operations to generate equivalent numerical and algebraic expressions. Communicate arguments through algebraic models (expressions, equations, inequalities), graphs, tables, and data displays.	Use activities to describe what a chance process is and explain the discrepancy between relative frequency and probability. Apply the properties of operations to add, subtract, multiply, and divide rational numbers in numerical and algebraic operations. Communicate arguments through algebraic models (expressions, equations, inequalities), graphs, tables, and data displays.	Interpret scientific notation that has been generated by technology. Describe qualitatively the functional relationship between two quantities by analyzing a graph. Verify experimentally the properties of rotations, reflections, and translations. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects.
Share and communicate mathematical thinking and ideas.	Express and explain ideas in Math Journal and other activities, using lesson vocabulary. Work together in pairs or groups in Projects and other activities.	Express and explain ideas in Math Journal and other activities, using lesson vocabulary. Work together in pairs or groups in Projects and other activities.	Express and explain ideas in Math Journal and other activities, using lesson vocabulary. Work together in pairs or groups in Projects and other activities.

Scope and Sequence by Common Core Domain GRADES 6-8

STANDARDS FOR MATHEMATICAL PRACTICE

	Course 1	Course 2	Course 3
4. Model with mathematics			
Interpret phenomena through representations.	Use exponents to represent repeated multiplication. Represent negative numbers on a number line and in the coordinate plane. Represent solutions of inequalities on a number line. Understand absolute value of a rational number as its distance from 0 on a number line. Find equivalent ratios and rates.	Introduce integers and rational numbers and their definitions. Introduce irrational numbers and illustrate with examples such as $\sqrt{2}$ and π. Map rational and irrational numbers on the number line. Understand subtraction of rational numbers as adding the additive inverse. Use the laws of equality to write equivalent equations.	Write numbers in exponential notation. Interpret numbers in scientific notation that have been generated by technology. Apply properties of real numbers to manipulate variables when solving linear equations in two variables. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solution. Represent functions algebraically, in tables, and in graphs. Construct a function to model a linear relationship between two quantities.
Use representations to model, organize, and record quantities.	Translate between fractions, decimals, ratios, and percents. Select the most useful form (fraction or decimal) for solving problems involving percents. Use a variety of models to solve problems involving ratios, rates, and percents. Use visual models (area models, sets, and number line drawings) to represent problems involving fractions, decimals, ratios, rates, and percents.	Translate among the various forms for rational numbers. Select the most useful form of a rational number to solve real-world and mathematical problems. Use activities with various models to understand sampling, chance, and probability. Use various models to solve multi-step real-world problems involving integers, equations, inequalities, proportions, scale drawings, formulas, probability, and statistics.	Know and apply the properties of integer exponents to write equivalent expressions. Use square root and cube root radicals to represent solutions to equations. Write two numbers in scientific notation to compare their relative sizes. Sketch the graph of a linear equation and write a linear equation from a graph or set of data.

	Course 1	Course 2	Course 3
4. Model with mathematics (continued)			
Use representations to model, organize, and record quantities (continued).	Use part/whole, comparison, and before and after bar models to represent multi-step real-world problems with whole numbers, fractions, decimals, ratios, rates, and percents. Measure distances in the coordinate plane. Use a net to find the surface area of pyramids and prisms. Represent data in dot plots and histograms. Display numerical data in plots on a number line, including line plots, dot plots, and histograms.	Solve problems involving scale drawings of geometric figures, including measuring actual lengths and areas. Identify the constant of proportionality in scale drawings and other diagrams. Show how to use a random number table to simulate random samples. Display data in line plots, dot plots, box plots, Venn diagrams, and histograms. Use overlapping data distributions to measure the difference between two populations.	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane. Use the Pythagorean Theorem to find unknown side lengths in right triangles in real-world problems. Define and illustrate transformations, using graphs, geometric software and diagrams, the properties of translations, reflections, rotations, and dilations. Describe patterns of clustering, outliers, and linear or nonlinear association displayed by a scatter plot. Find probabilities for compound events using organized lists or tables. Use tree diagrams and multiplication to find the probabilities of dependent and independent events. Represent non-mutually exclusive events using Venn diagrams. Design and use a simulation to generate frequencies for compound events.

Scope and Sequence by Common Core Domain GRADES 6-8

STANDARDS FOR MATHEMATICAL PRACTICE

	Course 1	Course 2	Course 3
4. Model with mathematics (continued)			
Use variables and coordinate grids to represent and model.	Understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. Use letters as variables in algebraic expressions, equations, inequalities, and formulas. Represent equivalent ratios and rates in tape diagrams, double number line diagrams, equations, or coordinate graphs. Use a coordinate grid to represent polygons and equations.	Extend the use of variables to write and solve simple equations for an unknown angle in a figure. Understand that rewriting a variable expression in different forms can shed light on how the quantities in a problem are related. Identify the constant of proportionality in tables, graphs, and equations. Use a coordinate grid to represent direct and inverse variation.	Use number patterns as a context for generating equations in two variables. Apply properties of real numbers to manipulate variables when solving linear equations in two variables. Represent functions algebraically, in tables, and in graphs. Know that the graph of a function is the set of ordered pairs consisting on an input and its corresponding output. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). Sketch the graph of a linear equation and write a linear equation from a graph or set of data. Represent systems of linear equations algebraically and graphically. Graph proportional relationships, interpreting the unit rate as the slope of the graph.

	Course 1	Course 2	Course 3
5. Use appropriate tools strategically			
Choose among tools: pencil and paper, concrete models, or technology in developing skills.	Use paper and pencil to calculate and draw. Use geometry tools (protractor, set squares, grid paper) to model problems. Use technology (virtual manipulatives and computers) to model and draw. Select appropriate formulas and units in solving problems involving perimeter, area, surface area, and volume. Use a calculator to model, compute, and solve.	Use paper and pencil to calculate and draw. Use geometry tools (protractor, set squares, grid paper) to model problems. Use technology (virtual manipulatives and computers) to model and draw. Use tools such as rulers, protractors, and technology to draw geometric figures with given conditions. Use geometry tools to construct triangles and quadrilaterals. Select appropriate formulas and units in solving problems involving perimeter, area, surface area, and volume. Use a calculator to model, compute, and solve problems involving rational numbers.	Use paper and pencil to calculate and draw. Use geometry tools (protractor, set squares, grid paper) to model problems. Use technology (virtual manipulatives and computers) to model and draw. Use geometry tools to construct triangles and quadrilaterals. Use a calculator to model, compute, and solve problems involving rational and irrational numbers. Interpret numbers in scientific notation that have been generated by technology. Solve real-world problems that involve calculations with very large and very small numbers using scientific notation. Verify experimentally the properties of rotations, reflections, and translations regarding the images of lines, angles, and parallel lines.

Scope and Sequence by Common Core Domain GRADES 6-8

STANDARDS FOR MATHEMATICAL PRACTICE

	Course 1	Course 2	Course 3
6. Attend to precision			
Communicate precisely by using mathematical language and symbols clearly in discussion with others.	Understand and use the lesson vocabulary to explain reasoning. Interpret symbols of relation in comparing positive and negative numbers, as well as absolute values. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line or in the coordinate plane. Draw and label bar models, identifying parts and units. Identify parts of an algebraic expression using mathematical terms (sum, term, product, factor, quotient, coefficient). Understand that pi represents the relationship between the circumference and diameter of a circle. Express surface area in square units and volume in cubic units. Use estimation to check the reasonableness of multi-digit computations with decimals and percents.	Understand and use the lesson vocabulary to explain reasoning. Interpret symbols of relation in comparing real numbers. Show that all rational numbers can be written as either terminating or repeating decimals. Understand that rewriting an expression in different forms can shed light on how the quantities in a problem are related. Identify and label parts of cylinders, cones, and spheres. Understand that pi is an irrational number. Express surface area in square units and volume in cubic units. Use estimation strategies to check the reasonableness of computations with rational and irrational numbers. Write numbers to a specific number of significant digits.	Use the lesson vocabulary to explain reasoning. Know that numbers that are not rational are irrational. Interpret symbols of relation in comparing real numbers and the relative sizes of two measurements expressed in scientific notation. Use square root and cube root radicals to represent solutions to equations. Identify and interpret the slope, x-intercept, and y-intercept of a linear equation. Understand that a function is a rule that assigns to each input exactly one output. Interpret the equation $y = mx + b$ as defining a linear function. Identify inconsistent and dependent systems of equations. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures in the coordinate plane. Given two congruent figures, describe a sequence of transformations that will transform one to the other. Describe patterns of clustering, outliers, and linear or nonlinear association displayed by a scatter plot.

	Course 1	Course 2	Course 3
7. Look for and make use of structure			
Consolidate mathematical thinking.	Present mathematical thinking through Math Journals, Explains, and in-class discussions.	Present mathematical thinking through Math Journals, Explains, and in-class discussions.	Present mathematical thinking through Math Journals, Explains, and in-class discussions.
Recognize connections in mathematical ideas.	Relate ratios, fractions, and rates. Understand that ratios can represent part-to-part as well as part-to-whole relationships. Make connections between squares and square roots, cubes and cube roots. Convert among fractions, decimals, and percents. Apply the properties of operations to generate equivalent numerical and algebraic expressions. Examine the relationships between cross-sections of prisms and their volume.	Show that a number and its opposite have a sum of 0. Examine the relationships among integers and rational numbers. Extend understanding of operations with fractions to operations with positive and negative rational numbers. Convert among various forms of rational numbers depending on the real-world or mathematical situation. Relate the patterns that exist in ratio tables to the constant of proportionality in a graph. Describe the two-dimensional figures that result from slicing three-dimensional figures. Describe the sample space for events using tree diagrams, Venn diagrams, and organized lists.	Relate unit rate to slope. Apply properties of real numbers to manipulate variables when solving linear equations in two variables. Use number patterns as a context for generating equations in two variables. Construct a function to model a linear relationship between two quantities. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane. Use experiments to describe the effects of transformations on congruent and similar figures. Interpret the relationship between two data sets shown in a scatter plot. In two-way tables, identify and analyze patterns of association displayed in the frequencies and relative frequencies.

Scope and Sequence by Common Core Domain GRADES 6-8

STANDARDS FOR MATHEMATICAL PRACTICE

	Course 1	Course 2	Course 3
8. Look for and express regularity in repeated reasoning			
Notice regularity in repeated calculations and monitor the process.	Continue to use bar models to solve real-world problems involving multiplication; division; fractions, decimals, ratios, and percents; data analysis; geometry; and measurement. Apply the properties of operations to generate equivalent numerical and algebraic expressions. Apply standard algorithms for addition, subtraction, multiplication, and division of whole numbers and decimals. Apply standard algorithms for multiplication and division with fractions. Apply concepts of prime factorizations to finding square roots and cube roots of perfect squares and perfect cubes. Develop and apply formulas for finding the area of triangles, parallelograms, trapezoids, and regular polygons. Develop and apply formulas for finding the circumference and area of a circle.	Continue to use number lines, coordinate grids, and other visual models to solve real-world problems involving rational numbers, proportionality, geometry, measurement, probability, and statistics. Apply the properties of operations to generate equivalent numerical and algebraic expressions. Extend algorithms for decimals to include rational numbers. Extend algorithms for fraction operations to operations with positive and negative rational fractions. Apply properties of operations and factorizations to factor algebraic expressions with rational coefficients. Develop and apply formulas for the surface area and volume of pyramids, cones, cylinders, and spheres. Develop a probability model and use it to find probabilities of events.	Continue to use number lines, coordinate grids, and other visual models to solve real-world problems involving rational and irrational numbers, functions, proportionality, algebra, geometry, measurement, probability, and statistics. Compute with very large and very small numbers written in scientific notation. Know and apply the properties of integer exponents to write equivalent expressions. Apply properties of real numbers to manipulate variables when solving linear equations in two variables. Define the slope of a line as the ratio of the vertical change to the horizontal change of the line. Interpret the equation $y = mx + b$ as defining a linear function. Interpret the graph of a non-linear function as a curve. Establish the constant of proportionality in similar figures.

	Course 1	Course 2	Course 3
8. Look for and express regularity in repeated reasoning (continued)			
Notice regularity in repeated calculations and monitor the process (continued).	Develop and apply formulas for the surface area of prisms and pyramids and the volume of prisms. Develop and apply other formulas such as the distance formula and the interest formula.		Explain a proof of the Pythagorean Theorem and its converse. Use the Pythagorean Theorem to find unknown side lengths and slant heights in right triangles, pyramids, and cones in real-world problems. Understand that if two figures are related by a scale factor of k, then their areas are related by a scale factor of $k2$.

Goals

The social studies curriculum is designed to:

- Increase students' knowledge of the world and promote greater awareness of its diverse ethnic and cultural elements
- Reinforces the understanding of how a highly-differentiated U.S. society maintains cohesion through adherence to the principles found in the Constitution and Bill of Rights
- Address concerns related to their social origins
- Acquire the skills, knowledge and perspectives necessary to achieve success in this global age

Program Descriptions

The curriculum is comprised of the Georgia Standards of Excellence for Social Studies (GSE) and the Georgia Standards of Excellence Literacy Standards for History/Social Studies.

***Grade 6* - Physical and Cultural Geography of the Modern World**

The emphasis in sixth grade is on the study of history, geography and culture of selected regions: Europe, Latin America, Canada, and Australia. Each unit focuses on a geographic overview, historic development, people and culture, political systems and economic systems.

Textbook: *Georgia Experience 6th Grade Social Studies,* Gallopade

***Grade 7* - World Geography and History**

The emphasis in seventh grade is on the study of history, geography and culture of selected regions: Africa, the Middle East and Asia. Each unit focuses on a geographic overview, historic development, people and culture, political systems and economic systems.

Textbook: *Georgia Experience 7th Grade Social Studies,* Gallopade

***Grade 8* - Georgia Studies**

Students trace the history of Georgia in the context of the development of the United States. A chronological focus includes a geographic overview and early inhabitants, the foundation of Georgia in the 18th century through the state's development in the 20th century. Students also examine the characteristics of state government, public issues, citizen rights and responsibilities, and contemporary and historical comparisons of state and national political institutions.

Textbook: *Georgia Experience 8th Grade Social Studies,* Gallopade

Social Studies - Scope and Sequence

GRADE 6 World Studies	GRADE 7 World Studies	GRADE 8 Georgia Studies
Europe	**Africa**	**Geography of Georgia**
• Geographic overview • Historic development • People and Culture • Political systems • Economic systems	• Geographic overview • Historic development • People and Culture • Political systems • Economic systems	• Geographic overview • Early inhabitants • European exploration
Canada & Latin America	**Middle East**	**Colonial - Modern Georgia**
• Geographic overview • Historic development • People and Culture • Political systems • Economic systems	• Geographic overview • Historic development • People and Culture • Political systems • Economic systems	• Colonial Georgia • Georgia and the Revolution • Early statehood • Georgia's westward movement • Civil War and Reconstruction • Rise of modern Georgia • Modern Georgia

Houghton Mifflin Harcourt *Into Literature* Scope and Sequence, Grade 7 aligned to Common Core State Standards for English Language Arts, Grade 7

Unit 1: Reality Check **Essential Question:** *What can blur the lines between what's real and what's not?* **Unit 1 Academic Vocabulary:** abnormal, feature, focus, perceive, task	**CCSS in Unit 1:** RL.7.3, RL.7.6, RI.7.6, RI.7.1, RL.7.1, RL.7.5, RL.7.4, W.7.3, SL.7.1, SL.7.3, W.7.1.b, SL.7.4, SL.7.5, W.7.9.b, W.7.7, SL.7.6, L.7.4.b, L.7.4.c, L.7.1.b, L.7.2.a, W.7.3.a, W.7.3.b, W.7.3.d, W.7.9, SL.7.1.a–b, SL.7.2, RL.7.7, SL.7.3, SL.7.4, SL.7.6, RL.7.10, RI.7.10, W.7.2.a–f,W.7.3.a-f			
Selection / Feature Title	**Get Ready skills**	**Choices**	**Critical Vocabulary words / Vocabulary Strategy**	**Watch Your Language! (Grammar)**
ANALYZE & APPLY				
SHORT STORY Mirror Image by Lena Coakley	Analyze Plot and Flashback RL.7.3 Analyze Character Traits RL.7.6	Diary Entry W.7.3 Turn a Mirror on Looks SL.7.1 News Report SL.7.3	• disquiet • prickly • mesmerize • adaptable • grimace Suffixes *-able* and *-ible* L.7.4.b	Punctuating Dialogue L.7.1.b
Mentor Text ARTICLE Not Everything It Seems by Arnetta Carter	Determine Author's Purpose RI.7.6 Cite Evidence RI.7.1	Good or Bad Influence? W.7.1.b Informal Debate SL.7.4 Make Memes SL.7.5	• collaborate • relevant • skepticism Reference Resources L.7.4.c	Correlative Conjunctions L.7.1.b
FOLKTALE Two Legs or One? retold by Josepha Sherman	Analyze Folktales RL.7.3 Analyze Humor RL.7.1	Critique the Twists W.7.9.b Trickster Tales W.7.7 Retell the Tale SL.7.6	• scurry • procession • dignified • upright Glossary L.7.4.c	Commas L.7.2.a

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COLLABORATE & COMPARE				
Compare Moods				
POEM The Song of Wandering Aengus by W. B. Yeats POEM Eldorado by Edgar Allan Poe	Analyze Rhyme RL.7.5 Analyze Rhyme Scheme and Mood RL.7.4 Analyze Sound Devices and Mood RL.7.5	A Mystery Poem W.7.3.a, W.7.3.b, W.7.3.d Illustrate Sketchy Moments SL.7.5 Perform a Choral Reading SL.7.6		
Collaborate & Compare Compare Moods RL.7.5, RL.7.4, SL.7.1, SL.7.4, SL.7.6, RL.7.1				
COLLABORATE & COMPARE				
Compare Versions				
SCREENPLAY *from* Monster by Walter Dean Myers GRAPHIC NOVEL *from* Monster: A Graphic Novel by Walter Dean Myers adapted by Guy A. Sims, illustrated by Dawud Anyabwile	Analyze Narrator RL.7.6 Analyze Graphic Novels RL.7.3	Write a Character Analysis W.7.9 Create a Storyboard SL.7.5 Panel Discussion SL.7.1, SL.7.4	• detention • voice-over • acknowledge • suppress Word Origins L.7.4.b	Complex Sentences: Subordinating Conjunctions L.7.1.b
Collaborate & Compare Compare Versions SL.7.1.a–b, SL.7.2, RL.7.7, SL.7.3, SL.7.4, SL.7.6				
Independent Reading RL.7.10, RI.7.10				
Unit 1 Tasks **Write an Informative Essay** W.7.2.a–f, SL.7.2				

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Reflect & Extend
- **Create a Sketchnote** SL.7.5, SL.7.1.a
- **Write a Short Story** W.7.3,W.7.3.a-f

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Unit 2: Take Control **Essential Question:** *How do actions define us?* **Unit 2 Academic Vocabulary:** aspect, cultural, evaluate, resource, text			**CCSS in Unit 2:** RL.7.3, RL.7.2, RL.7.5, RL.7.4, RL.7.1, RI.7.6, RI.7.1, RI.7.3, RI.7.5, W.2.7, SL.7.6, W.7.2.b, W.7.4, SL.7.5, W.7.2, W.7.7, SL.7.2, W.7.3, W.7.3.d, W.7.3.a–e, SL.7.1.a–d, W.7.4, L.7.4.b, L.7.5.c, L.7.2, L.7.4.a, L.7.4.d, L.7.1.a, L.7.1.b, L.7.3.a, RI.7.9, W.7.8, RL.7.10, RI.7.10, W.7.2.a–f, SL.7.4, W.7.6		
Selection / Feature Title	**Get Ready skills**	**Choices**	**Critical Vocabulary words / Vocabulary Strategy**	**Watch Your Language**
ANALYZE & APPLY				
SHORT STORY Heartbeat by David Yoo	Analyze Character RL.7.3 Analyze Conflict RL.7.3	Note of Apology W.2.7 Father-Son Role-Play SL.7.6 Self-Help Infographic W.7.2.b, W.7.4, SL.7.5	• metabolism • moot • futile • delirious Greek Prefixes L.7.4.b	Types of Clauses L.7.1.a
MYTH The Flight of Icarus retold by Sally Benson	Analyze Myth RL.7.3 Determine Themes RL.7.2	Blog Post W.7.2 Supporting a Grieving Person W.7.7 Virtual-Reality Proposal SL.7.2	• moderate • prowess • frantic • anxiety Latin Suffixes L.7.4.b	Commas and Coordinate Adjectives L.7.2
POEM Icarus's Flight by Stephen Dobyns	Analyze Form in Poetry RL.7.5 Analyze Word Choice RL.7.4	Poem W.7.3, W.7.3.d Critique the Poem W.7.2, W.7.2.b Wing Diagram SL.7.5		

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SHORT STORY Rogue Wave by Theodore Taylor	Analyze Plot RL.7.3 Make Inferences RL.7.1	Disaster Film Proposal W.7.3.a–e Coping with Disasters SL.7.1.a–d Rogue Waves W.7.7	• swell • deck • navigation • porthole Latin Roots L.7.4.b	Sentence Structure L.7.1.b
Mentor Text HISTORY WRITING Women in Aviation by Patricia and Fredrick McKissack	Determine Author's Purpose RI.7.6 Cite Evidence and Evaluate Details RI.7.1	Tribute to Women Aviators W.7.2.a–e Bessie Coleman Presentation W.7.4 Aviation Timeline W.7.2	• inundate • restrictive • exhibition • precaution Denotation and Connotation L.7.5.c	Precise Language L.7.3.a
COLLABORATE & COMPARE				
Compare Characters and People				
SHORT STORY Thank You, M'am by Langston Hughes	Analyze Character RL.7.3 Analyze Setting and Conflict RL.7.3	Email Request W.7.1 Making of a Mentor W.7.1 a–e 20th-Century Harlem SL.7.1.a	• suede • mistrust • embarrass • latch • barren Possessive Nouns L.7.2	Capitalization L.7.2
ARTICLE A Police Stop Changed This Teenager's Life by Amy B Wang	Analyze Structure RI.7.3, RI.7.5	Objective Summary W.7.2.a–e Sketchnote the Article SL.7.2 Crowdfunding W.7	• burden • interaction • reliable • donate • token Context Clues L.7.4.a, L.7.4.d	More Than Enough Words L.7.3.a

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Collaborate & Compare Compare Characters and People RL.7.3, RI.7.9, SL.7.6, SL.7.1.a–d, W.7.8
Independent Reading **RL.7.10, RI.7.10**
Unit 2 Tasks **Write an Informative Essay** W.7.2.a–f
Speaking & Listening **Present a Film Critique** SL.7.4, SL.7.5, W.7.6, SL.7.1.b-d, SL.7.6
Reflect & Extend • **Write a How-to Guide** W.7.2, W.7.2.e • **Create a Vlog** SL.7.4, SL.7.5,SL.7.1

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Unit 3: The Terror and Wonder of Space **Essential Question:** *Is space exploration a daring adventure or a dangerous risk?* **Unit 3 Academic Vocabulary:** complex, potential, rely, stress, valid	**CCSS in Unit 3:** RL.7.3, RI.7.2, RI.7.6, RI.7.8, L.7.3, RL.7.5, RL.7.2, W.7.1.a–e, SL.7.1, SL.7.5, W.7.3, SL.7.4, SL.7.1.a–d, W.7.3.a, W.7.3.b, W.7.3.d, SL.7.2, L.7.4.b, L.7.5.c, L.7.1.c, L.7.2, RI.7.4, RI.7.9, W.7.8, RL.7.10, RI.7.10, W.7.1, W.7.6, W.7.10, SL.7.6

Selection / Feature Title	Get Ready skills	Choices	Critical Vocabulary words / Vocabulary Strategy	Watch Your Language
ANALYZE & APPLY				
SCIENCE FICTION Dark They Were, and Golden-Eyed by Ray Bradbury	Analyze Science Fiction RL.7.3 Analyze Mood RL.7.3	Literary Analysis W.7.1.a–e Group Discussion SL.7.1 Podcast SL.7.5	• convivial • idle • forlorn • recede • pendulum • muse Latin Roots L.7.4.b	Dangling Modifiers L.7.1.c
SCIENCE WRITING Martian Metropolis by Meg Thatcher	Analyze Central Ideas RI.7.2 Analyze Structure RI.7.5	Fake Texts W.7.3 Research Becoming an Astronaut SL.7.1.a Timeline SL.7.4, SL.7.5	• radiation • colonize • geothermal Greek Roots L.7.4.b	Capitalization L.7.2
ARGUMENT Challenges for Space Exploration by Ann Leckie	Analyze Author's Purpose RI.7.6, RI.7.8 Analyze Repetition L.7.3	Write a Poem W.7.3 Chart the Risks SL.7.4, SL.7.5 Examine Exploration SL.7.1,SL.7.1.a–d	• infinitely • entail • crucial • habitat Word Origins L.7.4.b	Commas After Introductory Phrases L.7.2

Houghton Mifflin Harcourt *Into Literature* Scope and Sequence, Grade 7 aligned to
Common Core State Standards for English Language Arts, Grade 7

POEM What If We Were Alone? by William Stafford	Analyze Form RL.7.5 Analyze Theme RL.7.2	Write a Poem W.7.3 Space-Related Memes SL.7.5 Astronomy SL.7.1.a		
VIDEO Seven Minutes of Terror by the National Aeronautics and Space Administration	Analyze Video RI.7.5	Close Encounters W.7.3.a, W.7.3.b, W.7.3.d Make Your Own Video SL.7.4, SL.7.5 Group Discussion SL.7.1, SL.7.2		
COLLABORATE & COMPARE				
Compare Arguments				
Mentor Text ARGUMENT Humans Need to Explore Outer Space by Claudia Alarcón	Analyze Argument RI.7.8 Analyze Rhetorical Devices RI.7.8	Write a Letter W.7.2 Explore the International Space Station SL.7.4,W.7.7 Discuss Loaded Language SL.7.1	• administration • prominent • beneficial Connotations and Denotations L.7.5.c	Subordinating Conjunctions in Complex Sentences L.7.4.b
Mentor Text ARGUMENT Let Robots Take to the Stars by Eiren Caffall		Write a Short Story W.7.3 Explore Health Demands SL.7.1 Demonstration SL.7.4, SL.7.5	• plague • dubious • erupt Use a Dictionary L.7.5.c	Subject-Verb Agreement L.7.4.b

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Common Core State Standards for English Language Arts, Grade 7

Collaborate & Compare Compare Arguments RI.7.4, RI.7.8, RI.7.9,W.7.8, SL.7.1.a–d
Independent Reading RL.7.10, RI.7.10
Unit 3 Tasks **Write an Argument** W.7.1,W.7.1a–e, W.7.6,W.7.10
Speaking & Listening **Create a Podcast** W.7.6, SL.7.5, SL.7.4, SL.7.6
Reflect & Extend • **Create an Infographic** SL.7.5 • **Write a Short Story** W.7.3

Houghton Mifflin Harcourt *Into Literature* Scope and Sequence, Grade 7 aligned to Common Core State Standards for English Language Arts, Grade 7

Unit 4: Inspired by Nature **Essential Question:** *What does it mean to be in harmony with nature?* **Unit 4 Academic Vocabulary:** affect, element, ensure, participate, specify	**CCSS in Unit 4:** RL.7.2, RL.7.4, RI.7.8, RI.7.4, RI.7.6, RI.7.3, RL.7.5, RI.7.1, SL.7.2, RI.7.5, W.7.3, SL.7.1 , SL.7.4, SL.7.5, L.7.5, W.7.2, W.7.7, W.7.9, SL.7.2, L.7.5.b, L.7.5.a, L.7.1.b, L.7.1.a, L.7.3.a, RL.7.1, RL.7.3, RL.7.6, RI.7.7, W.7.1, SL.7.1.a–d, RL.7.10, RI.7.10, W.7.1.a–e, W.7.6, W.7.10

Selection / Feature Title	**Get Ready skills**	**Choices**	**Critical Vocabulary words / Vocabulary Strategy**	**Watch Your Language**
ANALYZE & APPLY				
SHORT STORY Allied with Green by Naomi Shihab Nye	Analyze Theme RL.7.2 Analyze Style and Figurative Language RL.7.4	DM Lucy W.7.3 Spill Lucy's Tea SL.7.1 Green Projects Brochure SL.7.4, SL.7.5	• addiction • remorseful • median • arboretum Analogies L.7.5.b	Sentence Variety L.7.1.b
MENTOR TEXT ARGUMENT Never Retreat *from* Eyes Wide Open by Paul Fleischman	Analyze Argument RI.7.8 Analyze Point of View and Purpose RI.7.4, RI.7.6	Give Your Opinion W.7.1.b What's Your Re-Purpose? SL.7.4 Energy Efficiency Infographic SL.7.5	• combustion • scarcity • aquifer Synonyms and Antonyms L.7.5.b	Sentence Structure L.7.1.a
MEMOIR *from* Mississippi Solo by Eddy Harris	Analyze Memoir RI.7.3 Analyze Figurative Language RI.7.4	Literary Analysis L.7.5, W.7.2 Be Your Own BFF SL.7.1.c–d Mississippi River Drawings SL.7.5	• avalanche • insulate • splinter • ethereal Figures of Speech L.7.5.a	Precise Language L.7.3.a
POEM	Analyze Sonnet	Sonnet Experiment		

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The Drought by Amy Helfrich	RL.7.5 Analyze Rhyme Scheme RL.7.5	W.7.3 Disaster Recovery SL.7.1, W.7.7 Investigate Droughts W.7.7		
COLLABORATE & COMPARE				
Compare Forms and Elements				
POEM Ode to enchanted light / Oda a la luz encantada by Pablo Neruda translated by Ken Krabbenhoft POEM Sleeping in the Forest by Mary Oliver	Analyze Ode RL.7.5 Analyze Lyric Poetry RL.7.5	Experience in Nature W.7.3, W.7.9 Earth Day Plan SL.7.4 Hold a Poetry Reading SL.7.1 Lyric Poem W.7.3 Nature's Healing Impact SL.7.4 Nature Web W.7.9		
Collaborate & Compare Compare Forms and Elements RL.7.1, RL.7.2,RL.7.3,RL.7.5,RL.7.6, SL.7.4, SL.7.5				
COLLABORATE & COMPARE				

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Compare Persuasive Media				
VIDEO *from* Trash Talk by the National Oceanic and Atmospheric Administration POSTER You're Part of the Solution	Analyze Persuasive Media RI.7.1 Analyze Video SL.7.2 Analyze a Poster RI.7.5, SL.7.2	Email NOAA W.7.1 Poster Critique SL.7.2, SL.7.4 Problem-Solution Chart SL.7.4		
Collaborate & Compare Compare Persuasive Media RL.7.4, RL.7.10, RI.7.7, RI.7.8, W.7.1, SL.7.1.a–d, SL.7.4, SL.7.5				
Independent Reading **RL.7.10, RI.7.10**				
Unit 4 Tasks **Write an Argument** W.7.1, W.7.1.a–e, W.7.6,W.7.10				
Reflect & Extend • **Write a Research Paper** W.7.2 • **Create a Photo Collage** SL.7.5				

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Unit 5: Game On! **Essential Question:** *How do games impact our lives?* **Unit 5 Academic Vocabulary:** attitude, consume, goal, purchase, style	**CCSS in Unit 5:** RL.7.3, RI.7.5, RI.7.6, RI.7.2, RL.7.5, RL.7.1, W.7.3, RL.7.2, SL.7.1, W.7.1, W.7.7, SL.7.5, W.7.6, SL.7.4, W.7.2, L.7.4.b, L.7.4.a, L.7.4.c, L.7.2.b, L.7.1.c, L.7.1.a, RL.7.6, SL.7.6, RL.7.10, RI.7.10, W.7.4, W.7.10

Selection / Feature Title	**Get Ready skills**	**Choices**	**Critical Vocabulary words / Vocabulary Strategy**	**Watch Your Language**
ANALYZE & APPLY				
MENTOR TEXT SHORT STORY Ball Hawk by Joseph Bruchac	Analyze Point of View RL.7.3 Analyze Conflict RL.7.3	Epilogue W.7.3 Baseball Card RL.7.2 Player's Struggles RL.7.1	• consecutive • mascot • federal Greek Roots L.7.4.b	Commonly Confused Words L.7.2.b
INFORMATIONAL TEXT Get in the Zone: The Psychology of VideoGame Design by Aaron Miller	Predict RI.7.5 Analyze Purpose and Perspective RI.7.6	Video-Game Storyline W.7.3 Sketchnote RI.7.2 Group Discussion SL.7.1	• absorb • wholly • immerse • irrelevant • disoriented Verify Meaning L.7.4.a	Misplaced Modifiers L.7.1.c
INFORMATIONAL TEXT It's Not Just a Game! by Lori Calabrese	Determine Central Ideas RI.7.2 Analyze Organizational Structure RI.7.5	Text Your Opinion W.7.1 Sports Songs Playlist W.7.7 Present an Infographic SL.7.5	• accomplishment • negotiate • mutual • utilization Thesaurus L.7.4.c	Verbals L.7.1.a
COLLABORATE & COMPARE				

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Compare Themes				
NOVEL IN VERSE *from* The Crossover by Kwame Alexander	Analyze Novel in Verse RL.7.5 Analyze Figurative Language RL.7.4	Poem with Type Effects W.7.3 Podcast W.7.6, SL.7.5 Basketball Guide SL.7.5		
POEM Double Doubles by J. Patrick Lewis	Analyze Two-Voice Poetry RL.7.5 Make Inferences RL.7.1	Two-Voice Poem W.7.3 Biopic Pitch SL.7.4 Tennis Timeline W.7.2		
Collaborate & Compare Compare Themes RL.7.6, RL.7.5, RL.7.3, RL.7.2, RL.7.1, SL.7.4, SL.7.6				
Independent Reading **RL.7.10, RI.7.10**				
Unit 5 Tasks **Write a Short Story** W.7.3, W.7.4, W.7.10				
Reflect & Extend • **Write an Argument** W.7.1 • **Create a Team Song** W.7.6, SL.7.1				

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Unit 6: Change Agents **Essential Question:** *How can changing the world change you?* **Unit 6 Academic Vocabulary:** contrast, despite, error, inadequate, interact			**CCSS in Unit 6:** RL.7.1, RL.7.3, RI.7.2, RI.7.4, RL.7.2, RL.7.5, W.7.2, W.7.2.a, W.7.2.b, W.7.2.f, W.7.7, SL.7.5, SL.7.1, SL.7.4, SL.7.2, W.7.3, W.7.4, W.7.9, L.7.6, L.7.4.b, L.7.5.b, L.7.2.a, L.7.1.c, L.7.1.a, RL.7.6, RI.7.1, RI.7.9, SL.7.1.a-d, W.7.8, RL.7.10, RI.7.10, W.7.10, W.7.6		
Selection / Feature Title	**Get Ready skills**	**Choices**	**Critical Vocabulary words / Vocabulary Strategy**	**Watch Your Language**
ANALYZE & APPLY				
SHORT STORY Sometimes a Dream Needs a Push by Walter Dean Myers	Analyze Realistic Fiction RL.7.1 Analyze Character RL.7.3	Basketball Article W.7.2, W.7.2.a, W.7.2.b, W.7.2.f Dealing with Guilt W.7.7 Video Critique SL.7.5	• concession • collision • turnover • congestion • fundamental Domain-Specific Words L.7.6	Colons, Ellipses, and Hyphens L.7.2.a
PERSONAL ESSAY Craig Kielburger Reflects on Working Toward Peace by Craig Kielburger	Question RI.7.2 Analyze Point of View and Irony RI.7.4	Mission Statement W.7.2 Taking on the World SL.7.1 Report on Activists W.7.7, SL.7.4	• possession • capacity • exploitation Context L.7.4.b	Commas L.7.1.c
DOCUMENTARY *from* It Takes a Child by Judy Jackson	Analyze a Documentary RI.7.2	Personal Essay W.7.2 Talk Comparisons SL.7.1 Produce a Podcast SL.7.2, SL.7.4, SL.7.5		

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POEM A Poem for My Librarian, Mrs. Long by Nikki Giovanni	Analyze Themes RL.7.2 Analyze Free-Verse Poetry RL.7.5	Free-Verse Poem W.7.3 Ordinary Heroes W.7.7, SL.7.1 Fake Social-Media Page SL.7.5		
COLLABORATE & COMPARE				
Compare Authors' Perspectives				
Mentor Text HISTORY WRITING Frances Perkins and the Triangle Factory Fire by David Brooks	Paraphrase History Writing RL.7.2 Determine Central Ideas RL.7.2	Summary W.7.2 Primary Sources SL.7.1, SL.7.1.a, SL.7.1.c Advocate for Workers W.7.7, SL.7.1	• lobby • fatal • distinguish • indifferent Latin Roots L.7.4.b	Combining Sentences with Phrases L.7.1.a
NOVEL *from* Ashes of Roses by Mary Jane Auch	Historical Fiction RL.7.3 Setting and Motivation RL.7.3	Historical Fiction W.7.3 Calm Under Pressure SL.7.1 Mock Interview W.7.4, W.7.9	• trample • sprawl • surge • eerie Analogies L.7.5.b	Subject-Verb Agreement and Prepositional Phrases L.7.1.a
Collaborate & Compare Compare Authors' Perspectives RL.7.6, RI.7.1, RI.7.9, RL.7.1, SL.7.1.a-d, W.7.8				
Independent Reading **RL.7.10, RI.7.10**				
Unit 6 Tasks **Write a Research Report** W.7.2, W.7.4, W.7.10				

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Speaking & Listening **Participate in a Panel Discussion** SL.7.1, SL.7.4, SL.7.1.b, SL.7.1.c, SL.7.1.d
Reflect & Extend • **Create a Documentary** W.7.6, SL.7.1 • **Write a Short Story** W.7.3

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Unit 1: Gadgets and Glitches **Essential Question:** *Does technology improve or control our lives?* **Unit 1 Academic Vocabulary:** commentary, network, occupation, option, speculate	**CCSS in Unit 1:** RL.8.3, RL.8.2, RI.8.2, RI.8.3, RI.8.5, RL.8.5, RL.8.6, L.8.5.a, RI.8.6, RI.8.8, RI.8.7, RI.8.4, W.8.4, SL.8.1, W.8.3, W.8.2, SL.8.6, W.8.1, SL.8.4, SL.8.1.c, W.8.7, W.8.8, W.8.9, L.8.4.a, L.8.5.b, L.8.4.c, L.8.4.d, L.8.4.b, L.8.1.a, L.8.2.c, W.8.2.c, W.8.1.c, L.8.1.b, L.8.1.d, L.8.3.a, RI.8.1, RI.8.9, RL.8.10, RI.8.10, W.8.1.a–e, W.8.10, SL.8.3, SL.8.5, W.8.5

Selection / Feature Title	**Get Ready skills**	**Choices**	**Critical Vocabulary words / Vocabulary Strategy**	**Watch Your Language! (Grammar)**
ANALYZE & APPLY				
SCIENCE FICTION The Brave Little Toaster By Cory Doctorow	Analyze Plot RL.8.3 Analyze Science Fiction RL.8.2	Summarize a Story RL.8.2, W.8.4 Discuss with a Small Group SL.8.1 Create a Comic SL.8.1, W.8.3	• chafe • retract • ample • reintegrate Context Clues L.8.4.a	Participles L.8.1.a
INFORMATIONAL TEXT Are Bionic Superhumans on the Horizon? by Ramez Naam	Identify Central Ideas and Details RI.8.2 Analyze Organization RI.8.2, RI.8.3, RI.8.5	Informative Essay W.8.2 Discuss with a Small Group SL.8.1 Create a Graphic Aid SL.8.1, W.8.4	• implant • integrity • enhancement Synonyms and Antonyms L.8.4.a, L.8.5.b	Commonly Confused Words L.8.2.c
POEM Interflora by Susan Hamlyn	Analyze Structure RL.8.5 Analyze Irony RL.8.6, L.8.5.a	Write a Sonnet W.8.4 Present a Sonnet SL.8.6 Design a Virtual Bouquet W.8.4		

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COLLABORATE & COMPARE				
Compare Arguments				
Mentor Text ARGUMENT The Automation Paradox by James Bessen	Analyze Claim and Evidence RI.8.6, RI.8.8 Analyze Graphic Features RI.8.7	Argue It W.8.1 Prepare for the Future SL.8.1 Sketchnote W.8.4	• redistribute • robustly • expansive • predominantly • collaborate Use a Dictionary L.8.4.c, L.8.4.d	Transitional Words and Phrases W.8.2.c, W.8.1.c
Mentor Text ARGUMENT Heads Up, Humans by Claudia Alarcón	Evaluate Evidence RI.8.6, RI.8.8 Analyze Rhetoric RI.8.4, RI.8.8	Create a Public Service Announcement W.8.4, SL.8.4 Discuss with a Small Group SL.8.1, SL.8.1.c My Future Job W.8.7, W.8.8, W.8.9	• sector • exotic • renowned Use Greek Roots L.8.4.b	Active and Passive Voice L.8.1.b, L.8.1.d, L.8.3.a
Collaborate & Compare Compare Arguments RI.8.1, RI.8.6, RI.8.8, RI.8.9				
Independent Reading RL.8.10, RI.8.10				
Unit 1 Tasks **Write an Argument** W.8.1, W.8.1.a–e, W.8.4, W.8.10				
Speaking & Listening **Present an Argument** SL.8.1, SL.8.1.c, SL.8.3, SL.8.4, SL.8.5, SL.8.6, W.8.5				
Reflect & Extend • **Write an Explanatory Essay** W.8.2 • **Create a Business Plan** W.8.4, SL.8.5				

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Unit 2: The Thrill of Horror **Essential Question:** *Why do we sometimes like to feel frightened?* **Unit 2 Academic Vocabulary: predict, technique**	**CCSS in Unit 2:** RI.8.2, RL.8.6, RL.8.3, RL.8.2, RL.8.9, RL.8.7, RL.8.4, W.8.7, W.8.8, SL.8.1, W.8.1, W.8.3.b, SL.8.6, W.8.4, SL.8.1.c, L.8.4.b, L.8.4.c, L.8.2.a, L.8.3.a, RL.8.10, RI.8.10, W.8.2, W.8.2.a–f, W.8.6, W.8.10, W.8.3

Selection / Feature Title	Get Ready skills	Choices	Critical Vocabulary words / Vocabulary Strategy	Watch Your Language
ANALYZE & APPLY				
MENTOR TEXT LITERARY CRITICISM What Is the Horror Genre? by Sharon A. Russell	Analyze Literary Criticism RI.8.2 Paraphrase and Summarize Tex RI.8.2	Masters of Horror W.8.7, W.8.8 Discuss with a Small Group SL.8.1 Write a Letter W.8.1	• intensify • justify • parallel Use Suffixes L.8.4.b	Commas L.8.2.a
SHORT STORY The Tell-Tale Heart by Edgar Allan Poe	Analyze Point of View RL.8.6 Analyze Suspense RL.8.3, RL.8.6	Rewrite a Scene W.8.3.b Dramatize a Scene SL.8.6 Find the Tell-Tale Heart W.8.4, SL.8.1	• conceive • vex • stifle • vehemently • derision • hypocritical Use a Dictionary L.8.4.c	Dashes RL.8.3, RL.8.6

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COLLABORATE & COMPARE				
Compare Versions				
SHORT STORY The Monkey's Paw by W. W. Jacobs	Analyze Themes RL.8.2, RL.8.9 Analyze Foreshadowing RL.8.3	Personal Response W.8.4 Share and Discuss Ideas SL.8.1, SL.8.1.c Your Wish Is My Command SL.8.1	• peril • condole • grimace • credulity • compensation • resignation Latin Roots L.8.4.b	Subjunctive Mood L.8.1.c, L.8.3.a
FILM CLIP *from* The Monkey's Paw by Ricky Lewis Jr.	Analyze Film RL.8.7	Film Review W.8.4 Create a Storyboard W.8.4 Plan an Adaptation SL.8.1		
Collaborate & Compare Compare Versions RL.8.7				
COLLABORATE & COMPARE				
Compare Versions				
EPIC POEM *from* The Aeneid of Virgil translated by Allen Mandelbaum GRAPHIC NOVEL *from* Hades: Lord of the Dead by George O'Connor	Analyze Epic Poetry RL.8.4 Analyze an Adaptation RL.8.9	Video-Game Storyline W.8.4 Create a Character Profile W.8.7, W.8.8 Create a Virtual Tour W.8.4		

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Collaborate & Compare Compare Versions RL.8.4, RL.8.9
Independent Reading RL.8.10, RI.8.10
Unit 2 Tasks **Write a Literary Analysis** W.8.2, W.8.2.a–f, W.8.6, W.8.10
Reflect & Extend • **Write a Short Story** W.8.3 • **Create a Movie Trailer** W.8.4

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Unit 3: Places We Call Home **Essential Question:** *What are the places that shape who you are?* **Unit 3 Academic Vocabulary:** contribute, immigrate, reaction, relocate, shifting	**CCSS in Unit 3:** RL.8.3, RL.8.2, RL.8.9, RL.8.4, RI.8.6, RI.8.7, SL.8.2, RI.8.5, W.8.4, SL.8.6, SL.8.1, W.8.9, W.8.7, W.8.8 , SL.8.1.c, L.8.2.a–b, L.8.1.c, L.8.2, L.8.4.a, L.8.4.c–d, RL.8.10, RI.8.10, W.8.3, W.8.3.a–e, W.8.10, W.8.2, W.8.2.a, W.8.2.f

Selection / Feature Title	**Get Ready skills**	**Choices**	**Critical Vocabulary words / Vocabulary Strategy**	**Watch Your Language**
ANALYZE & APPLY				
MENTOR TEXT NOVEL *from* The Book of Unknown Americans by Cristina Henríquez	Analyze Plot RL.8.3 Analyze Theme RL.8.2	Get Inside a Character's Head W.8.3.b Create a Collage W.8.4, SL.8.6 Perform a Scene SL.8.1	• reminisce • assure • ravage • melodrama • convene Use a Dictionary L.8.4.c	Ellipses L.8.2.a–b
SHORT STORY My Favorite Chaperone by Jean Davies Okimoto	Analyze Plot RL.8.3 Analyze Character RL.8.3	Summarize a Story RL.8.2, W.8.4 Discuss with a Small Group SL.8.1 Kazakh Culture W.8.9, W.8.7, W.8.8	• sponsor • stun • dispatcher • scuffle • whimper Context Clues L.8.4.a, L.8.4.c–d	Imperative Mood L.8.1.c
POEM Spirit Walking in the Tundra by Joy Harjo	Analyze Themes RL.8.2, RL.8.9 Analyze Imagery RL.8.4	Poem W.8.4 Hold a Debate SL.8.1 Alaska Natives W.8.7, W.8.8, W.8.9		
COLLABORATE & COMPARE				

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Compare Purposes				
DOCUMENTARY New Immigrants Share Their Stories produced by The Working Group INFORMATIONAL TEXT A Common Bond by Brooke Hauser	Evaluate a Documentary RI.8.6, RI.8.7, SL.8.2 Analyze Text Elements RI.8.5, RI.8.7	Write a Letter W.8.4 Discuss with a Small Group SL.8.1, SL.8.1.c Create an Infographic W.8.4	• eligible • assimilate • capitalize • unrest Multiple-Meaning Words L.8.4.a	Semicolons, Colons, and Parentheses L.8.2
Collaborate & Compare Compare Purposes RI.8.5,RI.8.6 RI.8.7, SL.8.1,SL.8.1.c, SL.8.2,SL.8.6				
Independent Reading RL.8.10, RI.8.10				
Unit 3 Tasks **Write a Short Story** W.8.3, W.8.3.a–e, W.8.10				
Reflect & Extend • **Write an Article** W.8.2, W.8.2.a, W.8.2.f • **Create a Photo Collection** RI.8.7				

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Unit 4: The Fight for Freedom **Essential Question:** *What will people risk to be free?* **Unit 4 Academic Vocabulary:** access, civil, demonstrate, document, symbolize	**CCSS in Unit 4:** RI.8.4, RI.8.6, RI.8.3, RI.8.5, RL.8.2, RL.8.4, W.8.4, SL.8.1, W.8.2, W.8.7, W.8.8, W.8.9, SL.8.6, W.8.1, W.8.1.d, SL.8.4, SL.8.2, L.8.5.c, L.8.5.a, L.8.4.b, L.8.1.a, L.8.1.c, L.8.3.a, RL.8.5, RI.8.7, RI.8.9, SL.8.1.c, RL.8.10, RI.8.10, W.8.2.a–f, W.8.6, W.8.10, W.8.3, RI.8.7

Selection / Feature Title	**Get Ready skills**	**Choices**	**Critical Vocabulary words / Vocabulary Strategy**	**Watch Your Language**
ANALYZE & APPLY				
AUTOBIOGRAPHY *from* Narrative of the Life of Frederick Douglass, an American Slave by Frederick Douglass	Analyze Autobiography RI.8.4, RI.8.6 Analyze Structure RI.8.3, RI.8.5, RI.8.6	Literary Analysis W.8.4 Discuss with Small Group SL.8.1 Create a Graphic Adaptation W.8.4	• commence • apprehension • prudence • unabated • denunciation • vindication Connotation and Denotation L.8.5.c	Infinitives and Infinitive Phrases L.8.1.a
HISTORICAL FICTION The Drummer Boy of Shiloh by Ray Bradbury	Analyze Setting RL.8.2 Analyze Literary Devices RL.8.4	Report W.8.2 The Battle of Shiloh W.8.7, W.8.8, W.8.9 Dramatize a Scene SL.8.1, SL.8.6	• solemn • askew • strewn • legitimately • resolute • muted Interpret Figures of Speech L.8.5.a	Indicative Mood L.8.1.c
POEM O Captain! My Captain! by Walt Whitman	Analyze Figurative Language RL.8.4 Analyze Poetry RL.8.4	Poem W.8.4 Create a Memorial SL.8.1 Give Choral Reading SL.8.1, SL.8.6		

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BIOGRAPHY from Harriet Tubman: Conductor on the Underground Railroad by Ann Petry	Analyze Biography RI.8.3 Analyze Word Choice RI.8.4	Speech W.8.1, W.8.1.d Create a Timeline W.8.4, SL.8.1 Tubman and Douglass W.8.7, W.8.8, W.8.9	• disheveled • instill • linger • sullen • eloquence • evoke • cajole Use Latin Roots L.8.4.b	Conditional Mood L.8.1.c, L.8.3.a
COLLABORATE & COMPARE				
Compare Treatments				
POEM Not My Bones by Marilyn Nelson ***MENTOR TEXT*** HISTORY WRITING *from* Fortune's Bones by Pamela Espeland	Analyze Figurative Language RL.8.4 Analyze Chronological Order RI.8.3, RI.8.5	Letter W.8.1,W.8.4 Express Ideas Visually SL.8.4, SL.8.6 Recite a Poem SL.8.1, SL.8.2		
Collaborate & Compare Compare Treatments RL.8.5, RI.8.7, RI.8.9, SL.8.1, SL.8.1.c				
Independent Reading RL.8.10, RI.8.10				
Unit 4 Tasks **Write a Research Report** W.8.2, W.8.2.a–f, W.8.6, W.8.10				
Speaking & Listening **Participate in a Collaborative Discussion** SL.8.4, SL.8.1, SL.8.6				
Reflect & Extend • **Write a Short Story** W.8.3 • **Create an Infographic** RI.8.7, W.8.4				

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Unit 5: Finding Your Path **Essential Question:** *How do the challenges you face today help to shape your future?* **Unit 5 Academic Vocabulary:** debate, deduce, license, sufficient, trend	**CCSS in Unit 5:** RL.8.6, RL.8.3, RI.8.3, RI.8.5, RI.8.6, RL.8.5, RI.8.8, RI.8.4, W.8.4, SL.8.6, SL.8.1, W.8.2, W.8.2.b, W.8.7, W.8.8, W.8.9, W.8.1, SL.8.1.c, L.8.4.a, L.8.4.c, L.8.4.d, L.8.5.b, L.8.4.b, L.8.1.a, L.8.1.c, L.8.1.b, L.8.1.d, L.8.3.a, L.8.1, RI.8.9, SL.8.4, RL.8.4, RL.8.2, SL.8.1.c, RL.8.10, RI.8.10, W.8.1.a-e, W.8.10, SL.8.5, SL.8.3, W.8.3.a-e

Selection / Feature Title	Get Ready skills	Choices	Critical Vocabulary words / Vocabulary Strategy	Watch Your Language
ANALYZE & APPLY				
NOVEL *from* Bronx Masquerade by Nikki Grimes	Analyze Perspectives RL.8.6 Analyze Characterization RL.8.3	Write a Poem W.8.4 Present a Poem SL.8.6 Discuss as a Small Group SL.8.1	• tirade • hunker • snicker • confide Use Context Clues L.8.4.a, L.8.4.c, L.8.4.d	Gerunds L.8.1.a
INFORMATIONAL TEXT The Debt We Owe to the Adolescent Brain by Jeanne Miller	Analyze Structure RI.8.3, RI.8.5 Analyze Author's Purpose RI.8.6	Explanatory Essay W.8.2, W.8.2.b, W.8.7, W.8.8, W.8.9 Discuss with a Small Group SL.8.1 Create an Infographic SL.8.1, W.8.4	• adaptable • insulate • deplete • lethal Use Reference Materials L.8.4.a, L.8.4.c, L.8.4.d	Interrogative Mood L.8.1.c

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COLLABORATE & COMPARE				
Compare Poems				
POEM Hanging Fire by Audre Lorde POEM Summer of His Fourteenth Year by Gloria Amescua	Compare Poetic Structure RL.8.5	Literary Analysis W.8.4 Give a Dramatic Reading SL.8., SL.8.6 Discuss with a Small Group SL.8.1		
Collaborate & Compare Compare Poems RL.8.5, RL.8.4, RL.8.2, SL.8.1, SL.8.4, SL.8.1.c				
COLLABORATE & COMPARE				
Compare Arguments				
MENTOR TEXT ARGUMENT It's Complicated: The Social Lives of Networked Teens by danah boyd	Analyze Claim and Evidence RI.8.8 Identify Counterclaims RI.8.6	Opinion Piece W.8.1 Media Messages SL.8.1, SL.8.1.c Social Media W.8.7, W.8.8, W.8.9	• relish • dynamic • appease • intimacy Context Clues L.8.4.a, L.8.5.b	Shifts in Voice and Mood L.8.1.b, L.8.1.d, L.8.1.c, L.8.3.a
ARGUMENT Outsmart Your Smartphone by Catherine Steiner-Adair	Analyze Structure RI.8.3, RI.8.8 Analyze Rhetorical Devices RI.8.4	Email W.8.4 Critique as a Class SL.8.1 Technology Topics W.8.7, W.8.8, W.8.9	• perspective • stimulant • deliberate • inhibited Word Families L.8.5.b, L.8.4.b	Parallel Structure L.8.1
Collaborate & Compare Compare Arguments RI.8.4, RI.8.6, RI.8.8, RI.8.9, SL.8.1, SL.8.4, SL.8.6				

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Independent Reading RL.8.10, RI.8.10
Unit 5 Tasks **Write an Argument** W.8.1.a-e, W.8.10
Speaking & Listening **Present an Argument** SL.8.4, SL.8.5, SL.8.1, SL.8.1.c, SL.8.3, SL.8.6
Reflect & Extend • **Personal Narrative** W.8.3.a-e, W.8.4 • **Envision Your Future Self**

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Unit 6: The Legacy of Anne Frank **Essential Question:** *What can we learn from tragic events?* **Unit 6 Academic Vocabulary:** draft, liberation, publish	**CCSS in Unit 6:** RL.8.3, RI.8.3, RI.8.1, RI.8.4, RI.8.6, RI.8.8, RL.8.4, W.8.7, W.8.8, W.8.9, W.8.4, W.8.3, W.8.3.b, SL.8.1, SL.8.6, W.8.1, SL.8.1.c, L.8.4.b, L.8.5.c, L.8.2, W.8.2.c, W.8.3.c, RL.8.5, RL.8.2, RL.8.10, RI.8.10, W.8.3.a-e, W.8.6, W.8.10

Selection / Feature Title	**Get Ready skills**	**Choices**	**Critical Vocabulary words / Vocabulary Strategy**	**Watch Your Language**
ANALYZE & APPLY				
DRAMA The Diary of Anne Frank by Frances Goodrich and Albert Hackett	Analyze Drama RL.8.3	(Act I) Create a Timeline W.8.7, W.8.8, W.8.9 Character Analysis W.8.4 (Act II) Start Some Drama W.8.3, W.8.3.b, W.8.4 Make a Poster W.8.4 Dramatize a Relationship SL.8.1, SL.8.6	• conspicuous • loathe • indignantly • ostentatiously • appalled • inarticulate Using Prefixes L.8.4.b	Capitalization L.8.2
MENTOR TEXT DIARY *from* The Diary of a Young Girl by Anne Frank	Analyze a Diary RI.8.3 Make Inferences RI.8.1	Diary Entry W.8.4 Create a Graphic Novel W.8.4 Discuss with a Partner SL.8.1	• implore • splendid • conjecture Connotations and Denotations L.8.5.c	Transitions W.8.2.c, W.8.3.c

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SPEECH After Auschwitz by Elie Wiesel	Analyze Appeals RI.8.4, RI.8.6, RI.8.8 Analyze Rhetorical Devices RI.8.4, RI.8.6, RI.8.8	Speech W.8.1 Make a Poster W.8.4 Discuss with a Group SL.8.1, SL.8.1.c		
COLLABORATE & COMPARE				
Compare Poems				
POEM There But for the Grace by Wisława Szymborska POEM Days by Billy Collins	Analyze Sound Devices RL.8.4 Analyze Figurative Language RL.8.4	Literary Analysis W.8.4 Recite a Poem SL.8.1, SL.8.6 Pick a Poet W.8.7, W.8.8, W.8.9		
Collaborate & Compare Compare Poems RL.8.5, RL.8.4, RL.8.2, SL.8.1				
Independent Reading RL.8.10, RI.8.10				
Unit 6 Tasks **Write a Personal Narrative** W.8.3.a-e, W.8.6, W.8.10				
Reflect & Extend • **Write a Persuasive Essay** W.8.1 • **Create a Theme Song** W.8.4				

Exhibit 10b

WCS Scope and Sequence for

9th-12th Grade

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Common Core State Standards for English Language Arts, Grade 9

Unit 1: Against All Odds **Essential Question:** *What does it take to survive a crisis?* **Unit 1 Academic Vocabulary:** dimension, external, statistic, sustain, utilize	**CCSS in Unit 1:** RI.9.3, RI.9.4, RI.9.5, RI.9.6, RI.9.8, RL.9.5, RL.9.1, L.9.5.b, L.9.5.a, RL.9.4, W.9.3, SL.9.1, W.9.2, W.9.7, W.9.6, SL.9.2, SL.9.5, W.9.8, W.9.1, SL.9.4, L.9.4.b, L.9.5.b, L.9.4.d, L.9.4.c, L.9.4.a, L.9.3, L.9.2.b, L.9.2.a, L.9.2, L.9.1.b, RI.9.7, RL.9.10, RI.9.10

Selection / Feature Title	**Get Ready skills**	**Choices**	**Critical Vocabulary words / Vocabulary Strategy**	**Watch Your Language! (Grammar)**
ANALYZE & APPLY				
LITERARY NONFICTION *from* A Chance in the World by Steve Pemberton	Analyze Literary Nonfiction RI.9.3,RI.9.4, RI.9.5 Analyze Author's Perspective RI.9.6	Personal Reflection W.9.3 Debate SL.9.1 Tribute W.9.3	• fathom • thwart • cacophony • sanctuary • baffle Patterns of Word Changes L.9.4.b	Colons and Semicolons L.9.3, L.9.2.b, L.9.2.a
MENTOR TEXT ARGUMENT Is Survival Selfish? by Lane Wallace	Analyze Arguments RI.9.8, RI.9.5 Analyze Rhetorical Devices RI.9.8, RI.9.6	Selfish or Smart? W.9.2 Group Discussion SL.9.1 Survivor Tales W.9.7, W.9.6	• laud • transfix • consume • berate • edict Synonyms L.9.5.b	Commas L.9.2, L.9.1.b
SHORT STORY The Leap by Louis Erdrich	Analyze Flashback and Tension RL.9.5 Make Inferences RL.9.1	Retell the Story W.9.3 Group Discussion SL.9.1 Build a Timeline SL.9.2	• encroach • extricate • constrict • comply • tentative Prefixes L.9.4.d, L.9.4.b	Relative Clauses L.9.3, L.9.1.b

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POEM The End and the Beginning by Wisława Szymborska	Analyze Poetic Language L.9.5.b, L.9.5.a, RL.9.4 Analyze Poetic Structure RL.9.5	Write a Dialogue W.9.3 Podcast SL.9.5 Blog		
COLLABORATE & COMPARE				
Compare Accounts				
MEMOIR *from* Night by Elie Wiesel	Analyze Memoirs RI.9.3,RI.9.6 Analyze Word Choice L.9.5.b, RI.9.4	Create a Flyer W.9.2 A Life in Art W.9.2 Multimedia Presentation SL.9.5, W.9.7, W.9.8	• reprieve • emaciated • execute • decisive • din Multiple-Meaning Words L.9.4.c, RI.9.4, L.9.4.a	Clauses L.9.1.b
GRAPHIC MEMOIR *from* Maus by Art Spiegelman	Analyze Graphic Memoirs RI.9.3, RI.9.5	Draft an Argument W.9.1 Create a Comic Book W.9.3, W.9.6 Produce an Oral History SL.9.4, SL.9.1		
Collaborate & Compare Compare Accounts RI.9.7, SL.9.4, SL.9.5				
Independent Reading RL.9.10, RI.9.10				
Unit 1 Tasks **Write an Argument** W.9.1				

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Speaking & Listening **Present and Respond to an Argument** SL.9.4, SL.9.5
Reflect & Extend • **Author Interview** W.9.2 • **Create a Documentary** W.9.2, W.9.6

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Unit 2: Breaking Through Barriers **Essential Question:** *Are some differences too great to overcome?* **Unit 2 Academic Vocabulary:** enforce, entity, internal, presume, resolve	**CCSS in Unit 2:** RI.9.3, RI.9.2, RI.9.5, RI.9.1, RI.9.6, RL.9.1, RL.9.2, RL.9.6, RL.9.5, RL.9.4, RI.9.4, RI.9.7, L.9.5, L.9.5.a, RL.9.7, RI.9.9, W.9.3, SL.9.1.a, SL.9.1.d, W.9.10, SL.9.6, SL.9.1, W.9.7, SL.9.5, W.9.2, SL.9.4, W.9.6, W.9.1, W.9.8, W.9.9, L.9.4.b, L.9.5.b, L.9.4.c, L.9.4.a, L.9.1.b, L.9.3, L.9.1, RL.9.10, RI.9.10, W.9.4

Selection / Feature Title	Get Ready skills	Choices	Critical Vocabulary words / Vocabulary Strategy	Watch Your Language
ANALYZE & APPLY				
EDITORIAL The Power of a Dinner Table by David Brooks	Analyze Central Idea and Details RI.9.3 Analyze Text Structure RI.9.2, RI.9.5	Journal W.9.3 Research SL.9.1.a, SL.9.1.d Blog Posts W.9.3	• sibling • anomalous • charismatic • intricate Suffixes That Form Nouns L.9.4.b	Noun Clauses L.9.1.b
MENTOR TEXT PERSONAL NARRATIVE Unusual Normality by Ishmael Beah	Analyze Purpose and Message RI.9.1, RI.9.2, RI.9.6 Analyze Voice and Tone RI.9.6	Film Review RI.9.7 Social Media Profile W.9.10 Debate a Solution RI.9.7, SL.9.6, SL.9.1, W.9.7	• rehabilitation • counterparts • stereotype • naïve Denotative and Connotative Meanings L.9.5.b, RI.9.4	Adverbial Clauses L.9.1.b
SHORT STORY Once Upon a Time by Nadine Gordimer	Analyze Setting and Theme RL.9.1, RL.9.2, RL.9.6 Analyze Text Structure RL.9.5	Fairy Tale W.9.3 Escape Room SL.9.5 Challenge Radio Interview W.9.2	• distend • intention • audacious • intrusion • serrated Words from Latin L.9.4.c	Prepositional Phrases L.9.3, L.9.1.b

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POEM Theme for English B by Langston Hughes	Analyze Theme and Details RL.9.2 Analyze Tone RL.9.4	Found Poetry Poem and Song Competition RL.9.2 Image Board SL.9.4		
COLLABORATE & COMPARE				
Compare Across Genres				
POEM The Vietnam Wall by Alberto Ríos VISUAL ESSAY Views of the Wall	Analyze Figurative Language L.9.5, L.9.5.a, RL.9.4 Analyze Representations in Different Mediums RL.9.7	Obituary W.9.2 Playlist W.9.6 Brochure W.9.1		
Collaborate & Compare Compare Across Genres RL.9.7				
COLLABORATE & COMPARE				
Compare Source and Interpretation				
SPEECH The Gettysburg Address by Abraham Lincoln FILM CLIP *from* Saving Lincoln	Analyze Author's Purpose and Rhetoric RI.9.6 Analyze Seminal U.S. Document RI.9.9	Short-Film Screenplay W.9.3 First-Person Reports W.9.7, W.9.8, W.9.9 Call to Action Analyze Media Techniques RI.9.3, RI.9.5 Analyze Media Representations RI.9.3, RI.9.5 Letter to Lincoln W.9.2	• conceive • detract • resolve • perish Multiple-Meaning Words L.9.4.a	Parallel Structure L.9.1

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		Film Analysis W.9.2 Compare Interpretations SL.9.4		
Collaborate & Compare Compare Source and Interpretation RI.9.9, RI.9.7, SL.9.1				
Independent Reading RL.9.10, RI.9.10				
Unit 2 Tasks **Write a Personal Narrative** W.9.3, W.9.4				
Reflect & Extend • **Research and Report** W.9.2 • **Create a Photo Essay** W.9.4				

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Unit 3: Crime Scenes **Essential Question:** *Who suffers when a crime is committed?* **Unit 3 Academic Vocabulary:** capacity, confer, emerge, generate, trace	**CCSS in Unit 3:** RL.9.2, RL.9.3, RI.9.2, RI.9.7, RI.9.1, RI.9.3, RI.9.5, RL.9.1, W.9.2, SL.9.1, W.9.3, W.9.1, W.9.7, W.9.6, SL.9.2, L.9.4.a, L.9.4.b, L.9.4.c, L.9.4.d, L.9.2.b, L.9.1.b, L.9.3, L.9.1, RL.9.10, RI.9.10, W.9.4, W.9.10, SL.9.4, SL.9.5, SL.9.6

Selection / Feature Title	**Get Ready skills**	**Choices**	**Critical Vocabulary words / Vocabulary Strategy**	**Watch Your Language**
ANALYZE & APPLY				
SHORT STORY Entwined by Brian Tobin	Analyze Universal Themes RL.9.2 Analyze Characterization RL.9.3	Advice Column W.9.2 Discussion: Good vs. Evil SL.9.1 Debate SL.9.1	• negligent • condolence • empathy • irrevocably • ineffably • liability Context Clues L.9.4.a	Colons L.9.2.b
MENTOR TEXT INFORMATIONAL TEXT Why Are We Obsessed with True Crime? by Laura Hensley	Analyze Main Idea and Details RI.9.2 Summarize and Paraphrase Text RI.9.2	Script a Scary Scene W.9.3 Anatomy of a Crime Show True-Crime Bingeing: Thumbs Up or Down? W.9.1	• emulate • reputable • petition • exonerate • visceral • normalize Verify Word Meanings L.9.4.a, L.9.4.b, L.9.4.c, L.9.4.d	Adjective and Adverb Phrases L.9.1.b
LITERARY NONFICTION *from* The 57 Bus by Dashka Slater	Make Inferences About Characters RI.9.1 Analyze Literary Techniques RI.9.3, RI.9.5	Hate-Crime Fact Sheet W.9.2, W.9.7 Graphic Adaptation W.9.3 Small-Group Discussion SL.9.1	• surreptitiously • divert • vantage point • transpire • callous Affixes L.9.4.b, L.9.4.c	Sentence Variety L.9.3

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POEM Gift-Wrapped Fathers by Eduardo (Echo) Martinez	Make Inferences About Theme RL.9.1, RL.9.2 Paraphrase Texts	Future-Tense Letter W.9.3 Create a Playlist W.9.6 Prison Reform W.9.2, W.9.6, W.9.7		
COLLABORATE & COMPARE				
Compare Accounts				
PODCAST Bully by Radiotopia/PRX	Analyze Media Messages RI.9.2, RI.9.3, RI.9.5 Build Active Listening Skills	Movie Treatment W.9.2 Panel Discussion SL.9.1 Breaking News W.9.2		
NEWS ARTICLE Unsolved "Vigilante" Murder in the Heartland by C.M. Frankie	Make Inferences RI.9.1	Support for Trauma Survivors W.9.2, W.9.6, W.9.7 Emergency Council Meeting SL.9.1, SL.9.2 Timeline of Events W.9.6	• retribution • taciturn • ire • macabre • vigilante Words from Greek and Latin L.9.4.c	Active and Passive Voice L.9.1, L.9.3
Collaborate & Compare Compare Accounts RI.9.7				
Independent Reading RL.9.10, RI.9.10				
Unit 3 Tasks **Write an Informative Essay** W.9.2, W.9.4, W.9.10				

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Speaking & Listening **Create a Podcast** SL.9.4, SL.9.5, SL.9.1, SL.9.6
Reflect & Extend • **Create a Sketchnote** • **Write an Argument** W.9.1

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Unit 4: Love and Loss **Essential Question:** *How can love bring both joy and pain?* **Unit 4 Academic Vocabulary:** attribute, commit, expose, initiate, underlie	**CCSS in Unit 4:** RL.9.3, RL.9.4, RL.9.5, L.9.5, L.9.5a, RL.9.9, RI.9.5, RI.9.8, RI.9.6, RL.9.2, W.9.3, SL.9.1, SL.9.6, W.9.2, RL.9.7, W.9.7, W.9.6, SL.9.4, W.9.10, RI.9.4, L.9.1, L.9.1.a, L.9.1.b, RL.9.10, RI.9.10, W.9.1, W.9.4

Selection / Feature Title	**Get Ready skills**	**Choices**	**Critical Vocabulary words / Vocabulary Strategy**	**Watch Your Language**
ANALYZE & APPLY				
DRAMA The Tragedy of Romeo and Juliet by William Shakespeare	Analyze Literary Devices RL.9.3, RL.9.4, RL.9.5, L.9.5, L.9.5a Analyze Parallel Plots RL.9.5	**Act 1** Text Message Exchange W.9.3 Discussion SL.9.1 **Act 2** Modern Retelling W.9.3 Debate SL.9.1 **Act 3** Journal Entry W.9.3 Graphic Novel W.9.3 **Act 4** Dear Juliet W.9.3 Dramatic Reading SL.9.6	Shakespeare's Language RL.9.4, W.9.10, L.9.5.a	Parallel Structure RL.9.4, L.9.1, L.9.1.a

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		Act 5 Write a Eulogy W.9.2 Analyze Media Interpretations RL.9.7, RL.9.9 Shakespeare's Legacy W.9.7		
VIDEO AND POEM My Shakespeare by Kae Tempest	Analyze Source Material: Interpretations of Shakespeare RL.9.9	Poetry W.9.3 Kae Tempest—Live! W.9.2, W.9.6 Small-Group Discussion SL.9.1		
COLLABORATE & COMPARE				
Compare Arguments				
MENTOR TEXT LITERARY ANALYSIS More than Reckless Teenagers by Caitlin Smith LITERARY ANALYSIS Romeo Is a Dirtbag by Lois Leveen	Compare Authors' Claims RI.9.5, RI.9.8 Analyze Rhetoric RI.9.6, RI.9.8	Sketchnote Relationships SL.9.1 Argue the Points SL.9.1	• revere • constraint • condescend • connive • enmity • sordid • amenable • prevaricate Figurative Language RI.9.4, L.9.5.a	Verb Phrases L.9.1.b
Collaborate & Compare Compare Arguments RI.9.8, SL.9.1				

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COLLABORATE & COMPARE				
Compare Source and Adaptation				
MYTH Pyramus and Thisbe *from* Metamorphoses by Ovid DRAMA *from* Romeo and Juliet by William Shakespeare	Analyze Source Material RL.9.2, RL.9.9 Analyze Structure RL.9.5	Sad Love Story W.9.3 Ovid's *Metamorphoses* W.9.7 Reader's Theater SL.9.4, SL.9.6		
Collaborate & Compare Compare Source and Adaptation RL.9.2,RL.9.9, W.9.2				
Independent Reading RL.9.10, RI.9.10				
Unit 4 Tasks **Write a Literary Analysis** W.9.1, W.9.4, W.9.10				
Reflect & Extend • **Create a Comic Strip** W.9.3 • **Write a Short Story** W.9.3				

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Unit 5: Freedom at All Costs **Essential Question:** *Can each of us find freedom?* **Unit 5 Academic Vocabulary:** decline, enable, impose, integrate, reveal	**CCSS in Unit 5:** L.9.5.a, L.9.5.b, L.9.5, RL.9.4, RI.9.2, RI.9.3, RI.9.8, RI.9.9, RI.9.5, RI.9.6, RI.9.4, RL.9.2, RL.9.5, RI.9.7, W.9.3, W.9.9.a, W.9.10, W.9.1, SL.9.1, W.9.2, W.9.9.b, W.9.7, W.9.8, SL.9.4, SL.9.5, W.9.6, L.9.4.a, L.9.4.c, L.9.4, L.9.1.b, L.9.3, L.9.1.a, L.9.1, RL.9.10, RI.9.10, W.9.4, W.9.10

Selection / Feature Title	**Get Ready skills**	**Choices**	**Critical Vocabulary words / Vocabulary Strategy**	**Watch Your Language**
ANALYZE & APPLY				
SHORT STORY Harrison Bergeron by Kurt Vonnegut Jr.	Analyze Literary Devices: Irony L.9.5.a, RL.9.4 Analyze Point of View: Satire RL.9.4	Switching Perspectives W.9.3, W.9.9.a, W.9.10 Call to Resist W.9.1, W.9.9.a, W.9.10 Small-Group Discussion SL.9.1	• vigilance • wince • consternation • cower • synchronize • neutralize Context Clues L.9.4.a	Participial Phrases L.9.1.b
SPEECH I Have a Dream by Martin Luther King Jr.	Analyze Arguments RI.9.2, RI.9.3, RI.9.8, RI.9.9, RI.9.5, RI.9.6 Analyze Rhetorical Devices RI.9.9, RI.9.4, L.9.5.a, RI.9.6	Current Events Blog Posts W.9.2, W.9.9.b, W.9.10 Compare Accounts Perspective Poll	• default • desolate • degenerate • inextricably • redemptive Antonyms L.9.4.c, L.9.4	Repetition and Parallellism L.9.3, L.9.1.a, RI.9.6
PODCAST *from* Interview with John Lewis by National Public Radio	Analyze a Podcast RI.9.6 Analyze Author's Purpose RI.9.6	Postcards from the March W.9.3, W.9.9.a, W.9.10 Research & Reflect W.9.7 Panel Discussion W.9.7, W.9.8, SL.9.1		

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MENTOR TEXT HISTORY WRITING *from* Hidden Figures by Margot Lee Shetterly	Analyze Text Structure RI.9.2, RI.9.3, RI.9.5 Analyze Word Choice RI.9.4	Film Analysis RI.9.7, W.9.2 Social Media Profile W.9.7, W.9.8, W.9.9.b Research and Report W.9.7, W.9.8, W.9.9.b	• simulate • assess • maneuver • analytical Reference Sources L.9.4.c	Pronoun-Antecedent Agreement L.9.1
POEM Booker T. and W.E.B. by Dudley Randall	Analyze Narrator Perspective RL.9.2, RL.9.5 Analyze Poetic Language L.9.5, L.9.5.b, L.9.5.a, RL.9.4	Research Paper W.9.7, W.9.8 Image Board SL.9.4, SL.9.5 Group Debate SL.9.1		
COLLABORATE & COMPARE				
Compare Treatments of a Topic				
MEMOIR *from* Reading Lolita in Tehran by Azar Nafisi	Analyze Rhetorical Devices RI.9.6 Analyze Setting and Purpose RI.9.6	Journal Entry W.9.2, SL.9.1 Timeline W.9.7, W.9.8 Podcast SL.9.1, SL.9.5	• segregate • allocate • convert • irrelevant Denotative and Connotative Meanings L.9.5.b, RI.9.4	Verb Tense L.9.1
GRAPHIC MEMOIR *from* Persepolis 2: The Story of a Return by Marjane Satrapi	Determine Author's Point of View RI.9.6 Analyze Accounts in Different Mediums RI.9.7	Analysis W.9.2 Graphic Short W.9.6 Small-Group Debate SL.9.1		

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Collaborate & Compare Compare Treatments of a Topic RI.9.2, RI.9.7, SL.9.1, W.9.3, W.9.6, SL.9.4, SL.9.5
Independent Reading RL.9.10, RI.9.10
Unit 5 Tasks **Write a Research Report** W.9.2, W.9.4, W.9.10
Reflect & Extend • **Create a Protest Song** W.9.3, W.9.6 • **Write a Poem**

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Common Core State Standards for English Language Arts, Grade 9

Unit 6: Epic Journeys **Essential Question:** *What drives us to take on a challenge?* **Unit 6 Academic Vocabulary:** motivate, objective, pursuit, subsequent, undertake	**CCSS in Unit 6:** RL.9.3, RL.9.6, L.9.5.a, RL.9.4, RL.9.5, RI.9.1, RI.9.2, RI.9.3, RI.9.5, L.9.5, RL.9.10.a, W.9.3, W.9.6, SL.9.5, SL.9.6, W.9.7, W.9.8, SL.9.4, SL.9.1, W.9.5, W.9.10, RL.9.2, L.9.4.d, L.9.4, L.9.4.c, RI.9.4, L.9.4.b, L.9.1.b, L.9.1, L.9.3, RI.9.6, RL.9.1, RL.9.10, RI.9.10, W.9.2, W.9.4, SL.9.1.a–d

Selection / Feature Title	**Get Ready skills**	**Choices**	**Critical Vocabulary words / Vocabulary Strategy**	**Watch Your Language**
ANALYZE & APPLY				
EPIC POEM *from* The Odyssey by Homer, translated by Robert Fitzgerald	Analyze Character: Epic Hero RL.9.3,RL.9.6 Analyze Epic Poetry L.9.5.a, RL.9.4, RL.9.5, RL.9.6	Switching Perspectives W.9.3 Graphic Adaptation W.9.3, W.9.6 Research and Record SL.9.5, SL.9.6	Words from Latin L.9.4.d, L.9.4	Absolute Phrases L.9.1.b
MENTOR TEXT INFORMATIONAL TEXT Archaeology's Tech Revolution by Jeremy Hsu	Make Predictions RI.9.1 Determine Central Idea RI.9.1, RI.9.2	Research and Report W.9.7, W.9.8 Virtual Tour W.9.6, W.9.7, W.9.8, SL.9.4, SL.9.5 Small-Group Discussion SL.9.1	• innovation • GPS • artifact • forensic analysis Use References L.9.4.c, RI.9.4	Use Appositives Effectively L.9.1
COLLABORATE & COMPARE				
Compare Messages Across Genres				
TRAVEL WRITING *from* The Cruelest Journey: 600 Miles to Timbuktu by Kira Salak	Analyze Ideas and Events RI.9.3, RI.9.5 Evaluate Graphic Features RI.9.5	Blog Posts W.9.3 Community Tour SL.9.4 Maze Challenge W.9.5, W.9.10	• circuitously • disingenuous • integrity • embark • stagnant Word Roots L.9.4.c, L.9.4.b	Sentence Variety L.9.3, W.9.10

Houghton Mifflin Harcourt *Into Literature* Scope and Sequence, Grade 9 aligned to
Common Core State Standards for English Language Arts, Grade 9

POEM The Journey by Mary Oliver	Interpret Figurative Language L.9.5, L.9.5.a, RL.9.4 Make Connections RL.9.10.a	Music Connection RL.9.2, SL.9.4, SL.9.5 Image Board SL.9.4, SL.9.5 Journal Entry W.9.3		
Collaborate & Compare Compare Messages Across Genres RI.9.1, RI.9.2, RI.9.3, RL.9.2, RI.9.4, RL.9.4, RI.9.5, RL.9.5, RI.9.6, RL.9.1, SL.9.1				
Independent Reading RL.9.10, RI.9.10				
Unit 6 Tasks **Write an Expository Essay** W.9.2, W.9.4, W.9.10				
Speaking & Listening **Participate in a Collaborative Discussion** SL.9.1.a–d				
Reflect & Extend • **Create a Movie Trailer** W.9.3, W.9.6 • **Write a Play** W.9.3				

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Algebra 1 Geometry Algebra 2

Scope and Sequence

	Algebra 1	Geometry	Algebra 2
Number and Quantity			
The Real Number System (N-RN)			
Properties of exponents to rational exponents			
Properties of exponents	●		◇
Radical notation	●		◇
Properties of rational and irrational numbers			
Sum or product of (non-zero) rational number and irrational number	●		◇
Sum or product of two rational numbers	●		◇
Quantities (N-Q)			
Reasoning and units to solve			
Accuracy to limitation on measurement	●		
Data display	●		
Graphical display	●		
Interpret units in a formula	●		
Scale and origin in graph	●		
Units to solve multi-step problems	●		
The Complex Number System (N-CN)			
Arithmetic operations			
a+bi form of a complex number, *a* and *b* real			●
Add complex numbers			●
Complex number *i* such that $i^2=-1$			●
Conjugate of complex numbers			●
Multiply complex numbers			●
Quotients of complex numbers			●
Subtract complex numbers			●
Complex plane			
Add geometrically			●
Conjugation geometrically			●
Midpoint of a segment			●
Multiply geometrically			●
Rectangular form			●
Subtract geometrically			●
Complex numbers in polynomial identities and equations			
Fundamental Theorem of Algebra			●
Polynomial identities to complex numbers			●
Quadratic equation with real coefficient(s) and complex solution(s)			●
Vector and Matrix Quantities (N-VM)			
Vector quantities			
Coordinates of initial point		●	

	Algebra 1	Geometry	Algebra 2
Coordinates of terminal point		●	
Directed line segment		●	
Direction		●	
Magnitude		●	
Vector components		●	
Vector symbols		●	
Algebra			
Seeing Structure in Expressions (A-SSE)			
Function concept and function notations			
Coefficient	●		◇
Factor	●		◇
Product in an expression	●		◇
Rewrite an expression	●		◇
Term	●		◇
Equivalent forms of expressions to solve problems			
Complete the square	●		◇
Equivalent form production	●		◇
Properties of exponents: exponential function transformation	●		◇
Properties of exponents: sum of a finite geometric series formula			●
Property of quantity explanation	●		◇
Quadratic factoring	●		◇
Arithmetic with Polynomials and Rational Expressions (A-APR)			
Arithmetic operations on polynomials			
Add polynomial expressions	●		◇
Multiply polynomial expressions	●		◇
Subtract polynomial expressions	●		◇
Zeros and factors of polynomials			
Factor to identify zeros			●
Graph construction			●
Remainder Theorem			●
Polynomial identities to solve problems			
Binomial Theorem			●
Polynomial identity proofs to describe numerical relationships			●
Rewrite rational expressions			
Add rational expressions			●
Computer algebra system			●
Divide rational expressions			●
Inspection			●

	Algebra 1	Geometry	Algebra 2
Long division			●
Multiply rational expressions			●
Rational expressions written in different forms			●
Subtract rational expressions			●
Create Equations (A-CED)			
Describe numbers or relationships			
Constraints by equations or inequalities	●		◇
Constraints by systems of equations or inequalities	●		◇
Equation in one variable	●		◇
Equation in two or more variables	●		◇
Exponential functions	●		◇
Formula rearrangement to solve for a quantity of interest	●		◇
Graph equations on coordinate axes	●		◇
Inequality in one variable	●		◇
Linear functions	●		◇
Quadratic functions	●		◇
Rational functions			●
Viable/non-viable solutions for modeling	●		◇
Reasoning with Equations and Inequalities (A-REI)			
Solving equations as a reasoning process			
Construct argument to justify solution method	●		◇
Explain reasoning	●		◇
Radical equation in one variable	●		◇
Rational equation in one variable			●
Solving equations and inequalities in one variable			
Coefficients as a letter	●		◇
Complex solutions			●
Factorization	●		◇
Linear equation	●		◇
Linear inequality	●		◇
Quadratic equation: by inspection	●		◇
Quadratic equation: complete the square	●		◇
Quadratic formula	●		◇
System of equations			
Algebraic solution (exact)	●		◇
Graphical solution (approximate)	●		◇
Solution for two equations in two variables	●		◇
System of one linear equation and one quadratic equation	●		◇

	Algebra 1	Geometry	Algebra 2
System of two linear equations	●		◇
Graphical solutions for equations and inequalities			
Absolute value function	●		◇
Approximate solution from graph	●		◇
Exponential function	●		◇
Graph on a coordinate plane	●		◇
Intersection(s) as solution(s	●		◇
Linear function	●		◇
Linear inequality solution as a half-plane	●		◇
Logarithmic function			●
Polynomial function	●		◇
Rational function			●
Solution set to a system of inequalities as intersection of corresponding half-planes	●		◇
Table of values	●		◇
Functions			
Interpreting Functions (F-IF)			
Function concept and function notations			
Element of the domain, *x*	●		◇
Element of the range, *f(x)*	●		◇
Function *f*	●		◇
Function notation	●		◇
Graph of *f* for equation *y=f(x)*	●		◇
Output of *f* corresponds to input *x*	●		◇
Sequence as a function	●		◇
Applications in context			
Average rate of change	●		◇
Domain as related to graph	●		◇
End behavior	●		◇
Graph key features	●		◇
Intercepts	●		◇
Interval behavior (increase, decrease)	●		◇
Periodicity			●
Relative maximum(s) and minimum(s)			●
Symmetry	●		◇
Table key features	●		◇
Function representation by graph			
Absolute value			●

	Algebra 1	Geometry	Algebra 2
Compare function represented graphically to algebraically	●		◇
Cube root	●		◇
Exponent properties	●		◇
Exponential	●		◇
Exponential growth or decay	●		◇
Graph key features	●		◇
Linear	●		◇
Logarithmic			●
Piecewise-defined			●
Polynomial	●		◇
Quadratic	●		◇
Quadratic function expressed factored, completing the square	●		◇
Rational			●
Square root	●		◇
Trigonometric			●
Building Functions (F-BF)			
Relationship between two quantities			
Arithmetic sequence	●		◇
Calculation from a context	●		◇
Combine function types arithmetically	●		◇
Compose function (composite)			●
Explicit expression	●		◇
Geometric sequence	●		◇
Recursive process	●		◇
New function from existing function			
Domain restriction to create invertible function			●
Even function	●		◇
Exponent and logarithm inverse relationship			●
Graph effect from change	●		◇
Inverse function expression	●		◇
Odd function	●		◇
Values of inverse function from graph or table	●		◇
Verify one function is inverse of another			●
Linear, Quadratic, and Exponential Models (F-LE)			
Construct and compare linear, quadratic, exponential models			
Constant percent growth or decay rate of change	●		◇

● Investigate and Analyze ◇ Apply and Extend

	Algebra 1	Geometry	Algebra 2
Constant rate of change	●		◇
Exponential function growth exceeds polynomial function growth	●		◇
Exponential model function growth	●		◇
Function construction from a graph, relationship description, input-output pairs (tables)	●		◇
Linear model function growth	●		◇
Parameter interpretation	●		◇
Trigonometric Functions (F-TF)			
Domain from unit circle			
Counterclockwise traversal around unit circle			●
Geometric determination of sine, cosine, tangent values of special triangles for π/6 , π/4 , π/3			●
Periodicity explained from unit circle			●
Radian measure as arc length subtended by an angle in unit circle			●
Sine, cosine, and tangent values for $\pi \pm x$, $2\pi - x$ from unit circle			●
Symmetry (odd and even) explained from unit circle			●
Unit circle in coordinate plane			●
Periodic phenomena			
Amplitude			●
Evaluate solution			●
Frequency			●
Interpret solution			●
Midline			●
Trigonometric identities			
Pythagorean identity proof			●
Pythagorean identity to find trigonometric value			●
Geometry			
Congruence (G-CO)			
Transformations in the plane			
Defined terms: angle, circle, perpendicular line, parallel line, line segment		●	
Definition of rotation, reflection, and translation		●	
Draw transformed figure		●	
Rotation and reflection		●	
Sequence of a transformation		●	
Transformation as a function		●	
Transformation representation		●	

	Algebra 1	Geometry	Algebra 2
Translation versus stretch		●	
Undefined terms: point, line, distance along a line, distance around a circular arc		●	
Rigid motion congruence			
Determine congruency		●	
Transform a figure		●	
Triangle congruency criteria (ASA, SAS, SSS)		●	
Prove geometric theorems			
Line and angle		●	
Parallelogram		●	
Triangle		●	
Geometric construction			
Compass		●	
Equilateral triangle, square, regular hexagon inscribed in a circle		●	
Paper folding		●	
Reflective devices		●	
Software		●	
Straightedge		●	
String		●	
Similarity, Right Triangles, Trigonometry (G-SRT)			
Similarity transformations			
AA triangle criterion		●	
Definition of similarity		●	
Dilation given center and scale factor		●	
Similar triangles		●	
Prove similarity theorems			
Geometric figure relationships		●	
Triangles		●	
Trigonometric ratios and right triangles			
Cosine as ratio of adjacent to hypotenuse		●	
Pythagorean Theorem		●	
Sine and cosine relationship		●	
Sine as ratio of opposite to hypotenuse		●	
Solve right triangles		●	
Tangent as ratio of opposite to adjacent		●	
Trigonometric ratio definitions for acute angles		●	
Trigonometry in general triangles			
Area formula		●	

	Algebra 1	Geometry	Algebra 2
Law of Cosines		●	
Law of Sines		●	
Non-right triangles		●	
Right triangles		●	
Circles (G-C)			
Circle theorems			
Angles of a quadrilateral inscribed in a circle		●	
Chords		●	
Circumscribed circle in a triangle		●	
Inscribed angle		●	
Inscribed circle in a triangle		●	
Radii		●	
Similarity		●	
Tangent line to a circle construction		●	
Arc length and area of sectors			
Arc length intercepted by an angle as ratio		●	
Area of a sector formula		●	
Radian measure		●	
Expressing Geometric Properties with Equations (G-GPE)			
Conic section equation and geometry			
Center		●	●
Complete the square		●	●
Directrix		●	●
Equation of a circle		●	●
Equation of a parabola		●	●
Focus		●	●
Radius		●	●
Algebraic proofs of geometric theorems			
Area computation, triangle and rectangle		●	
Coordinates		●	
Perimeter computation, polygon		●	
Segment partition for a given ratio		●	
Slope of parallel lines		●	
Slope of perpendicular lines		●	
Geometric Measurement and Dimension (G-GMD)			
Volume formulas			
Area of a circle		●	◇

	Algebra 1	Geometry	Algebra 2
Cavalieri's principle		●	
Circumference of a circle		●	◇
Problem solving		●	◇
Volume of a cone		●	◇
Volume of a cylinder		●	◇
Volume of a pyramid		●	◇
Volume of a sphere		●	◇
Two-dimensional and three-dimensional object relationships			
Cross-section of three-dimensional objects		●	◇
Rotation of two-dimensional object		●	◇
Modeling with Geometry (G-MG)			
Modeling situations			
Density based on area and volume		●	
Describe objects		●	
Design problem solutions		●	
Statistics and Probability			
Interpreting Categorical and Quantitative Data (S-ID)			
Single count or measurement variable			
Box plot	●		◇
Compare centers and spreads of data sets	●		◇
Dot plot	●		
Effects of outliers	●		◇
Estimate area under the normal curve	●		◇
Estimate population percentage	●		◇
Histogram	●		◇
Interpret shapes, centers, and spreads of data sets	●		◇
Normal distribution	●		◇
Two-way frequency table	●		◇
Two categorical and quantitative variables			
Fit a linear model to data	●		◇
Fit function to data (linear, quadratic, exponential)	●		◇
Plot and analyze residuals	●		◇
Recognize associations and trends	●		◇
Relative frequencies (joint, marginal, conditional)	●		◇
Scatter plot	●		◇
Interpret linear models			
Correlation and causation	●		◇

● Investigate and Analyze ◇ Apply and Extend

	Algebra 1	Geometry	Algebra 2
Correlation coefficient for a linear fit	●		◇
Intercept (constant term)	●		◇
Slope (rate of change)	●		◇
Making Inferences and Justifying Conclusions (S-IC)			
Random processes			
Inferences about a population			●
Model consistent with results			●
Sample surveys, experiments, and observational studies			
Compare a randomized experiment			●
Evaluate a report			●
Margin of error			●
Population mean or proportion			●
Randomization			●
Simulations			●
Conditional Probability and the Rules of Probability (S-CP)			
Independence and conditional probability			
Conditional probability			●
Independent and conditional probability			●
Independent probability determination			●
Sample space description			●
Two-way frequency table for probability			●
Union (or), intersection (and), complement (not)			●
Rules of probability			
Addition Rule of probability			●
Conditional probability of A given B as a fraction			●
Multiplication Rule of probability			●
Permutation and combination to compute probability of a compound event			●
Using Probability to Make Decisions			
Expected values			
Empirically assigned probability			●
Expected value of random variable			●
Graph probability distribution			●
Numerical value assigned to random variable			●
Theoretical probability			●
Evaluate outcomes			
Fair decision using probability			●
Probability concepts for decision-making			●

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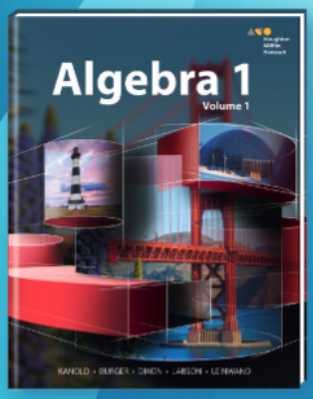
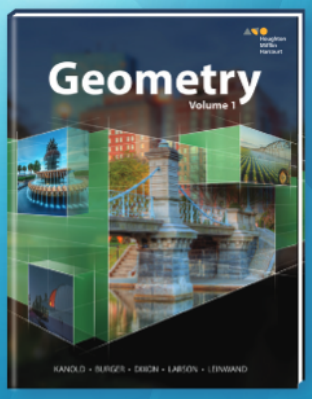
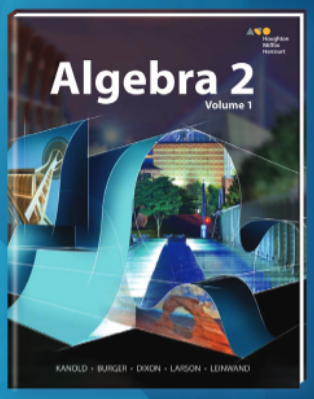
Algebra 1 Geometry Algebra 2







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Unit 1: Conflict and Connection **Essential Question:** *What differences can't be bridged?* **Unit 1 Academic Vocabulary:** discriminate, diverse, inhibit, intervene, rational	**CCSS in Unit 1:** RL.10.2, RL.10.6, RI.10.1, RI.10.6, RL.10.1, RL.10.3, RI.10.9, RI.10.8, RL.10.4, RI.10.4, W.10.9.a, W.10.2.f, SL.10.5, W.10.7, W.10.1, SL.10.1.a, W.10.5, W.10.10 , W.10.8, W.10.3.a–b, W.10.3.d–e, W.10.2, W.10.9.b, SL.10.1, SL.10.6, W.10.1.a–e, SL.10.1.b, SL.10.1.c , SL.10.1.d, L.10.5.a, L.10.4, L.10.4.a, L.10.4.b, L.10.5.b, L.10.1.b, L.10.1, RL.10.10, RI.10.10

Selection / Feature Title	**Get Ready skills**	**Choices**	**Critical Vocabulary words / Vocabulary Strategy**	**Watch Your Language! (Grammar)**
ANALYZE & APPLY				
SHORT STORY The Book of the Dead by Edwidge Dantica	Analyze Development of Theme RL.10.2 Understand Cultural and Historical Context RL.10.6	Write a Letter W.10.9.a Visual Art W.10.2.f, SL.10.5 Haitian History W.10.7	• ironically • mesmerize • eradicate • contemplate • spontaneously Oxymoron L.10.5.a	Noun Phrases and Verb Phrases L.10.1.b
MEMOIR By Any Other Name by Santha Rama Rau	Analyze Historical Context RI.10.1 Analyze Author's Purpose RI.10.6	Write an Argument W.10.1 Group Discussion SL.10.1.a Name Changes in History W.10.7	• precarious • insular • sedately • tepid Words from Other Languages in English L.10.4	Appropriate Verb Tense L.10.1
POEM Without Title by Diane Glancy	Analyze Setting RL.10.1 Make Inferences About Theme RL.10.1, RL.10.2	Write a Poem W.10.5, W.10.10 Cultural Change W.10.8 Contrast Collage SL.10.5		

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SHORT STORY What, of This Goldfish, Would You Wish? by Etgar Kere	Analyze Character Motivations RL.10.3 Analyze Cultural Background RL.10.6	Media Montage SL.10.5 Write a Fable W.10.3.a–b, W.10.3.d–e Compare Archetypes W.10.7	• poignant • wizened • beleaguered • fluent Context Clues L.10.4.a	Tone RL.10.4
COLLABORATE & COMPARE				
Compare Arguments				
COURT OPINIONS *from* Texas v. Johnson by William J. Brennan and William Rehnquist	Analyze Seminal Documents RI.10.9 Evaluate Evidence RI.10.6, RI.10.8	Write a Comparison RI.10.9, W.10.2,W.10.9.b Discuss Rights SL.10.1 Current Events SL.10.5, SL.10.6	• compulsion • implicit • reaffirmation • resilience • sovereignty • summarily Words from Latin L.10.4.b	Noun Clauses L.10.1.b
MENTOR TEXT EDITORIAL American Flag Stands for Tolerance by Ronald J. Alle	Evaluate an Argument RI.10.8 Analyze Rhetoric RI.10.6	Letter to the Editor W.10.1, W.10.1.d–e Debate the Issue SL.10.1.b, SL.10.1.c Negotiate Conflict SL.10.1.d	• icon • sanctity • dogma Connotations L.10.5.b	Diction and Tone RI.10.4
Collaborate & Compare Compare Arguments RI.10.6, RI.10.8				
Independent Reading RL.10.10, RI.10.10				
Unit 1 Tasks **Write an Argument** W.10.1.a–e				
Reflect & Extend • **Create a Vlog** SL.10.5 • **Write a Short Story** W.10.3				

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Unit 2: The Power of Perception **Essential Question:** *How does our point of view shape our view of the world?* **Unit 2 Academic Vocabulary:** differentiate, incorporate, mode, orient, perspective	**CCSS in Unit 2:** RL.10.1, RL.10.3, RI.10.2, RI.10.6, RL.10.4, RL.10.5, SL.10.2, L.10.5.a, SL.10.5, W.10.2, W.10.7, W.10.10, SL.10.4, W.10.8, L.10.3.a, W.10.9.a, SL.10.1.d, W.10.1, W.10.7, L.10.4.a, L.10.4.c, L.10.5.b, L.10.3, L.10.2.b, L.10.1.b, RL.10.7, RI.10.7, RL.10.10, RI.10.10, W.10.2.a–f, SL.10.3

Selection / Feature Title	Get Ready skills	Choices	Critical Vocabulary words / Vocabulary Strategy	Watch Your Language
ANALYZE & APPLY				
SHORT STORY Super Human by Nicola Yoon	Make Inferences RL.10.1 Understand Character Motivations RL.10.3	Public-Service Announcement SL.10.5 Compare Archetypes W.10.2 Current Events W.10.7	• pensive • simultaneously • meticulous • frivolous • devoid • dissipate Context Clues L.10.4.a	Dialect and Dialogue L.10.3
MENTOR TEXT INFORMATIONAL TEXT How Do You See Your Self(ie)? by Sarah Mervosh	Identify Central Idea RI.10.2 Understand Author's Purpose and Point of View RI.10.6	Selfie Handbook W.10.2.a, W.10.10 Deliver an Argument SL.10.4 Selfie Time Lapse SL.10.5	• visceral • intrinsic • narcissism • cathartic Reference Materials L.10.4.c	Colons L.10.2.b
POEM Mirror by Sylvia Plath	Analyze Speaker RL.10.1 Analyze Figurative Language RL.10.4	Write a Poem W.10.10 Self-Awareness Vlog SL.10.5 Poetry Wall W.10.8, L.10.3.a		

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SHORT STORY The Night Face Up by Julio Cortázar	Make Inferences RL.10.1 Analyze Plot Structure RL.10.5	Culture Report W.10.8, L.10.3.a Write an Analysis W.10.2.b,W.10.2.f,W.10.9.a Discuss Opinions SL.10.1.d	• solace • lucid • beneficent • consecrate • translucent Denotation and Connotation L.10.5.b	Absolute Phrases L.10.1.b
COLLABORATE & COMPARE				
Compare Details				
INFOGRAPHIC The 100-Person Planet	Interpret Graphics SL.10.2 Analyze Motives RI.10.6			
POEM A Contribution to Statistics by Wisława Szymborska	Analyze Literary Devices RL.10.4, L.10.5.a Analyze Structure RL.10.5	Write an Advice Letter W.10.1, W.10.10 Conduct a Poll W.10.7, SL.10.5 Create an Infographic W.10.7, SL.10.5		
Collaborate & Compare Compare Details RL.10.7, RI.10.7				
Independent Reading RL.10.10, RI.10.10				
Unit 2 Tasks **Write an Explanation** W.10.2.a–f				
Speaking & Listening **Deliver a Multimedia Presentation** SL.10.3, SL.10.4, SL.10.5				
Reflect & Extend • **Create a Perspective Map** W.10.7 • **Write a Narrative Poem** W.10.10				

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Unit 3: Hard-Won Liberty **Essential Question:** *How can we escape what oppresses us?* **Unit 3 Academic Vocabulary:** comprehensive, equivalent, incentive, innovate, subordinate	**CCSS in Unit 3:** SL.10.2, RI.10.8, RI.10.6, RL.10.3, RL.10.5, RI.10.4, RI.10.3, RI.10.5, RI.10.2, RI.10.9, RI.10.1, RL.10.10.b, RL.10.2, W.10.9.b, W.10.8, SL.10.1.b, W.10.3, SL.10.4, W.10.6, W.10.7, W.10.2.a, W.10.1, W.10.1d, SL.10.1.a, SL.10.1.d, SL.10.5, W.10.2, SL.10.3, SL.10.1, L.10.2, L.10.4.a, L.10.4.d, L.10.5.b, L.10.1.a, L.10.1.b, L.10.1, RI.10.7, RL.10.9, RL.10.10, RI.10.10, W.10.4, W.10.10, SL.10.6

Selection / Feature Title	Get Ready skills	Choices	Critical Vocabulary words / Vocabulary Strategy	Watch Your Language
ANALYZE & APPLY				
ARGUMENT Letter from Birmingham Jail by Martin Luther King Jr.	Analyze Argument RI.10.8 Analyze Rhetorical Devices RI.10.6	Seminal Documents RI.10.9, W.10.9.b Civil Rights Leaders W.10.8 Current Events SL.10.1.b	• cognizant • moratorium • retaliate • precipitate • complacency • manifest • mores • provocation Context Clues L.10.4.a	Repetition and Parallelism L.10.1.a
SHORT STORY The American Embassy by Chimamanda Ngozi Adichie	Analyze Character Development RL.10.3 Plot Structure: Flashback RL.10.5	Epilogue W.10.3 Propose a Solution SL.10.4 Research Immigrant Accounts W.10.6, W.10.7	• flog • denunciation • flamboyant • nondescript • compile Verify Word Meanings L.10.4.d	Adjectival Phrases L.10.1.b

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MEMOIR The Hawk Can Soar by Randi Davenport	Analyze Diction and Syntax RI.10.4 Analyze Text Structure RI.10.3, RI.10.5	Policy Analysis W.10.2.a, W.10.6, W.10.7, W.10.8 Persuasive Letter W.10.1, W.10.1d Group Discussion SL.10.1.a, SL.10.1.d	• irrefutable • insidious • atrophy • contemptuous • occult Allusions L.10.4.d	Purposeful Fragments L.10.1
SPEECH *from* The Four Freedoms by Franklin D. Roosevelt	Analyze Central Idea RI.10.2, RI.10.9 Analyze Purpose RI.10.6	Argument W.10.1, W.10.1.d Presidential Speeches W.10.7 History Timeline SL.10.5		
COLLABORATE & COMPARE				
Compare Accounts				
DOCUMENTARY FILM *from* Gandhi: The Rise to Fame by BBC	Analyze Purpose RI.10.1, RI.10.6 Analyze Media Techniques SL.10.2	Film Critique W.10.2, SL.10.3 Art W.10.7, SL.10.5 Small Group Discussion W.10.7, SL.10.1, SL.10.3		
MENTOR TEXT ARGUMENT *from* Letter to Viceroy, Lord Irwin by Mohandas K. Gandhi	Analyze Argument RI.10.8 Analyze Rhetoric RI.10.6	Synthesizing Sources W.10.8 Infographic SL.10.5, L.10.2 Argument Rating SL.10.1	• unpalatable • unadulterated • humility • iniquitous • peremptory Denotations and Connotations L.10.5.b	Adverbial Phrases and Clauses L.10.1.b

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Collaborate & Compare Compare Accounts RI.10.7				
COLLABORATE & COMPARE				
Compare Source and Adaptations				
MYTH *from* Popol Vuh translated by Dennis Tedlock GRAPHIC NOVEL The Hero Twins Against the Lords of Death by Dan Jolley and David Witt POEM Myth-Interpretation by Monica Moreno	Analyze Elements of Myth RL.10.10.b Analyze Universal Themes RL.10.2	Myth Adaptation W.10.3 Group Discussion SL.10.1, SL.10.1.a Problem-Solving Skills SL.10.5		
Collaborate & Compare Compare Source and Adaptations RL.10.9				
Independent Reading RL.10.10, RI.10.10				
Unit 3 Tasks **Write an Argument** W.10.1, W.10.4, W.10.10				
Speaking & Listening **Deliver an Argument** SL.10.3, SL.10.4, SL.10.6				
Reflect & Extend • **Create a Protest Song** SL.10.5 • **Write a Biography** W.10.2				

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Unit 4: Reckless Ambition **Essential Question:** *When is ambition dangerous?* **Unit 4 Academic Vocabulary:** comprise, incidence, predominant, priority, ultimate	**CCSS in Unit 4:** RL.10.10.b, RL.10.2, RL.10.3, RL.10.4, L.10.5.a, RL.10.7, RI.10.8, W.10.2, SL.10.1, W.10.3, W.10.1, SL.10.4, W.10.7, W.10.9.a, SL.10.5, W.10.2.b, L.10.4.a, L.10.4.b, L.10.4.c, L.10.3, L.10.1.b, L.10.2, RI.10.6, W.10.9.b, SL.10.3, RL.10.10, RI.10.10, W.10.9, W.10.6			
Selection / Feature Title	**Get Ready skills**	**Choices**	**Critical Vocabulary words / Vocabulary Strategy**	**Watch Your Language**
ANALYZE & APPLY				
DRAMA The Tragedy of Macbeth by William Shakespeare	Analyze Drama RL.10.10.b Analyze Character and Theme RL.10.2, RL.10.3 Analyze Figurative Language RL.10.4, L.10.5.a	**Act I** Character Contrast W.10.2 Discuss Plots SL.10.1 **Act II** Character Chat W.10.3 Argue Opinions SL.10.1 **Act III** Critical Evaluation W.10.1 Irony Analysis SL.10.1 **Act IV** Job Description W.10.2 Debate SL.10.4	Archaic Language L.10.4.a, L.10.4.b, L.10.4.c	Inverted Sentence Structure L.10.3

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		Act V Character Evaluation W.10.2 Group Discussion SL.10.1 Developing Questions W.10.7		
FILM *from* Macbeth by Rupert Goold	Analyze Media Representations RL.10.7	Movie Review W.10.9.a Plan a Short Film Timeline of Trends W.10.7, SL.10.5		
COLLABORATE & COMPARE				
Compare Across Genres				
GRAPHIC NOVEL *from* Manga Shakespeare: Macbeth by Robert Deas and Richard Appignanesi ***MENTOR TEXT*** BOOK REVIEW Shakespeare and Samurai (and Robot Ninjas?) by Caitlin Perry	Analyze Visual Elements RL.10.7 Analyze Evidence RI.10.8	Comparison W.10.9.a Deliver a Pitch SL.10.4 Expert Review W.10.2, W.10.2.b	• sporadic • enraptured • daunting Word Roots L.10.4.b	Parentheses L.10.1.b, L.10.2
Collaborate & Compare Compare Across Genres RL.10.7, RI.10.6,RI.10.8,W.10.9.b, SL.10.3, SL.10.4				
Independent Reading RL.10.10, RI.10.10				

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Unit 4 Tasks **Write a Literary Analysis** W.10.9
Reflect & Extend • **Create a Photo Essay** W.10.6 • **Write a Drama** W.10.3

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Unit 5: Forces of Change **Essential Question:** *How do changes, large and small, affect us?* **Unit 5 Academic Vocabulary:** abstract, evolve, explicit, facilitate, infer			**CCSS in Unit 5:** RL.10.5, RL.10.1, RI.10.2, RI.10.3, RI.10.5, RI.10.4, RI.10.6, RL.10.4, RL.10.2, SL.10.2, SL.10.3, W.10.3.a, SL.10.4, SL.10.6, SL.10.1, W.10.2, W.10.2.d, W.10.7, W.10.8, W.10.6, SL.10.1.c, SL.10.1.d, W.10.2.a, W.10.10, SL.10.2, SL.10.3, SL.10.5, SL.10.1.b, L.10.5.b, L.10.4.c, L.10.4.b, W.10.3.c, L.10.1.b, L.10.1, RI.10.1, RL.10.10, RI.10.10, W.10.4	
Selection / Feature Title	**Get Ready skills**	**Choices**	**Critical Vocabulary words / Vocabulary Strategy**	**Watch Your Language**
ANALYZE & APPLY				
SHORT STORY A Sound of Thunder by Ray Bradbury	Analyze Plot and Setting RL.10.5 Make Inferences RL.10.1	Write a Story W.10.3.a, W.10.3.a Deliver a Sales Pitch SL.10.4, SL.10.6 Decision Making SL.10.1	• expendable • subtle • paradox • undulate • subliminal Synonyms and Antonyms L.10.5.b	Transitions W.10.3.c
FEATURE ARTICLE The Bombing of Black Wall Street by Allison Keyes	Analyze Development of Ideas RI.10.2, RI.10.3, RI.10.5 Analyze Word Choice and Tone RI.10.4	Research Report W.10.2, W.10.2.d, W.10.7, W.10.8 Timeline of Events W.10.6 Evaluate Press Coverage SL.10.1.c, SL.10.1.d	• opportune • scenario • complicity • atrocity • fortitude Reference Sources L.10.4.c	Participial Phrases L.10.1.b
MENTOR TEXT SCIENCE WRITING *from* The Fever: Malaria and Humankind by Sonia Shah	Analyze Text Structure RI.10.5 Analyze Purpose and Audience RI.10.6	Procedural Brochure W.10.2.a, W.10.7, W.10.10 Reporting Analysis SL.10.2, SL.10.3 Malaria Flowchart SL.10.4, SL.10.6	• virulence • malevolence • anomalous • vestige Affixes L.10.4.b	Subject-Verb Agreement L.10.1

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POEM The War Works Hard by Dunya Mikhail	Analyze Figurative Language RL.10.4 Analyze Satire RL.10.2	Group Chat W.10.10 Documentary Film SL.10.5 Conflict Resolution Plan SL.10.1.b, SL.10.1.d		
COLLABORATE & COMPARE				
Compare Themes Across Genres				
DOCUMENTARY FILM *from* Rivers and Tides by Thomas Riedelsheimer POEM Sonnets to Orpheus, Part Two, XII by Rainer Maria Rilke	Analyze Media Techniques SL.10.2 Analyze Purpose and Theme SL.10.3, RL.10.2	Collaborative Essay W.10.10 Change Presentation SL.10.5 Reflect on Emotions W.10.10		
Collaborate & Compare Compare Themes Across Genres RI.10.1, RL.10.1, RL.10.2, SL.10.4				
Independent Reading RL.10.10, RI.10.10				
Unit 5 Tasks **Write a Research Report** W.10.2, W.10.4, W.10.10				
Reflect & Extend • **Create an Infographic** SL.10.5 • **Write a Poem** W.10.10				

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Unit 6: Our Place in Nature **Essential Question:** *What effect do we have on nature, and how does nature affect us?* **Unit 6 Academic Vocabulary:** advocate, discrete, domain, enhance, evoke	**CCSS in Unit 6:** RL.10.3, RL.10.5, RL.10.4, RI.10.1,RI.10.4, RI.10.3, RI.10.5, RL.10.2, SL.10.2, SL.10.3, W.10.3.a, W.10.7, SL.10.1.d, W.10.1.a, W.10.1.d, SL.10.5, SL.10.1, W.10.2.a, SL.10.1.c, W.10.6, SL.10.1.b, W.10.2, W.10.2.c, W.10.2.d, W.10.8, SL.10.6, W.10.1, SL.10.2, L.10.4, L.10.4.d, L.10.4.c, L.10.1.a, L.10.1.b, L.10.2.b, L.10.2.a, RL.10.1, SL.10.4, RL.10.10, RI.10.10, W.10.4, W.10.10, SL.10.4

Selection / Feature Title	Get Ready skills	Choices	Critical Vocabulary words / Vocabulary Strategy	Watch Your Language
ANALYZE & APPLY				
SHORT STORY The Great Silence by Ted Chiang	Analyze Point of View RL.10.3 Analyze Narrative Structure RL.10.5	Short Story W.10.3.a Presentation W.10.7 Communication Strategies SL.10.1.d	• attest • cacophony • eavesdrop • primal • reverberation • malicious Multiple-Meaning Words L.10.4	Parallel Structure L.10.1.a
PUBLIC SERVICE ADVERTISEMENT Find Your Park by National Park Service	Analyze Media Techniques and Purposes SL.10.2, SL.10.3	Letter to the Editor W.10.1.a, W.10.1.d Advertisement SL.10.5 Problem Solving SL.10.1		
MENTOR TEXT SHORT STORY Night Garden by Shruti Swamy	Analyze Pacing and Tension RL.10.5 Analyze Figurative Language RL.10.4	Literary Analysis W.10.2.a Photo Essay SL.10.5 Group Discussion SL.10.1.c, SL.10.1.d	• taut • vigil • arrogance Verify Word Meanings L.10.4.d	Relative Clauses L.10.1.b

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ARGUMENT Can Genetic Engineering Solve the Problem We Created? by Sarah Zhang	Monitor Comprehension RI.10.1,RI.10.4 Analyze Pro-Con Organization RI.10.3, RI.10.5	Collaborative Blog W.10.6 Problem-Solution Graphic W.10.7 Debate SL.10.1.b	• invasive • prestigious • beset • synthetic Reference Resources L.10.4.c	Colons, Semicolons, and Dashes L.10.2.b, L.10.2.a
COLLABORATE & COMPARE				
Compare Themes				
SHORT STORY The Seventh Man by Haruki Murakami	Analyze Symbol and Theme RL.10.2 Analyze Plot RL.10.5	Research Report W.10.2, W.10.2.c, W.10.2.d, W.10.8 Video Scrapbook SL.10.5 Advice Podcast SL.10.5, SL.10.6	• frail • entranced • delirium • sociable • premonition • permeate • sentiment • reconciliation Figurative Language RL.10.4	Complex Sentences L.10.1.b
POEM Carry by Linda Hogan	Analyze Symbol and Theme RL.10.2 Analyze Figurative Language RL.10.4	Argument W.10.1 Photo Analysis SL.10.2 Discussion SL.10.1.b, SL.10.1.d		
Collaborate & Compare Compare Themes RL.10.1, RL.10.2, SL.10.4, SL.10.5				
Independent Reading RL.10.10, RI.10.10				

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Unit 6 Tasks **Write a Short Story** W.10.3, W.10.4, W.10.10
Speaking & Listening **Produce a Podcast** SL.10.5, SL.10.6, SL.10.4
Reflect & Extend • **Create a Public Service Advertisement** SL.10.5 • **Write an Article**W.10.2

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Unit 1: Foundations and Encounters: Early American Literature **Essential Questions:** *What connects people to certain places?What values and beliefs shape who we are? What does it mean to be a stranger in a strange land? What happens when cultures collide?* **Unit 1 Academic Vocabulary:** adapt, coherent, device, displace, dynamic	**CCSS in Unit 1:** RL.11.3 RL.11-12.1 W.11.3 SL.11.5 W.11.2, W.11.7 L.11.4.a, L.11.4.c, L.11.4.d L.11.3 RL.11.2 RL.11.3 W.11.3 L.11.3.a RI.11.3 W.11.4 L.11.3 RI.11.5 SL.11.5 SL.11.1 RL.11.2 RL.11.4 W.11.8, SL.11.2, SL.11.5, SL.11.6 RI.11.2 RI.11.6 W.11.8 W.11.2.a-e L.11.4.a RL 11.10, RI 11.10 W.11.2.a-b,W.11.2, W.11.4, W.11.10, W.11.5, L.11.3.a, W.11.2.c, W.11.2.f SL.11.5, SL.11.1.a-d W.11.3

Selection / Feature Title	**Get Ready skills**	**Choices**	**Critical Vocabulary words / Vocabulary Strategy**	**Watch Your Language! (Grammar)**
ANALYZE & APPLY				
MYTH The World on the Turtle's Back by Iroquois storytellers	Analyze Myth RL.11.3 Make Inferences RL.11-12.1	Creation Myth W.11.3 Book Cover SL.11.5 Comparing Creation Myths W.11.2, W.11.7	• delicacies • frantically • vanquish • pliable Multiple-Meaning Words L.11.4.a, L.11.4.c, L.11.4.d	Reflexive Pronouns L.11.3
SHORT STORY Balboa by Sabina Murray	Analyze Theme RL.11.2 Analyze Plot RL.11.3	Dramatic Monologue W.11.3 Europeans in the Age of Exploration W.11.7 Advice Column	• pristine • protrude • provision • discord • distinction • cede Context Clues L.11.4.d, L.11.4.a	Verb Tenses L.11.3.a

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MENTOR TEXT NONFICTION NARRATIVE A Desperate Trek Across America by Andrés Reséndez	Analyze Development of Ideas RI.11.3 Analyze and Evaluate Structure RI.11.5	News Article W.11.4 Instagram Post SL.11.5 Group Discussion SL.11.1	• straits • conquistadors • interminable • unimpeded • posse Foreign Words in English L.11.4.d, L.11.4.c	Infinitives and Infinitive Phrases L.11.3
POEM New Orleans by Joy Harjo	Determine Themes RL.11.2 Analyze Figurative Language RL.11.4 Analyze Imagery RL.11.4	Literary Analysis W.11.2 Presentation W.11.8, SL.11.2, SL.11.5, SL.11.6 Soundtrack		
COLLABORATE & COMPARE				
HISTORY WRITING Coming of Age in the Dawnland by Charles C. Mann HISTORICAL NARRATIVE *from* Of Plymouth Plantation By William Bradford	Determine Central Idea RI.11.2 Analyze Language RI.11.4 Analyze Primary Sources RI.11.6 Determine Central Idea RI.11.2	Letter to the Author W.11.2 Historical Foods W.11.8 Social Media Posts Compare-and-Contrast Essay W.11.2.a-e	• project • settlement • regimen • defection • stoically Specialized Vocabulary L.11.4.a, L.11.4.c	Dependent Clauses L.11.1, L.11.3.a

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		Proposal W.11.4 Interview SL.11.6	• patent • clave • calamity • sundry • divers Archaic Vocabulary L.11.4.d, L.11.4.a, L.11.4.c	Active and Passive Voice L.11.1.b
COLLABORATE & COMPARE				
POEM Here Follow Some Verses Upon the Burning of Our House, July 10th, 1666 by Anne Bradstreet POEM World, in hounding me… by Sor Juana Inés de la Cruz translated by Alan S. Trueblood	Paraphrase RL.11.2 Analyze Theme RL.11.4 Analyze Style RL.11.6	Poem W.11.4 Mixed Media Collage SL.11.5 Role-Play SL.11.6		
Collaborate & Compare Compare Poems RL.11.4 Collaborate and Present SL.11.6, SL.11.1.a-d				
Independent Reading RL 11.10, RI 11.10				
Unit 1 Tasks **Write an Informative Essay** W.11.2.a-b,W.11.2, W.11.4, W.11.10, W.11.5, L.11.3.a, W.11.2.c, W.11.2.f **Present an Informative Essay** SL.11.5, SL.11.1.a-d				
Reflect & Extend • **Create a Sketchnote** SL.11.5 • **Write a Short Story** W.11.3				

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Unit 2: Building a Democracy: The Revolutionary Period **Essential Questions:** *What does oppression look like? How do we gain our freedom? How can we share power and build alliances? How do we reach our goals?* **Unit 2 Academic Vocabulary:** contrary, founder, ideological, publication, revolution	**CCSS in Unit 2:** RI.11.9, RI.11.4, RI.11.2 RI.11.9, RI.11.6, RI.11.5 W.11.1 SL.11.6 SL.11.1 W.11.2.d, L.11.4 RI.11.5, L.11.3 RL.11.5 RL.11.6 RL.11.2 SL.11.5 W.11.4, SL.11.6 W.11.2.a-b, W.11.2.e, W.11.5, W.11.9.a, W.11.2 RI.11.7 W.11.7, W.11.8 SL.11.4 L.11.4.c L.11.2.a RL.11.3 SL.11.1.a-d, SL.11.4 W.11.3.a-b L.11.4.b, L.11.4.c L.11.1 L.11.4.c, L.11.1.a, L.11.1.b W.11.2.a-c, W.11.2.f W.11.1 RL 11.10, RI 11.10 W.11.2.a-d, W.11.4 W.11.5, W.11.2.e-f, L.11.2 W.11.6, W.11.10

Selection / Feature Title	**Get Ready skills**	**Choices**	**Critical Vocabulary words / Vocabulary Strategy**	**Watch Your Language**
ANALYZE & APPLY				
PUBLIC DOCUMENT The Declaration of Independence by Thomas Jefferson	Determine Central Idea RI.11.9, RI.11.4, RI.11.2 Analyze Argument RI.11.9, RI.11.6, RI.11.5	Evaluating Equality W.11.1 Recite the Text SL.11.6 Finding Freedom SL.11.1	• establish • affect • invest • abdicate Domain-Specific Words W.11.2.d, L.11.4	Parallel Structure RI.11.5, L.11.3
POEM One Today by Richard Blanco	Analyze Structure RL.11.5 Analyze Imagery RL.11.6 Determine Themes RL.11.2	Compare Inaugural Poems W.11.2.a-b, W.11.2.e, W.11.5, W.11.9.a, W.11.2 Illustrate "One Today" SL.11.5 Poetry Reading W.11.4, SL.11.6		

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VIDEO American Experience: Alexander Hamilton by PBS	Determine Author's Purpose RI.11.6 Evaluate Information in Media RI.11.7	Art Comparison W.11.4 Summary of the Constitutional Convention W.11.7, W.11.8 Multimedia Presentation W.11.7, SL.11.4, SL.11.5		
MENTOR TEXT HISTORY WRITING Thomas Jefferson: The Best of Enemies by Ron Chernow	Analyze Ideas and Events RI.11.3 Analyze Structure RI.11.5	Social Media Profile W.11.4, W.11.6 Debate W.11.8, SL.11.1, SL.11.4 Cabinet Battles W.11.7	• tepid • anomalous • copious • façade • rudiments • cardinal Use Reference Materials L.11.4.c	Hyphenation L.11.2.a
SHORT STORY A Soldier for the Crown by Charles Johnson	Analyze Point of View RL.11.6 Analyze Plot RL.11.5, RL.11.3	A Different Point of View W.11.3.a-b Diary Entry W.11.4 Debate SL.11.1.a-d, SL.11.4	• capacity • belatedly • unalienable • elusive Prefixes and Suffixes L.11.4.b, L.11.4.c	Subject-Verb Agreement L.11.1

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AUTOBIOGRAPHY from The Autobiography By Benjamin Franklin	Make Inferences RI.11.1 Analyze and Evaluate Structure RI.11.5	Essay W.11.2.a-c, W.11.2.f Elevator Pitch SL.11.4 Find Out About Franklin W.11.7	• unremitting • felicity • affluence • eradicate • trifling • incorrigible • artifice • contrive Latin Roots L.11.4.b, L.11.4.c	Standard English L.11.4.c, L.11.1.a, L.11.1.b
COLLABORATE & COMPARE				
POEM On Being Brought from Africa to America by Phillis Wheatley POEM Sympathy by Paul Laurence Dunbar ESSAY *from* Lean In by Sheryl Sandberg LETTER Letter to John Adams by Abigail Adams	Analyze Themes RL.11.9, RL.11.2 Analyze Sound Devices RL.11.4 Analyze Tone RI.11.6 Analyze Author's Purpose RI.11.6, RI.11.1	Compare the Poems W.11.9.a Connect to the Modern Day SL.11.1 Present a Poem About Freedom W.11.6 Argument W.11.1 Sketchnote SL.11.5 Social Media Message SL.11.4	• demurred • watershed • internalize • parity • deprive • impunity Analyze Meanings of Idioms L.11.5	Formal English and Contested Usage L.11.1.a-b

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Compare Texts
Independent Reading RL 11.10, RI 11.10
Unit 2 Tasks **Write a Research Report** W.11.2.a-d, W.11.4 W.11.5, W.11.2.e-f, L.11.2 W.11.6, W.11.10 **Present a Research Report** SL.11.3, SL.11.4
Reflect & Extend • **Create an Edutainment Video** SL.11.4, SL.11.5 • **Write an Argument** W.11.1

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Unit 3: The Individual and Society: Literature of the American Renaissance **Essential Questions:** *How can we be true to ourselves? How do we relate to the world around us? What do we secretly fear? When should we stop and reflect on our lives?* **Unit 3 Academic Vocabulary:** analogy, denote, quote, topic, unique	**CCSS in Unit 3:** RL.11.5 RL.11.4, RL.11.2, L.11.5.a W.11.4 SL.11.5 RI.11.6, RI.11.5 RI.11.3, RI.11.2 SL.11.1 W.11.2.a-c, W.11.2.f W.11.6, W.11.7, W.11.8, SL.11.4 SL.11.1 L.11.4.d, L.11.4.c L.11.1.a, L.11.3 RL.11.2 RI.11.4, RI.11.6, RI.11.9 W.11.6 W.11.7, W.11.8, W.11.9 W.11.7, W.11.8, W.11.9 SL.11.1.a-d L.11.5.b W.11.2.a-c, W.11.4, W.11.10 W.11.5, L.11.2 SL.11.5 RL 11.10, RI 11.10

Selection / Feature Title	**Get Ready skills**	**Choices**	**Critical Vocabulary words / Vocabulary Strategy**	**Watch Your Language**
ANALYZE & APPLY				
POEM from Song of Myself by Walt Whitman	Analyze Free Verse RL.11.5 Analyze Themes RL.11.4, RL.11.2, L.11.5.a	What If Whitman Wrote Today? W.11.4 A Short Film SL.11.5 Roundtable Discussion SL.11.1		
ESSAY My Friend Walt Whitman by Mary Oliver	Analyze Structure and Purpose RI.11.6, RI.11.5 Analyze Development of Ideas RI.11.3, RI.11.2	Essay W.11.2.a-c, W.11.2.f My Friend Mary Oliver W.11.6, W.11.7, W.11.8, SL.11.4 Respond to a Quote SL.11.1	• delinquent • bravado • metaphysical • estrangement • inclination Use Print and Digital Reference Materials L.11.4.d, L.11.4.c	Informal Style L.11.1.a, L.11.3
POEMS by Emily Dickinson	Analyze Theme RL.11.2 Analyze Figurative Language RL.11.4 Analyze Structure RL.11.5	Micro-story W.11.3 Collage SL.11.5 Video Presentation SL.11.1		

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POEM In the Season of Change by Teresa Palomo Acosta	Analyze Sound Devices RL.11.4 Analyze Imagery RL.11.4, RL.11.2 Analyze Structure RL.11.5	Poem W.11.4 Role-play SL.11.1 Java Jive Playlist		
SPEECH Funeral Speech of Pericles from History of the Peloponnesian War by Thucydides translated by Benjamin Jowett	Analyze Author's Purpose RI.11.6 Evaluate Rhetoric RI.11.4, RI.11.6, RI.11.9 Analyze Antithesis RI.11.4, RI.11.6, RI.11.9	Persuasive Speech SL.11.4, SL.11.5 Socratic Seminar SL.11.4, SL.11.5 Classical Roots of American Democracy W.11.7, W.11.8, W.11.9		
ARGUMENT *from the* Apology *from the* Dialogues by Plato translated by Benjamin Jowett	Analyze Central Ideas RI.11.2 Analyze Analogy RI.11.4, RI.11.6, RI.11.9 Paraphrase RL.11.2, RI.11.2	An Apology Afterlife Poetry Podcast W.11.6 Socrates' Jeopardy W.11.7, W.11.8, W.11.9		

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COLLABORATE & COMPARE				
ESSAY *from* Last Child in the Woods by Richard Louv ESSAY *from* Walden by Henry David Thoreau SHORT STORY The Minister's Black Veil by Nathaniel Hawthorne SHORT STORY The Fall of the House of Usher by Edgar Allan Poe	Summarize RI.11.2 Analyze Style RL.11.4, RI.11.6 Analyze Symbols RL.11.2, RL.11.3 Analyze Setting RL.11.5, RL.11.3 Analyze Mood RI.11.3 Analyze Allegory RI.11.4	A Nature Diary W.11.4, SL.11.5 Answer Questions on Transcendentalism W.11.7 Debate SL.11.1.a-d Argument W.11.1 Social Media Story SL.11.5 Group Discussion SL.11.1 Retelling W.11.3 Recommendations W.11.4 Debate SL.11.1.a-d	• remunerative • superfluous • unfathomed • perturbation Context Clues L.11.4.d • pathos • obstinacy • emblem • ostentatious • mitigate • plausibility Nuances in Word Meanings L.11.5.b	Sentence Structure L.11.4.a Appositives and Appositive Phrases L.11.1
Compare Themes				
Independent Reading RL 11.10, RI 11.10				
Unit 3 Tasks **Write an Explanatory Essay** W.11.2.a-c, W.11.4, W.11.10 W.11.5, L.11.2 SL.11.5				
Reflect & Extend • **Create an Illustration** SL.11.5 • **Write an Argument** W.11.1				

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Unit 4: The Quest for Freedom: The Civil War and its Aftermath **Essential Questions:** *When is self-determination possible? What causes divisions between people? How do we respond to defeat? What is the price of progress?* **Unit 4 Academic Vocabulary:** confirm, definitely, deny, format, unify	**CCSS in Unit 4:** RI.11.9, RI.11.8, RI.11.5 W.11.2 SL.11.1.a-d W.11.8 L.11.4.c L.11.3 RL.11.4, RI.11.6 RI.11.1 W.11.7 SL.11.1 W.11.2L.11.4.d, L.11.4.a, L.11.4.c L.11.2 SL.11.5 RI.11.7 RL.11.6, RL.11.3 W.11.3.a-e, W.11.6 L.11.4.a RI.11.6 L.11.3.a RL 11.10, RI 11.10 W.11.1 W.11.4 W.11.10 W.11.1.a-e W.11.5 L.11.1

Selection / Feature Title	**Get Ready skills**	**Choices**	**Critical Vocabulary words / Vocabulary Strategy**	**Watch Your Language**
ANALYZE & APPLY				
SPEECH Second Inaugural Address by Abraham Lincoln	Analyze Argument RI.11.9, RI.11.8, RI.11.5 Analyze Persuasive Techniques RI.11.9, RI.11.8	Explanatory Essay W.11.2 Live Coverage of the Inaugural Address SL.11.1.a-d Lincoln's Post-War Vision W.11.8	• engrossed • deprecate • ventured • wring Pronunciation L.11.4.c	Balanced Sentences L.11.3
LETTER To My Old Master by Jourdon Anderson	Analyze Tone RL.11.4, RI.11.6 Make Inferences RI.11.1	What the Constitution Means to Jourdon Anderson W.11.7 Group Discussion SL.11.1 Amending the Constitution W.11.2	• disposed • recompense • reckoning • virtuous Use Word Function to Determine Meaning L.11.4.d, L.11.4.a, L.11.4.c	Noun Clauses L.11.3
DIARY, INFOGRAPHIC, AND PHOTOGRAPHY Aftermath of the Civil War	Evaluate Sources RI.11.7 Synthesize Information RI.11.7	Diary Entry W.11.9.a Report W.11.7 Media Timeline SL.11.5	• improvise • capitulate • remnants • penury French Roots L.11.4.c	Quotation Marks L.11.2

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SHORT STORY An Occurrence at Owl Creek Bridge by Ambrose Bierce	Analyze Point of View RL.11.6, RL.11.3 Analyze Plot RL.11.5	OAOCB Reboot W.11.3.a-e, W.11.6 Advice Podcast Do-over SL.11.1	• summarily • poignant • effaced • undulations • presaging • interminable • malign • ineffable Etymology **L.11.4.c**	Commas L.11.2
HISTORY WRITING Building the Transcontinental Railroad by Iris Chang	Analyze Ideas and Events RI.11.5, RI.11.3 Analyze Tone RI.11.6	Explanation W.11.2 The Golden Spike W.11.8, SL.11.5 Class Discussion SL.11.1	• formidable • expedience • diligence • systemize Context Clues L.11.4.a	Misplaced Modifiers L.11.1
COLLABORATE & COMPARE				
ARGUMENT Declaration of Sentiments by Elizabeth Cady Stanton ARGUMENT Speech to the American Equal Rights Association by Sojourner Truth POEM Runagate Runagate by Robert Hayden	Analyze Rhetoric L.11.1 Evaluate Arguments RI.11.9, RI.11.8, RI.11.6, RI.11.5 Analyze Speaker RL.11.4, RL.11.5 Analyze Rhythm RL.11.5 Analyze Allusions RL.11.4	Speech! Speech! W.11.1.a-d, SL.11.4, SL.11.5 Timeline W.11.7 That's a Reference to... W.11.4 Understanding the Large Hearts of Heroes SL.11.1 Poetry Slam SL.11.5, SL.11.6	• transient • supposition • delinquency • abject • consolation Suffixes L.11.4.b • proposition • induced • provocation • tidings • compelled • reckless	Vary Syntax L.11.1, L.11.3.a Dialect and Idioms L.11.1.a

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AUTOBIOGRAPHY *from* Incidents in the Life of a Slave Girl by Harriet Jacobs	Analyze Character RL.11.3 Analyze Plot RL.11.5	Character Sketch W.11.3.a-b Group Discussion SL.11.1 Graphic Novel SL.11.5, W.11.3	Synonyms L.11.4.d, L.11.5.b	
Compare Texts				
Independent Reading RL 11.10, RI 11.10				
Unit 4 Tasks **Write an Argument** W.11.1, W.11.4, W.11.10 W.11.1.a-e W.11.5, L.11.1 **Prepare a Debate** SL.11.1.a-b SL.11.1.a-d SL.11.3 W.11.6				
Reflect & Extend • **Create a Documentary** SL.11.5 • **Write an Informative Essay** W.11.2.a-f				

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Unit 5: America Transformed: An Age of Realism **Essential Questions:** *How much do we control our lives? Why do humans cause harm? What are the consequences of change? What makes a place unique?* **Unit 5 Academic Vocabulary:** ambiguous, clarify, implicit, revise, somewhat	**CCSS in Unit 5:** RL.11.1, RL.11.3 W.11.9.a W.11.4 L.11.5.a, L.11.4.c L.11.3.a L.11.5.b W.11.7 W.11.4 RL.11.6 RL.11.4 RI.11.5, RI.11.3 RI.11.5, RI.11.3 W.11.4, SL.11.6 L.11.4.d, L.11.4.a, L.11.4.c RL.11.6, RL.11.3 L.11.4.b L.11.2.a RL 11.10, RI 11.10 W.11.1 W.11.3.a-e, W.11.4, W.11.10 W.11.5, W.11.3.d-e, W.11.6

Selection / Feature Title	**Get Ready skills**	**Choices**	**Critical Vocabulary words / Vocabulary Strategy**	**Watch Your Language**
ANALYZE & APPLY				
SHORT STORY To Build a Fire by Jack London	Analyze Character RL.11.1, RL.11.3 Analyze Setting RL.11.3	Analyze the Themes W.11.9.a How Do You Get Inspired? Evaluate the Ending W.11.4	• intangible • apprehension • panic • imperative • extremity Allusions and Word Origins L.11.5.a, L.11.4.c	Syntax L.11.3.a
ESSAY The Lowest Animal by Mark Twain	Analyze Satire RL.11.6 Analyze Tone RL.11.4	Satire W.11.4 The Mark Twain Prize W.11.7 Evaluate the Effectiveness of Satire SL.11.1, SL.11.4	• disposition • caliber • transition • atrocious Nuances in Word Meaning L.11.4.c, L.11.5.b	Anaphora and Parallelism L.11.3.a
ARTICLE The Fourth Industrial Revolution Is Here. Are You Ready? by Bernard Marr	Analyze Structure RI.11.5, RI.11.3 Analyze Counterarguments RI.11.5, RI.11.3	Personal Essay W.11.4 Respond to the Article W.11.4, SL.11.6 Reflect on Your Reading SL.11.1	• augment • regenerate • postulate • automation Context Clues L.11.4.a	Capitalization L.11.2

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MENTOR TEXT SHORT STORY The Story of an Hour by Kate Chopin	Analyze Point of View RL.11.6 Analyze Irony RL.11.6, RL.11.3	Diary Entry W.11.4 Round Table SL.11.1 The Story of a Minute W.11.3, SL.11.5	• abandonment • vacant • illumination • composed Multiple-Meaning Words L.11.4.d, L.11.4.a, L.11.4.c	Effective Sentences L.11.3.a
POEM Chicago by Carl Sandburg	Analyze Free Verse RL.11.5 Analyze Imagery RL.11.6 Analyze Tone RL.11.6	Tag-team Poetry W.11.4 They Said That? W.11.7, W.11.8 Share Impressions SL.11.1		
COLLABORATE & COMPARE				
NOVEL *from* The Jungle by Upton Sinclair INVESTIGATIVE JOURNALISM Food Product Design from Fast Food Nation by Eric Schlosser	Determine Themes RL.11.2 Analyze Author's Purpose RI.11.6, RI.11.3 Determine Central Idea RI.11.2 Analyze Author's Purpose RI.11.6	Taking a Stand W.11.1 Is Meat Made of Slime? W.11.7, W.11.8 Who Is Responsible? W.11.1 Evaluate the Text W.11.1.a-e Create an Infographic SL.11.5 Debate SL.11.1, SL.11.4	• oblige • ingenious • ostensibly • sceptical Word Families L.11.4.b, L.11.4.c • stem • volatile • infinitesimal • catalyst • conjure Patterns of Word Change L.11.4.b	Prepositions and Prepositional Phrases L.11.1 Dashes L.11.2.a

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Compare Texts
Independent Reading RL 11.10, RI 11.10
Unit 5 Tasks **Write a Short Story** W.11.3.a-e, W.11.4, W.11.10 W.11.5, W.11.3.d-e, W.11.6
Reflect & Extend • **Write a Literary Analysis** W.11.1 • **Create a Movie Trailer**

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Unit 6: Modern and Contemporary Voices: The Modern Period to the Present Day **Essential Questions:** *How do we deal with rejection or isolation? Can anyone achieve the American Dream? When should personal integrity come before civic duty? What would we do if there were no limits?* **Unit 6 Academic Vocabulary:** contemporary, global, indefinite, simulated, virtual	**CCSS in Unit 6:** RL.11.3 RL.11.1 W.11.10, SL.11.6 W.11.1 L.11.2 L.11.4.c SL.11.1 RL.11.5 RL.11.4 RL.11.2 W.11.9 SL.11.1 W.11.1.a-b W.11.2.b SL.11.1 W.11.6, W.11.7 W.11.2 SL.11.4 L.11.4.d, L.11.4.c L.11.2 L.11.5.b L.11.3.a L.11.1 SL.11.6 W.11.4, W.11.5, W.11.6, L.11.5.b W.11.3.a-c W.11.3.a-e, W.11.5 RL 11.10, RI 11.10

Selection / Feature Title	**Get Ready skills**	**Choices**	**Critical Vocabulary words / Vocabulary Strategy**	**Watch Your Language**
ANALYZE & APPLY				
SHORT STORY A Rose for Emily by William Faulkner	Analyze Setting RL.11.3 Make Inferences RL.11.1	Miss Emily Close Up W.11.1 Re-create a Scene W.11.10, SL.11.6 Group Discussion SL.11.1	• archaic • tableau • vindicate • noblesse oblige • cabal • circumvent • virulent • acrid Foreign Words and Phrases L.11.4.c	Colons and Semicolons L.11.2
POEM Mending Wall by Robert Frost	Analyze Blank Verse RL.11.5 Analyze Language RL.11.4 Make Inferences RL.11.1, RL.11.2	Examine a Detail from the Poem W.11.9 Get Visual Three Words About Life SL.11.1		

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GRAPHIC MEMOIR *from* They Called Us Enemy by George Takei	Analyze Graphic Novel RI.11.7, RI.11.5 Analyze Author's Purpose RI.11.6, RI.11.4	A Letter to the Past W.11.1.a-b What Made *Star Trek* Special SL.11.1 Can We Make Wrongs Right? W.11.10		
DRAMA The Crucible by Arthur Miller	Analyze Plot RL.11.3 Analyze Characters RL.11.3 Analyze Literary Devices RL.11.4	Act I Character Sketch W.11.2.b Group Discussion SL.11.1 Act II Support an Opinion W.11.1 Presentation W.11.6, W.11.7 Act III Literary Analysis W.11.2 Class Poll W.11.7 Act IV Literary Analysis W.11.2 Infographic SL.11.4 Group Discussion W.11.1	Determine the Meaning of Idioms L.11.4.d, L.11.4.c	Dialogue L.11.2

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AUDIO EXCERPT AND PRODUCTION IMAGES *from* The Crucible	Analyze Text and Media Evaluate Interpretations of a Drama RL.11.3	Essay W.11.2 Productions of *The Crucible* W.11.7, W.11.8, W.11.9 Retelling W.11.6		
OPEN LETTER My Dungeon Shook: Letter to My Nephew by James Baldwin POEM The Latin Deli: An Ars Poetica by Judith Ortiz Coffer	Determine Central Ideas RI.11.4, RI.11.2 Analyze Rhetoric L.11.5.a, RI.11.4 Determine Themes RL.11.1, RL.11.2 Analyze Figurative Language RL.11.4 Analyze Form RL.11.5	An Open Letter W.11.2 Taking the Next Step W.11.1 Role Model Behavior SL.11.1 Poem W.11.4 Collage Group Discussion SL.11.1	• truculent • strive • impertinent • unassailable Analyze Denotation and Connotation L.11.5.b	Varied Sentence Structure L.11.3.a
SPEECH Speech on the Vietnam War, 1967 by Martin Luther King, Jr.	Analyze Reasoning RI.11.8 Evaluate Evidence RI.11.5	Evaluate a Speech W.11.9.b, W.11.4 How Did People React? W.11.7 Timeline W.11.6, W.11.7, W.11.8	• facile • eviscerate • indigenous • extortionist • insurgency • reparations • recalcitrant • adamant Suffixes L.11.4.b	Imperative Mood L.11.1

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SHORT STORY Ambush by Tim O'Brien	Analyze Character RL.11.3 Analyze Structure RL.11.5	An Alternative Perspective W.11.3.b, W.11.3.d Create a Soundtrack Seeking Help W.11.7	• platoon • grope • sliver • ponder • peril • gape Connotation and Denotation L.11.5.b	Transitions L.11.3
POEM The Universe as Primal Scream by Tracy K. Smith	Analyze Structure RL.11.5 Analyze Literary Devices RL.11.4	Breaking Up W.11.2 Postcards from the Edge W.11.10 Dramatic Reading SL.11.6		
COLLABORATE & COMPARE				
ESSAY How It Feels to Be Colored Me by Zora Neale Hurston	Analyze Development of Ideas RI.11.5, RI.11.2 Analyze Perspective RI.11.6	Literary Criticism W.11.2 Vlog W.11.10, SL.11.6 Group Discussion SL.11.1	• extenuating • exclusive • specter • narcotic • miscellany Synonyms and Antonyms L.11.5	Sentence Variety L.11.3.a
HISTORY WRITING *from* The Warmth of Other Suns by Isabel Wilkerson	Analyze Development of Ideas RI.11.2 Analyze Structure RI.11.5	Blog Entries W.11.4, W.11.5, W.11.6, W.11.10 Sketchnote Infographic W.11.6, W.11.7	• subservience • sentiment • conceivable • conventional Patterns of Word Change L.11.4.b	Spelling L.11.2.b

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Compare Texts
Independent Reading RL 11.10, RI 11.10
Unit 6 Tasks **Write a Personal Narrative** W.11.3.a-c W.11.3.a-e, W.11.5
Reflect & Extend • **Create a Song** • **Write an Argument** W.11.1

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Common Core State Standards for English Language Arts, Grade 12

Unit 1: Origin of a Nation: The Anglo-Saxon and Medieval Periods **Essential Questions:** *What makes someone a hero? What is true chivalry? Can we control our fate? What happens when a society unravels?* **Unit 1 Academic Vocabulary:** appropriate, authority, consequence, element, justify	**CCSS in Unit 1:** RL.12.2 RL.12.4 RL.12.5 RL.12.3 RL.12.10b RL.12.3 RL.12.4 RL.12.10b RI.12.5, RI.12.6, SL.12.1.a, SL.12. 4 RI.12.6 RI.12.1 RI.12.6 RI.12.5 RI.12.6, RI.12.5, SL.12.4, SL.12.1.aW.12.3, W.12.3.a-e, W.12.10, W.12.4, W.12.3.b, W.12.5, W.12.6 W.12.10 SL.12.6 SL.12.2 W.12.3.b, W.12.3.e, W.12.7 SL.12.6.2 SL.12.1.a, SL.12.4 W.12.10 W.12.7 SL.12.1.a W.12.3.a, W.12.3.b W.12.7 SL.12.1 W.12.10 W.12.7 SL.12.2 W.12.3 W.12.7 SL.12.1.a W.12.2 W.12.7, SL.12.2, L.12.4, L.12.1.a L.12.4.c, L.12.1.b L.12.4.a L.12.4.c, L.12.1.a L.12.1, L.12.2.b, L.12.4.a RL.12.4 L.12.3.a L.6.1c L.12.3 L.12.1 L.12.3

Selection / Feature Title	**Get Ready skills**	**Choices**	**Critical Vocabulary words / Vocabulary Strategy**	**Watch Your Language! (Grammar)**
ANALYZE & APPLY				
EPIC POEM *from* Beowulf by the Beowulf Poet translated by Seamus Heaney	Determine Themes RL.12.2 Analyze Old English Poetry RL.12.4	Poem W.12.10 Oral Reading SL.12.6 Graphic Novel Panel SL.12.2	• aghast • affliction • plight • wail • loathsome Homophones L.12.1, L.12.2.b, L.12.4.a	Mood RL.12.4
NARRATIVE POEM The Wife of Bath's Tale from The Canterbury Tales by Geoffrey Chaucer translated by Neville Coghill	Analyze Structure RL.12.5 Analyze Narrator RL.12.3	Short Story W.12.3.b, W.12.3.e, W.12.7 Presentation SL.12.6.2 Group Discussion SL.12.1.a, SL.12.4	• preamble • virtue • sovereignty • bequeath • rebuke Usage L.12.4.c, L.12.1.a	Inverted Sentences L.12.3.a

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ROMANCE *from* Le Morte d'Arthur by Sir Thomas Mallory	Analyze Conflict RL.12.3 Make Predictions RL.12.10b	Character Sketch W.12.10 Historical Connection W.12.7 Group Discussion SL.12.1.a	• dominion • incumbent • redress • usurp • guile Multiple-Meaning Words L.12.4.a	Pronouns L.6.1c
MENTOR TEXT SHORT STORY Chivalry by Neil Gaiman	Analyze Characterization RL.12.3 Analyze Fantasy RL.12.3	Fantasy Scene W.12.3.a, W.12.3.b Arthurian Legends W.12.7 Group Discussion SL.12.1	• flotsam • appraise • forge • ignoble • bereft Context Clues L.12.4.a	Appositives and Appositive Phrases L.12.3
COLLABORATE & COMPARE				
Compare Poems				
POEM The Wanderer by Anonymous translated by Burton Raffel POEM Loneliness By Fanny Howe	Analyze Tone RL.12.4 Monitor Comprehension RL.12.10b	Letter W.12.10 Anglo-Saxon Culture W.12.7 Poster SL.12.2		
COLLABORATE & COMPARE				
Compare Primary Sources RI.12.5, RI.12.6, SL.12.1.a, SL.12. 4				

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LETTERS *from* The Paston Letters by The Paston Family DIARY *from* My Syrian Diary by Marah	Analyze Primary Sources RI.12.6 Make Inferences RI.12.1 Evaluate Author's Purpose RI.12.6 Analyze a Diary RI.12.5 Compare Primary Sources RI.12.6, RI.12.5, SL.12.4, SL.12.1.a	Dramatic Scene W.12.3 Historical Timeline W.12.7 Paired Discussion SL.12.1.a Compare-and-Contrast Essay W.12.2 Multimedia Presentation W.12.7, SL.12.2 Group Discussion SL.12.1.a	• commend • quell • affairs • writ Consult a Dictionary L.12.4.c, L.12.1.b Latin Roots L.12.4	Subject-Verb Agreement L.12.1 Informal Language L.12.3
Collaborate & Compare Compare and Analyze Primary Sources RI.12.6, RI.12.5, SL.12.4, SL.12.1.a Collaborate and Research W.12.7, W.12.2, W.12.7, SL.12.2, SL.12.1.a				
Independent Reading RL 12.10, RI 12.10				
Unit 1 Tasks **Write a Short Story** W.12.3, W.12.3.a-e, W.12.10, W.12.4, W.12.3.b, W.12.5, W.12.6 **Create a Podcast** SL.12.5, SL.12.6				
Reflect & Extend • **Write a Personal Essay** W.12.10 • **Create a Movie Trailer** SL.12.5				

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Unit 2: A Celebration of Human Achievement: The English Renaissance **Essential Questions:** *What can drive someone to seek revenge? How does time affect our feelings? What's the difference between love and passion? How do you defy expectations?* **Unit 2 Academic Vocabulary:** ambiguous, anticipate, conceive, drama, integrity	**CCSS in Unit 2:** RL.12.5, RL.12.3 RL.12.4 W.12.2 W.12.10 SL.12.1 L.12.5.a SL.12.6 SL.12.5 SL.12.1.a W.12.4 W.12.7, W.12.8, W.12.9 W.12.2 SL.12.2 SL.12.1 RL.12.4, RL.12.6, L.12.5.a L.12.4 L.12.3 RI.12.10b SL.12.6 W.12.3 RL 12.10, RI 12.10

Selection / Feature Title	**Get Ready skills**	**Choices**	**Critical Vocabulary words / Vocabulary Strategy**	**Watch Your Language**
ANALYZE & APPLY				
DRAMA The Tragedy of Hamlet by William Shakespeare	Analyze Dramatic Plot RL.12.5, RL.12.3 Analyze Conflict RL.12.3 Analyze Soliloquy RL.12.4	Act I Comparison W.12.2 Set Design Act II Diary Entry W.12.10 Group Discussion SL.12.1 Act III Rules for Actors W.12.10 Paired Discussion SL.12.1 Act IV Text Exchange W.12.10	Classical Allusions RL.12.4	Paradox L.12.5.a

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		Perform a Scene SL.12.6 Act V Eulogy W.12.10 Video Trailer SL.12.5 Script Evaluations SL.12.1.a		
FILM CLIPS *from* Hamlet by BBC Shakespeare	Analyze Interpretations of Drama RL.12.7	Film Review W.12.4 Casting Call W.12.7, W.12.8, W.12.9 Poster W.12.4		
POEM Valediction: Forbidding Mourning by John Donne	Analyze Metaphysical Conceits RL.12.4 Interpret Ideas in Poetry RL.12.4, RL.12.6, L.12.5.a	A Reflective Essay W.12.2 What Makes Love Last? SL.12.2 Roundtable SL.12.1		

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MENTOR TEXT LITERARY CRITICISM Hamlet's Dull Revenge by René Girard	Analyze Arguments RI.12.5 Analyze Central Ideas RI.12.2	Short Story W.12.3.a-c Memetic Desire W.12.7 Role-Play SL.12.6	• genre • double entendre • entail • emulation • hierarchy Domain-Specific Words and Phrases L.12.6	Combining Sentences L.12.3
COLLABORATE & COMPARE				
POEM To His Coy Mistress by Andew Marvell POEM Twenty-One Love Poems (Poem III) by Andrienne Rich SPEECH *from* Speech Before the Spanish Armada Invasion by Queen Elizabeth I ARTICLE For Army Infantry's First Women, Heavy Packs and the Weight of History by Dave Phillipps	Interpret Figurative Language RL.12.4 Analyze Speaker RL.12.4 Compare Themes RL.12.2, SL.12.1, SL.12.4 Analyze Rhetorical Devices RI.12.6 Analyze Historical Context RI.12.10b Analyze Text Features RI.12.5 Summarize and Paraphrase Texts RI.12.2 Compare Across Genres RI.12.1, SL.12.4, SL.12.2	Text Exchange W.12.10 Group Discussion SL.12.1 Politics and Poetry W.12.7 Write a Speech W.12.10 Spanish Armada W.12.7 Deliver a Speech SL.12.6 Interview Questions W.12.10 Uncle Sam Wants You! SL.12.2 Group Discussion SL.12.1	• treachery • feeble • scorn • realm • valor Multiple-Meaning Words L.12.4.a • infantry • smart • esprit de corps • rotation • scrounge • chafe Foreign Words and Phrases L.12.4	Formal Language L.12.3 Dashes and Hyphens L.12.2.a

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Compare Texts
Independent Reading RL 12.10, RI 12.10
Unit 2 Tasks **Write a Literary Analysis** W.12.10, W.12.4, W.12.9, W.12.1.a-e, W.12.5
Reflect & Extend • **Create a Playlist** W.12.10 • **Write a Short Narrative** W.12.3

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Unit 3: Tradition and Reason: The Restoration and the Eighteenth Century **Essential Questions:** *How can satire change people's behavior? What is your most surprising friendship? What keeps people from reaching their potential?* **Unit 3 Academic Vocabulary:** encounter, exploit, persist, subordinate, widespread	**CCSS in Unit 3:** RL.12.6, L.12.5.a RI.12.5 W.12.10 SL.12.1 W.12.7 L.12.4.d, L.12.4.a L.12.3.a L.12.3 L.12.4.b RL.12.4 RL.12.2 SL.12.6 SL.12.5 L.12.4.a RI.12.1 W.12.3 RI.12.6 RI.12.5 RI.12.10.b RL.12.3 RI.12.6 RI.12.3 SL.12.1.a, W.12.7 SL.12.1 L.12.1 RL 12.10, RI 12.10 W.12.10 W.12.4 W.12.3.a-e W.12.5

Selection / Feature Title	**Get Ready skills**	**Choices**	**Critical Vocabulary words / Vocabulary Strategy**	**Watch Your Language**
ANALYZE & APPLY				
SATIRE A Modest Proposal by Jonathan Swift	Analyze Satire RL.12.6, L.12.5.a Understand Author's Purpose RI.12.6, RI.12.5	Satirical Essay W.12.10 Group Discussion SL.12.1 Timeline W.12.7	• sustenance • prodigious • rudiment • collateral • scrupulous • encumbrance • inducement Context Clues L.12.4.d, L.12.4.a	Active and Passive Voice L.12.3.a
EDITORIAL Satire is Dying Because the Internet is Killing It by Arwa Mahdawi	Analyze Development of Ideas RI.12.4, RI.12.3 Analyze Tone RI.12.6	Satire W.12.10 Sketchnote Clickbait Conversation SL.12.1	• algorithm • curate • monetize • finite Parts of Speech L.12.4.b	Imperative Mood L.12.3
POEM Elegy Written in a Country Churchyard by Thomas Gray	Analyze Elegy RL.12.4 Analyze Themes RL.12.2	Epitaph W.12.10 Recite a Poem SL.12.6 PSA Video SL.12.5		

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DIARY An Encounter with King George III by Fanny Burney	Analyze Social Context RI.12.3 Make Inferences RI.12.1	Diary Entry W.12.3 Storyboard SL.12.5 Group Discussion SL.12.1	• malady • undaunted • salutation • expound • assent • anecdote Synonyms L.12.4.a	Reflexive and Intensive Pronouns L.12.1
COLLABORATE & COMPARE				
ARGUMENT *from* A Vindication of the Rights of Woman by Mary Wolstonecraft ARTICLE Education Protects Women from Abuse by Olga Khazan NOVEL *from* A Journal of the Plague Year by Daniel Defoe ***MENTOR TEXT*** MEMOIR *from* Inferno: A Doctor's Ebola Story by Steven Hatch, M.D.	Evaluate Rhetorical Devices RI.12.6 Analyze Counterarguments RI.12.5 Make Predictions RI.12.10.b Integrate and Evaluate Information RI.12.7 Compare Across Genres RI.12.3, SL.12.1.a, W.12.7 Analyze Historical Setting RL.12.3 Analyze Narrator RL.12.3 Analyze Author's Point of View RI.12.6 Analyze Memoirs RI.12.3 Compare Across Genres RI.12.3, SL.12.1.a, W.12.7	Letter W.12.10 18th-Century History W.12.7 Slide Presentation SL.12.5 Speech W.12.10 Essay W.12.2 Advertisement SL.12.2 Epilogue W.12.10 Compare Responses to Epidemics W.12.7 Talk Show Interview SL.12.6 Letter W.12.10 International Aid Organizations W.12.7	vindication abrogate prerogative inculcate evanescent congenial dissimulation Utopian Patterns of Word Change L.12.4.b extremist mire condone autonomy inoculate misogyny Greek Roots and Prefixes L.12.4 discourse huddle abate promiscuously visitation Denotation and Connotation	Figurative Language RI.12.4, L.12.5.a Direct and Indirect Quotations L.12.2 Participals and Participial Phrases L.12.1 Subordinate Clauses L.12.1

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		Group Discussion SL.12.1	abyss veracity pyrrhic victory vigilance plateau prognosis The Latin Root *ver* L.12.4	
Compare Texts				
Independent Reading RL 12.10, RI 12.10				
Unit 3 Tasks **Write a Personal Narrative** W.12.10 W.12.4 W.12.3.a-e W.12.5				
Reflect & Extend **• Create a Sketchnote** **• Write an Argument** W.12.1				

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Unit 4: Emotion and Experimentation: The Flowering of Romanticism **Essential Questions:** *What can nature offer us? How do you define beauty? How can science go wrong? What stirs your imagination?* **Unit 4 Academic Vocabulary:** appreciate, insight, intensity, invoke, radical	**CCSS in Unit 4:** RL.12.10.b RL.12.4 W.12.10, W.12.2, W.12.7 SL.12.1 SL.12.5 RL.12.5 RL.12.4 SL.12.6 W.12.3 RL.12.4 L.12.4.b RI.12.10.b RI.12.1 W.12.7, W.12.1 SL.12.4 SL.12.1 L.12.6 L.12.3.a SL.12.2 SL.12.4 RL 12.10, RI 12.10 W.12.10, W.12.2.a-c, W.12.2.f W.12.4 W.12.9 W.12.5 W.12.6 RL 12.10, RI 12.10

Selection / Feature Title	Get Ready skills	Choices	Critical Vocabulary words / Vocabulary Strategy	Watch Your Language
ANALYZE & APPLY				
POEMS by William Wordsworth	Analyze Romantic Poetry RL.12.10.b Analyze Imagery RL.12.4	Write a Literary Analysis W.12.10, W.12.2, W.12.7 Paired Discussion SL.12.1 Create a Presentation SL.12.5		
POEM Ode on a Grecian Urn by John Keats	Analyze Stanza Structure RL.12.5 Analyze Rhyme Scheme RL.12.4 Analyze Apostrophe RL.12.4	Use Apostrophe in a Poem W.12.10 Panel Discussion SL.12.6 Illustrate a Grecian Urn		

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NOVEL *from* Frankenstein by Mary Shelley	Analyze Science Fiction RL.12.10.b Analyze Motivation RL.12.1	Science Fiction Story W.12.10 Letter Exchange W.12.3 Illustration	inarticulate ardor odious infused inanimate misdeed precipice tumult Antonyms L.12.4.b	Sensory Language RL.12.4
MENTOR TEXT ESSAY Frankenstein: Giving Voice to the Monster by Langdon Winner	Evaluate an Essay RI.12.10.b Monitor Comprehension RI.12.1	Essay W.12.7, W.12.1 Policy Proposal SL.12.4 Artificial Intelligence Projects SL.12.1	sentient artifice recoil ominous domain prescient Technical Words L.12.6	Parallel Structure L.12.3.a
COLLABORATE & COMPARE				
POEM Ode to the West Wind by Percy Bysshe Shelley POEM Ode to My Mother's Hair by Joseph O. Legaspi POEMS *from* Songs of Innocence by William Blake POEMS *from* Songs of Experience by William Blake	Analyze Ode RL.12.5 Analyze Diction RL.12.4 Compare Themes RL.12.2, SL.12.1, SL.12.4 Understand Historical Background SL.12.2 Analyze Symbols RL.12.4 Compare Poems RL.12.4, SL.12.4, SL.12.1, RL.12.2	Ode W.12.10 Paired Discussion SL.12.1 Collage SL.12.2 Write a Reflective Essay W.12.2 Share Your Symbols SL.12.1 Create a Podcast SL.12.5		

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Compare Texts
Independent Reading RL 12.10, RI 12.10
Unit 4 Tasks **Write an Explanatory Essay** W.12.10, W.12.2.a-c, W.12.2.f W.12.4 W.12.9 W.12.5 W.12.6
Reflect & Extend • **Create a Photo Essay** SL.12.2 • **Write an Argument** W.12.1

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Unit 5: An Era of Rapid Change: The Victorians **Essential Questions:** *What is a true benefactor? How do you view the world? What brings out cruelty in people? Which invention has had the greatest impact on your life?* **Unit 5 Academic Vocabulary:** abandon, confine, conform, depress, reluctance	**CCSS in Unit 5:** RL.12.3 W.12.10 W.12.7 SL.12.1 L.12.4.a L.12.1 SL.12.2, RI.12.7 W.12.3 SL.12.5 RL.12.6 RL.12.4 SL.12.6 SL.12.1 L.12.4.a L.12.3 RI.12.7 RI.12.5 L.12.4.c L.12.3.a RL.12.4 RL.12.2, SL.12.1.a, SL.12.4 RL 12.10, RI 12.10

Selection / Feature Title	Get Ready skills	Choices	Critical Vocabulary words / Vocabulary Strategy	Watch Your Language
ANALYZE & APPLY				
NOVEL *from* Jane Eyre by Charlotte Brontë	Analyze First-Person Point of View RL.12.3 Analyze Setting RL.12.3	Diary Entry W.12.10 Education in Victorian England W.12.7 You're in Charge SL.12.1	• indefatigable • ruddy • morose • commencing • vogue Context Clues L.12.4.a	Gerunds and Gerund Phrases L.12.1
DOCUMENTARY Factory Reform by Timelines.tv		Evaluate Documentaries SL.12.2, RI.12.7 Short Story W.12.3 Company Brochure SL.12.5 Group Discussion SL.12.1		

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NARRATIVE POEM The Lady of Shalott by Alfred, Lord Tennyson	Analyze Allegory RL.12.6 Analyze Mood RL.12.4	Diary Entry W.12.10 Graphic Novel Panel SL.12.5 Poetry Recital SL.12.6		
NOVEL *from* Great Expectations by Charles Dickens	Analyze Plot RL.12.3 Analyze Characterization RL.12.3	Create Character W.12.10 Investigate the Historical Context W.12.7 Make Rules…or Break Them? SL.12.1	• self-possessed • gilded • trinket • dogged • aversion • brooding Heteronyms L.12.4.a	Repetition L.12.3
MENTOR TEXT ESSAY The Victorians Had the Same Concerns About Technology As We Do by Melissa Dickson	Integrate and Evaluate Information RI.12.7 Analyze Compare-and-Contrast Essay RI.12.5	Group Discussion SL.12.1 Historical Timeline Opinion Statement W.12.10	• forebear • underpin • pervasive • cacophony • sea change • posit • immersion • Luddite Use a Thesaurus L.12.4.c	Sentence Structure L.12.3.a

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COLLABORATE & COMPARE				
POEM Dover Beach by Matthew Arnold POEM The Darkling Thrush by Thomas Hardy POEM My Last Duchess by Robert Browning POEM Blood by Natasha Trethewey	Analyze Extended Metaphors RL.12.4 Analyze Sound Devices RL.12.4 Compare Themes RL.12.2, SL.12.1.a, SL.12.4 Draw Conclusions About Speakers RL.12.6, RL.12.1 Analyze Imagery RL.12.4 Compare Themes RL.12.2, SL.12.1.a, SL.12.4	Poem W.12.10 Poster SL.12.5 Group Discussion SL.12.1 Monologue W.12.10 Playlist W.12.7 Oral Presentation SL.12.6		
Compare Texts				
Independent Reading RL 12.10, RI 12.10				
Unit 5 Tasks **Write a Research Report** W.12.10, W.12.7, W.12.8, W.12.9 W.12.2, W.12.4, W.12.5, W.12.6 **Present Your Report** SL.12.5				
Reflect & Extend • **Write a Short Story** W.12.3 • **Create a Documentary** SL.12.5				

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Unit 6: New Ideas, New Voices: Modern and Contemporary Literature **Essential Questions:** *What makes people feel insecure? Why is it hard to resist social pressure? What is the power of symbols? How do you measure a person's worth?* **Unit 6 Academic Vocabulary:** arbitrary, controversy, convince, denote, undergo	**CCSS in Unit 6:** RL.12.6, RL.12.3 RL.12.4 W.12.10 SL.12.5 SL.12.1.a, SL.12.1.b L.12.4.b L.12.1 RL.12.10.b SL.12.1.12.4.d, L.12.4.a, L.12.1.b L.12.3 RI.12.10.b RI.12.3 SL.12.1.a L.12.3.a L.12.4.c SL.12.1 SL.12.2 SL.12.4 RI.12.6 L.12.4.b L.12.1 L.12.3 L.12.2.a W.12.4, W.12.1.a-e, W.12.9, W.12.5, W.12.8, W.12.6 RL 12.10, RI 12.10 W.12.2

Selection / Feature Title	**Get Ready skills**	**Choices**	**Critical Vocabulary words / Vocabulary Strategy**	**Watch Your Language**
ANALYZE & APPLY				
SHORT STORY A Village After Dark by Kazuo Ishiguro	Evaluate an Unreliable Narrator RL.12.6, RL.12.3 Analyze Mood RL.12.4	Social Media Post W.12.10 Video Trailer SL.12.5 Mock Trial SL.12.1.a, SL.12.1.b	• disoriented • procrastinate • impressionable • lethargy • incessantly Prefixes L.12.4.b	Adjectives and Adverbs L.12.1
SHORT STORY A Cup of Tea by Katherine Mansfield	Analyze Third-Person-Point of View RL.12.3 Evaluate Character RL.12.10.b	Fictional Scene W.12.3 Paired Discussion SL.12.1 Podcast SL.12.5	• presentable • tactfully • listless • vile • engagement Clarify Precise Meaning L.12.4.d, L.12.4.a, L.12.1.b	Precise Details L.12.3

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ESSAY Shooting an Elephant by George Orwell	Analyze Reflective Essay RI.12.10.b Analyze Cause-and-Effect Relationships RI.12.3	Explain an Injustice W.12.2 Words to Dwell On SL.12.1.a Facing Peer Pressure SL.12.1	• imperialism • cowed • supplant • prostrate • despotic • labyrinth • garish Etymology L.12.4.c	Prepositional Phrases L.12.1
SHORT STORY My Daughter the Racist by Helen Oyeyemi	Analyze Setting RL.12.3 Make Predictions RL.12.10.b	Letter W.12.10 Group Discussion SL.12.1.a Difficult Choices W.12.2	• balmy • loftily • brazen • impeccably Idioms L.12.4.c	Syntax L.12.3.a
POEM The Love Song of J. Alfred Prufrock by T.S. Eliot	Understand Modernist Poetry RL.12.10.b Analyze Stream of Consciousness RL.12.5 Make Inferences RL.12.1	Stream of Consciousness Poem W.12.10 Self-Esteem Advice SL.12.1 Cartoon SL.12.2		
COLLABORATE & COMPARE				
POEM The Second Coming by William Butler Yeats	Understand Symbolism RL.12.4 Analyze Rhythmic Patterns RL.12.5	Literary Analysis W.12.2 Common Symbols W.12.7 Song Adaptation		

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POEM Symbols? I'm Sick of Symbols by Fernando Pessoa	Compare Themes RL.12.2, RL.12.4, SL.12.1, SL.12.4			
MENTOR TEXT SPEECH The Threat of Inequality by Sadiq Khan	Evaluate Persuasive Techniques RI.12.6 Identify Repetition and Parallelism RI.12.6	Speech W.12.10 Presentation on Inequality W.12.7 Bumper Sticker SL.12.7	• disconnect • cohesiveness • volatile • succinctly • accommodations Parts of Speech L.12.4.b	Who vs. Whom L.12.1
MENTOR TEXT EDITORIAL The Inequality Bogeyman by Thomas Sowell	Analyze Deductive Reasoning RI.12.5 Evaluate a Counterargument RI.12.5 Compare Arguments RI.12.1, RI.12.6	Letter W.12.10 Wealthy Innovators W.12.7 Paired Discussion SL.12.1	implication innate intelligentsia zero-sum innumerable Compound Adjectives L.12.2.a	Rhetorical Questions L.12.3
Compare Texts				
Independent Reading RL 12.10, RI 12.10				
Unit 6 Tasks **Write an Argument** W.12.10, W.12.4, W.12.1.a-e, W.12.9, W.12.5, W.12.8, W.12.6 **Debate an Issue** SL.12.4, SL.12.3				
Reflect & Extend • **Create a Book Cover** SL.12.2 • **Write an Explanatory Essay** W.12.2				

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	Day 1	Day 2	Day 3	Day 4	Day 5
WEEK 1	**Course Introduction** **Explore Online** SE pp. H2–H5	***Module 1: American Beginnings*** **Essential Question** SE/TG p. 2 **Video** SE/TG p. 2 **Timeline** SE/TG p. 3	***Lesson 1:* Societies of the Americas to 1492** SE/TG pp. 4–13 **Lesson Opener** **The Big Idea** In ancient times, migrating peoples settled the Americas. Their descendants developed diverse Native American cultures in varied landscapes.	***Lesson 2:* West African Societies Around 1492** SE/TG pp. 14–20 **Lesson Opener** **The Big Idea** West Africa in the 1400s was home to a variety of peoples and cultures.	***Lesson 3:* European Societies Around 1492** SE/TG pp. 21–28 **Lesson Opener** **The Big Idea** Political, economic, and intellectual developments in western Europe in the 1400s led to the Age of Exploration.
			Why It Matters Now Ancient customs and patterns of immigration have always shaped and continue to shape American history. **Lesson Enrichment** TG p. 3b **Lesson Assessment** TG pp. 13–13b	**Why It Matters Now** Modern African Americans have strong ancestral ties to the people of West Africa. **Lesson Enrichment** TG p. 13d **Lesson Assessment** TG pp. 20–20a	**Why It Matters Now** European settlement in the Americas led to the founding of the United States. **Lesson Enrichment** TG p. 20d **Lesson Assessment** TG pp. 28–28a

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WEEK 2	***Lesson 4:* Transatlantic Encounters** SE/TG pp. 29–35 **Lesson Opener** **The Big Idea** Columbus's voyages set off a chain of events that brought together the peoples of Europe, Africa, and the Americas. **Why It Matters Now** The interactions among the people of these three continents laid the foundations for modern multicultural America. **Lesson Enrichment** TG p. 28d **Lesson Assessment** TG pp. 35–35a	**Module 1 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 44-45b	***Module 2:* The American Colonies** **Essential Question** SE/TG p. 46 **Video** SE/TG p. 46 **Timeline** SE/TG p. 47	***Lesson 1:* The English Settle Virginia** SE/TG pp. 48–55 **Lesson Opener** **The Big Idea** The first permanent English settlement in North America was founded at Jamestown, Virginia, in 1607.	***Lesson 2:* Colonial Settlement Continues** SE/TG pp. 56–71 **Lesson Opener** **The Big Idea** English Puritans came to North America, beginning in 1620. The Dutch settled New Netherland; English Quakers settled Pennsylvania.
	***Lesson 5:* Spain's Empire in the Americas** SE/TG pp. 36–43 **Lesson Opener** **The Big Idea** Throughout the 1500s and 1600s, the Spanish conquered Central and portions of North America. **Why It Matters Now** Spanish language, religion, and architecture continue to influence the Americas. **Lesson Enrichment** TG p. 35d **Lesson Assessment** TG pp. 43–43b			**Why It Matters Now** English colonies in Virginia developed into the present states of the southern United States. **Lesson Enrichment** TG p. 47b **Lesson Assessment** TG pp. 55–55a	**Why It Matters Now** The United States continues to use a form of representative government begun by Puritans. Tolerance and equality promoted by Quakers remain fundamental American values. **Lesson Enrichment** TG p. 55d **Lesson Assessment** TG pp. 69–69b

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	Day 1	Day 2	Day 3	Day 4	Day 5
WEEK 3	***Lesson 3:* Relations with England** SE/TG pp. 72–78 **Lesson Opener** **The Big Idea** England and its largely self-governing colonies prospered under a mutually beneficial trade relationship. **Why It Matters Now** The colonial system of self-governing colonies was the forerunner of our modern system of self-governing states. **Lesson Enrichment** TG p. 71b **Lesson Assessment** TG pp. 78-78b	***Lesson 5:* Life in the Colonies** SE/TG pp. 87–95 **Lesson Opener** **The Big Idea** Both the northern and southern colonies developed diverse societies. The South was mostly rural, and the North was mostly urban.	***Lesson 6:* The French and Indian War** SE/TG pp. 96–101 **Lesson Opener** **The Big Idea** British victories helped spread the English language throughout North America.	**Module 2 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 102–102b	***Module 3:* The American Revolution** **Essential Question** SE/TG p. 104 **Video** SE/TG p. 104 **Timeline** SE/TG p. 105
	***Lesson 4:* Colonial Economies** SE/TG pp. 79–86 **Lesson Opener** **The Big Idea** In the southern colonies, a predominantly agricultural economy developed. The northern colonies developed an economy based on mostly commerce and trade. **Why It Matters Now** The modern South and North maintain many of their economic traditions. **Lesson Enrichment** TG p. 78d **Lesson Assessment** TG pp. 86-86a	**Why It Matters Now** The states that were once the northern colonies remain predominantly urban today. Much of the region that was once the southern colonies remains rural today. **Lesson Enrichment** TG p. 86d **Lesson Assessment** TG pp. 95-95a	**Why It Matters Now** British victory over the French in North America enlarged the British Empire but led to new conflicts with the colonists. **Lesson Enrichment** TG p. 95d **Lesson Assessment** TG pp. 101–101a		

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WEEK 4	***Lesson 1:* The Stirrings of Rebellion** SE/TG pp. 106–113 **Lesson Opener** **The Big Idea** Conflict between Great Britain and the American colonies grew over issues of taxation, representation, and liberty.	***Lesson 2:* Ideas Help Start a Revolution** SE/TG pp. 114–120 **Lesson Opener** **The Big Idea** Tensions increased throughout the colonies until the Continental Congress declared independence on July 4, 1776.	***Lesson 3:* Struggling Toward Saratoga** SE/TG pp. 126–132 **Lesson Opener** **The Big Idea** After a series of setbacks, American forces won at Saratoga and survived. **Why It Matters Now** Determination, resilience, and unity have become part of the American character. **Lesson Enrichment** TG p. 125b **Lesson Assessment** TG pp. 132a–132b	**Module 3 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 140–141b	***Module 4: The U.S. Constitution*** **Essential Question** SE/TG p. 142 **Video** SE/TG p. 142 **Timeline** SE/TG p. 143
	Why It Matters Now The events that shaped the American Revolution are a turning point in humanity's fight for freedom. **Lesson Enrichment** TG p. 105b **Lesson Assessment** TG pp. 113–113b	**Why It Matters Now** The Declaration of Independence continues to inspire and challenge people everywhere. **Lesson Enrichment** TG p. 113d **Lesson Assessment** TG pp. 120–120a	***Lesson 4*: Winning the War** **Lesson Opener** **The Big Idea** Strategic victories in the South and at Yorktown enabled the Americans to defeat the British. **Why It Matters Now** The American defeat of the British established the United States as an independent nation. **Lesson Enrichment** TG p. 132d **Lesson Assessment** TG pp. 139–139a		

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WEEK 5	***Lesson 1:* The Articles of Confederation** SE/TG pp. 144–151 **Lesson Opener** **The Big Idea** Conflict between Great Britain and the American colonies grew over issues of taxation, representation, and liberty.	***Lesson 2:* Drafting the Constitution** SE/TG pp. 154–159 **Lesson Opener** **The Big Idea** Tensions increased throughout the colonies until the Continental Congress declared independence on July 4, 1776. **Why It Matters Now** The Constitution remains the basis of our government. **Lesson Enrichment** TG p. 153b **Lesson Assessment** TG pp. 159–159a	***Lesson 4:* Feature: The Constitution of the United States** SE/TG pp. 168–193	**Module 4 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 194–195b	***Module 5: A New Nation 1788–1817*** **Essential Question** SE/TG p. 196 **Video** SE/TG p. 196 **Timeline** SE/TG p. 197
	Why It Matters Now The reaction to the weak Articles of Confederation led to a stronger central government that has continued to expand its power. **Lesson Enrichment** TG p. 143b **Lesson Assessment** TG pp. 151–151	***Lesson 3:* Ratifying the Constitution** SE/TG pp. 160–167 **Lesson Opener** **The Big Idea** During the debate on the Constitution, the Federalists promised to add a bill of rights in order to get the Constitution ratified. **Why It Matters Now** The Bill of Rights continues to protect ordinary citizens. **Lesson Enrichment** TG p. 159d **Lesson Assessment** TG pp. 167–167b			

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WEEK 6	***Lesson 1:* Washington's Presidency** SE/TG pp.198–205 **Lesson Opener** **The Big Idea** President Washington transformed the ideas of the Constitution into a real government.	***Lesson 2:* Tackling Foreign Affairs** SE/TG pp. 206–213 **Lesson Opener** **The Big Idea** Events in Europe sharply divided American public opinion in the late 18th century.	***Lesson 3:* Jefferson Alters the Nation's Course** SE/TG pp. 214–219 **Lesson Opener** **The Big Idea** The United States expanded its borders during Thomas Jefferson's administration. **Why It Matters Now** Part or all of 15 states now occupy the territory Jefferson acquired in the Louisiana Purchase. **Lesson Enrichment** TG p. 213d **Lesson Assessment** TG pp. 219–219b	**Module 5 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 228–229b	***Module 6: Nationalism and Sectionalism*** **Essential Question** SE/TG p. 230 **Video** SE/TG p. 230 **Timeline** SE/TG p. 231
	Why It Matters Now The cabinet, an institution Washington created, is still a key element of every presidential administration. **Lesson Enrichment** TG p. 197b **Lesson Assessment** TG pp. 205–205b	**Why It Matters Now** Foreign policy remains a key element of every presidential administration. **Lesson Enrichment** TG p. 205d **Lesson Assessment** TG pp. 213–213b	***Lesson 4:* The War of 1812** SE/TG pp. 220–227 **Lesson Opener** **The Big Idea** War broke out again between the United States and Britain in 1812. **Why It Matters Now** The War of 1812 confirmed American independence and strengthened nationalism. **Lesson Enrichment** TG p. 219d **Lesson Assessment** TG pp. 225–225b		

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WEEK 7	***Lesson 1:*** **Regional Economies** SE/TG pp. 232–240 **Lesson Opener** **The Big Idea** The North and the South developed different economic systems that led to political differences between the regions.	***Lesson 2:*** **The Rise of Nationalism** SE/TG pp. 241–247 **Lesson Opener** **The Big Idea** Nationalism exerted a strong influence in the courts, foreign affairs, and westward expansion in the early 1800s. **Why It Matters Now** Nationalism continues to affect such decisions as whether we should involve the country in foreign conflicts and what limits can be placed on business, communications, and trade. **Lesson Enrichment** TG p. 240d **Lesson Assessment** TG pp. 247–247a	***Lesson 4:*** **States' Rights and the National Bank** SE/TG pp. 256–262 **Lesson Opener** **The Big Idea** Andrew Jackson confronted two important issues during his presidency—states' rights and a national bank.	***Lesson 5:*** **The Market Revolution** SE/TG pp. 263–271 **Lesson Opener** **The Big Idea** Technological changes created greater interaction and more economic diversity among the regions of the nation.	**Module 6 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 272–273d
	Why It Matters Now Different regions of the country continue to have differing political and economic interests today. **Lesson Enrichment** TG p. 231b **Lesson Assessment** TG pp. 240a–240b	***Lesson 3:*** **The Age of Jackson** SE/TG pp. 248–255 **Lesson Opener** **The Big Idea** Andrew Jackson's policies spoke for the common people but violated Native American rights. **Why It Matters Now** The effects of land losses and persecution faced by Native Americans in the 1800s continue to be reflected in their legal struggles today. **Lesson Enrichment** TG p. 247d **Lesson Assessment** TG pp. 255–255a	**Why It Matters Now** The conflict between states' rights and federal government control continues to flare up in such arenas as education, commerce, and law enforcement. **Lesson Enrichment** TG p. 255d **Lesson Assessment** TG pp. 262a–262b	**Why It Matters Now** The linking of markets continues today, as new technologies are opening the United States to globalized trade. **Lesson Enrichment** TG p. 262d **Lesson Assessment** TG pp. 271–272	

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WEEK 8	**Benchmark 1**	***Module 7: A New Nation*** **Essential Question** SE/TG p. 274 **Video** SE/TG p. 274 **Timeline** SE/TG p. 275	***Lesson 1:* Manifest Destiny** SE/TG pp. 276–285 **Lesson Opener** **The Big Idea** Americans moved west, energized by their belief in the rightful expansion of the United States from the Atlantic to the Pacific.	***Lesson 2:* Expansion in Texas** SE/TG pp. 286–291 **Lesson Opener** **The Big Idea** Mexico offered land grants to American settlers, but conflict developed over religion and other cultural differences and the issue of slavery. **Why It Matters Now** Today, the state of Texas shares an important trading partnership with Mexico. **Lesson Enrichment** TG p. 285b **Lesson Assessment** TG pp. 290–291a	**Module 7 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 300–301a
			Why It Matters Now The South and Southwest are now the fastest-growing regions of the United States. **Lesson Enrichment** TG p. 275b **Lesson Assessment** TG pp. 283–283b	***Lesson 3:* The War with Mexico** SE/TG pp. 292–299 **Lesson Opener** **The Big Idea** Tensions over the U.S. annexation of Texas led to war with Mexico, resulting in huge territorial gains for the United States. **Why It Matters Now** The United States has achieved its goal of expanding across the continent from east to west. **Lesson Enrichment** TG p. 291d **Lesson Assessment** TG pp. 299–299a	

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WEEK 9	***Module 8: A New Nation*** **Essential Question** SE/TG p. 302 **Video** SE/TG p. 302 **Timeline** SE/TG p. 303	***Lesson 1:* Religion Sparks Reform** SE/TG pp. 304–312 **Lesson Opener** **The Big Idea** A renewal of religious sentiment—known as the Second Great Awakening—inspired a host of reform movements.	***Lesson 2:* Slavery and Abolition** SE/TG pp. 313–321 **Lesson Opener** **The Big Idea** Slavery became an explosive issue, as more Americans joined reformers working to end it.	***Lesson 3:* Women and Reform** SE/TG pp. 322–328 **Lesson Opener** **The Big Idea** Women reformers expanded their efforts from movements such as abolition and temperance to include women's rights.	***Lesson 4:* The Changing Workplace** SE/TG pp. 329–337 **Lesson Opener** **The Big Idea** A growing industrial work force faced problems arising from manufacturing under the factory system.
		Why It Matters Now Many modern social and political reform movements grew out of the reform movements of 19th-century America. **Lesson Enrichment** TG p. 303b **Lesson Assessment** TG pp. 312–312b	**Why It Matters Now** Questions of economic and social inequality continue to challenge the people of the United States. **Lesson Enrichment** TG p. 312d **Lesson Assessment** TG pp. 321–321b	**Why It Matters Now** Women reformers expanded their efforts from movements such as abolition and temperance to include women's rights. **Lesson Enrichment** TG p. 321d **Lesson Assessment** TG pp. 328–328a	**Why It Matters Now** The National Trades' Union was the forerunner of America's labor unions today. **Lesson Enrichment** TG p. 328d **Lesson Assessment** TG pp. 337–337b

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WEEK 10	**Module 8 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 338–339b	***Module 9: The Civil War*** **Essential Question** SE/TG p. 340 **Video** SE/TG p. 340 **Timeline** SE/TG p. 341	***Lesson 1:* The Issue of Slavery** SE/TG pp. 342–355 **Lesson Opener** **The Big Idea** The issue of slavery dominated U.S. politics in the early 1850s.	***Lesson 2:* The Birth of the Republican Party** SE/TG pp. 356–360 **Lesson Opener** **The Big Idea** In the mid-1850s the issue of slavery and other factors split political parties and led to the birth of new ones.	***Lesson 3:* Slavery and Secession** SE/TG pp. 361–370 **Lesson Opener** **The Big Idea** A series of controversial events heightened the sectional conflict that brought the nation to the brink of war.
			Why It Matters Now Issues of fairness, equality, race, and class continue to challenge U.S. society. **Lesson Enrichment** TG p. 341b **Lesson Assessment** TG pp. 355–355b	**Why It Matters Now** The Republican and Democratic parties remain the major political forces in the United States today. **Lesson Enrichment** TG p. 355d **Lesson Assessment** TG pp. 360–360a	**Why It Matters Now** Secession created deep divisions in American society that persist to the present time. **Lesson Enrichment** TG p. 360d **Lesson Assessment** TG pp. 368a–368b

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WEEK 11	***Lesson 4:* The Civil War Begins** SE/TG pp. 371–380 **Lesson Opener** **The Big Idea** The secession of southern states caused the North and the South to take up arms.	***Lesson 5:* The Politics of War** SE/TG pp. 381–388 **Lesson Opener** **The Big Idea** By issuing the Emancipation Proclamation, President Lincoln made slavery the focus of the war.	***Lesson 6:* The North Takes Charge** SE/TG pp. 389–400 **Lesson Opener** **The Big Idea** Key victories at Vicksburg and Gettysburg helped the Union wear down the Confederacy.	***Lesson 7:* Effects of War** SE/TG pp. 401–411 **Lesson Opener** **The Big Idea** The Civil War brought about dramatic social and economic changes in American society.	**Module 9 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 412–413d
	Why It Matters Now The nation's identity was forged in part by the Civil War. **Lesson Enrichment** TG p. 370b **Lesson Assessment** TG pp. 380–380a	**Why It Matters Now** The proclamation was a first step toward improving the status of African Americans. **Lesson Enrichment** TG p. 380d **Lesson Assessment** TG pp. 388–388a	**Why It Matters Now** These victories clinched the North's win and led to the preservation of the Union. **Lesson Enrichment** TG p. 388d **Lesson Assessment** TG pp. 400a–400b	**Why It Matters Now** The federal government established supreme authority, and no state has threatened secession since. **Lesson Enrichment** TG p. 400d **Lesson Assessment** TG pp. 411–411b	

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WEEK 12	***Module 10: Reconstruction 1864–1878*** **Essential Question** SE/TG p. 414 **Video** SE/TG p. 414 **Timeline** SE/TG p. 415	***Lesson 1:* The Politics of Reconstruction** SE/TG pp. 416–424 **Lesson Opener** **The Big Idea** Congress opposed Lincoln's and Johnson's plans for Reconstruction and instead implemented its own plan to rebuild the South.	***Lesson 2:* Reconstructing the South** SE/TG pp. 425–431 **Lesson Opener** **The Big Idea** Various groups contributed to the rebuilding of southern society after the war.	***Lesson 3:* Life After Slavery** SE/TG pp. 432–440 **Lesson Opener** **The Big Idea** During Reconstruction, African Americans gained new political and social rights but still faced discrimination in many areas.	***Lesson 4:* The Collapse of Reconstruction** SE/TG pp. 441–451 **Lesson Opener** **The Big Idea** Southern opposition to Radical Reconstruction, along with economic problems in the North, ended Reconstruction.
		Why It Matters Now Reconstruction was an important step in African Americans' struggle for civil rights. **Lesson Enrichment** TG p. 415b **Lesson Assessment** TG pp. 424a–424b	**Why It Matters Now** During Reconstruction, the South began to shift from an agricultural society into the economically and culturally diverse region it is today. **Lesson Enrichment** TG p. 424d **Lesson Assessment** TG pp. 431–431a	**Why It Matters Now** Many African American institutions, including colleges and churches, were established during Reconstruction. **Lesson Enrichment** TG p. 431d **Lesson Assessment** TG pp. 440a–440b	**Why It Matters Now** The government's failure to protect African Americans' rights during Reconstruction delayed blacks' achievement of full civil rights by over a century. **Lesson Enrichment** TG p. 440d **Lesson Assessment** TG pp. 451–451b

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WEEK 13	**Module 10 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 452–453b	***Module 11: Westward Expansion*** **Essential Question** SE/TG p. 454 **Video** SE/TG p. 454 **Timeline** SE/TG p. 455	***Lesson 1:* Cultures Clash on the Prairie** SE/TG pp. 456–464 **Lesson Opener** **The Big Idea** The culture of the Plains Indians declined as the government encouraged white settlers to move West.	***Lesson 2:* Mining and Ranching** SE/TG pp. 465–475 **Lesson Opener** **The Big Idea** Many people sought fortunes during the mining and cattle booms of the American West.	***Lesson 3:* Settling on the Great Plains** SE/TG pp. 476–483 **Lesson Opener** **The Big Idea** Settlers on the Great Plains transformed the land despite great hardships. **Why It Matters Now** The Great Plains region remains the breadbasket of the United States. **Lesson Enrichment** TG p. 475b **Lesson Assessment** TG pp. 483–483b
			Why It Matters Now Today, Plains Indians work to preserve their cultural traditions. **Lesson Enrichment** TG p. 455b **Lesson Assessment** TG pp. 464–464b	**Why It Matters Now** The mining and cattle booms built cities that continue to be important centers of commerce today. **Lesson Enrichment** TG p. 464d **Lesson Assessment** TG pp. 473–475	***Lesson 4:* Farmers and the Populist Movement** SE/TG pp. 484–489 **Lesson Opener** **The Big Idea** Farmers united to address their economic problems, giving rise to the Populist movement. **Why It Matters Now** Many of the Populist reform issues, such as income tax and legally protected rights of workers, are now taken for granted. **Lesson Enrichment** TG p. 483d **Lesson Assessment** TG pp. 489–489a

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WEEK 14	**Module 11 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 490–491b	***Module 12: Industrialization 1868–1901*** **Essential Question** SE/TG p. 492 **Video** SE/TG p. 492 **Timeline** SE/TG p. 493	***Lesson 1:* The Expansion of Industry** SE/TG pp. 494–501 **Lesson Opener** **The Big Idea** At the end of the 19th century, natural resources, creative ideas, and growing markets fueled an industrial boom.	***Lesson 2:* The Age of the Railroads** SE/TG pp. 502–508 **Lesson Opener** **The Big Idea** The growth and consolidation of railroads benefited the nation but also led to corruption and required government regulation. **Why It Matters Now** Railroads made possible the expansion of industry across the United States. **Lesson Enrichment** TG p. 501b **Lesson Assessment** TG pp. 508–508a	***Lesson 4:* The Rise of the Labor Movement** SE/TG pp. 516–523 **Lesson Opener** **The Big Idea** The expansion of industry prompted laborers to form unions to better their lives.
			Why It Matters Now Technological developments of the late 19th century paved the way for the continued growth of American industry. **Lesson Enrichment** TG p. 493b **Lesson Assessment** TG pp. 499–501	***Lesson 3:* Big Business** SE/TG pp. 509–515 **Lesson Opener** **The Big Idea** The expansion of industry resulted in the growth of big business. **Why It Matters Now** Many of the strategies used today in industry, such as consolidation, have their origins in the late 19th century. **Lesson Enrichment** TG p. 508d **Lesson Assessment** TG pp. 515–515b	**Why It Matters Now** Many of the strategies used today in the labor movement, such as the strike, have their origins in the late 19th century. **Lesson Enrichment** TG p. 515d **Lesson Assessment** TG pp. 523–523b

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WEEK 15	**Module 12 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 524–525b	***Module 13: Immigration and Urbanization 1876–1917*** **Essential Question** SE/TG p. 526 **Video** SE/TG p. 526 **Timeline** SE/TG p. 527	***Lesson 1:* The New Immigrants** SE/TG pp. 528–535 **Lesson Opener** **The Big Idea** Immigration from Europe, Asia, the Caribbean, and Mexico reached a new high in the late 19th and early 20th centuries.	***Lesson 2:* The Challenges of Urbanization** SE/TG pp. 536–543 **Lesson Opener** **The Big Idea** The rapid growth of cities forced people to deal with problems of housing, transportation, water, and sanitation.	***Lesson 3:* Politics in the Gilded Age** SE/TG pp. 544–549 **Lesson Opener** **The Big Idea** Local and national political corruption in the 19th century led to calls for reform. **Why It Matters Now** Political reforms paved the way for a more honest and efficient government in the 20th century and beyond. **Lesson Enrichment** TG p. 543d **Lesson Assessment** TG pp. 549a–549b
			Why It Matters Now This wave of immigration helped make the United States the diverse society it is today. **Lesson Enrichment** TG p. 527b **Lesson Assessment** TG pp. 535–535a	**Why It Matters Now** Consequently, residents of U.S. cities today enjoy greatly improved living conditions. **Lesson Enrichment** TG p. 535d **Lesson Assessment** TG pp. 543–543a	***Lesson 4:* New Technologies** SE/TG pp. 550–555 **Lesson Opener** **The Big Idea** Advances in science and technology helped solve urban problems, including overcrowding. **Why It Matters Now** American cities continue to depend on the results of scientific and technological research. **Lesson Enrichment** TG p. 549d **Lesson Assessment** TG pp. 555–555a

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WEEK 16	***Lesson 5:*** **The Dawn of Mass Culture** SE/TG pp. 425–431 **Lesson Opener** **The Big Idea** As Americans had more time for leisure activities, a modern mass culture emerged.	**Module 13 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 564–565b	**Benchmark 2**	***Module 14: Progressivism 1888–1921*** **Essential Question** SE/TG p. 566 **Video** SE/TG p. 566 **Timeline** SE/TG p. 567	***Lesson 1:*** **The Origins of Progressivism** SE/TG pp. 568–576 **Lesson Opener** **The Big Idea** Political, economic, and social change in late 19th-century America led to broad progressive reforms. **Why It Matters Now** Progressive reforms in areas such as labor and voting rights reinforced democratic principles that continue to exist today. **Lesson Enrichment** TG p. 567b **Lesson Assessment** TG pp. 576a–576b
	Why It Matters Now Today the United States has a worldwide impact on mass culture. **Lesson Enrichment** TG p. 555d **Lesson Assessment** TG pp. 563–563a				***Lesson 2:*** **Education Reform** SE/TG pp. 577–581 **Lesson Opener** **The Big Idea** Reforms in public education led to a rise in national literacy and the promotion of public education. **Why It Matters Now** The public education system is a foundation of the democratic ideals of American society. **Lesson Enrichment** TG p. 576d **Lesson Assessment** TG pp. 581–581b

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WEEK 17	***Lesson 3:* Segregation and Discrimination** SE/TG pp. 581–590 **Lesson Opener** **The Big Idea** African Americans led the fight against voting restrictions and Jim Crow laws.	***Lesson 4:* Women in Public Life** SE/TG pp. 591–595 **Lesson Opener** **The Big Idea** As a result of social and economic change, many women entered public life as workers and reformers.	***Lesson 5:* Teddy Roosevelt's Square Deal** SE/TG pp. 596–603 **Lesson Opener** **The Big Idea** As president, Theodore Roosevelt worked to give citizens a Square Deal through progressive reforms.	***Lesson 6:* The Origins of Progressivism** SE/TG pp. 604–608 **Lesson Opener** **The Big Idea** Taft's ambivalent approach to progressive reform led to a split in the Republican Party and the loss of the presidency to the Democrats. **Why It Matters Now** Third-party candidates continue to wrestle with how to become viable candidates. **Lesson Enrichment** TG p. 603d **Lesson Assessment** TG pp. 608–608a	**Module 14 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 616–617d
	Why It Matters Now Today, African Americans have the legacy of a century-long battle for civil rights. **Lesson Enrichment** TG p. 581d **Lesson Assessment** TG pp. 588–590	**Why It Matters Now** Women won new opportunities in labor and education that are enjoyed today. **Lesson Enrichment** TG p. 590b **Lesson Assessment** TG pp. 595–595a	**Why It Matters Now** As part of his Square Deal, Roosevelt's conservation efforts made a permanent impact on environmental resources. **Lesson Enrichment** TG p. 595d **Lesson Assessment** TG pp. 603–603a	***Lesson 7:* The Origins of Progressivism** SE/TG pp. 609–615 **Lesson Opener** **The Big Idea** Woodrow Wilson established a strong reform agenda as a pro-gressive leader. **Why It Matters Now** The passage of the Nineteenth Amendment during Wilson's administration granted women the right to vote. **Lesson Enrichment** TG p. 608d **Lesson Assessment** TG pp. 615–615a	

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WEEK 18	***Module 15: U.S. Imperialism 1892–1918*** **Essential Question** SE/TG p. 618 **Video** SE/TG p. 618 **Timeline** SE/TG p. 619	***Lesson 1:* Imperialism and America** SE/TG pp. 620–625 **Lesson Opener** **The Big Idea** Beginning in 1867 and continuing through the century, global competition caused the United States to expand. **Why It Matters Now** During this time period, the United States acquired Hawaii and Alaska, both of which became states in 1959. **Lesson Enrichment** TG p. 619b **Lesson Assessment** TG pp. 625–625b	***Lesson 3:* Acquiring New Lands** SE/TG pp. 633–640 **Lesson Opener** **The Big Idea** In the early 1900s the United States engaged in conflicts in Puerto Rico, Cuba, and the Philippines.	***Lesson 4:* America as a World Power** SE/TG pp. 641–649 **Lesson Opener** **The Big Idea** The Russo-Japanese War, the Panama Canal, and the Mexican Revolution added to America's military and economic power.	**Module 15 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 650–651b
		***Lesson 2:* The Spanish-American War** SE/TG pp. 626–632 **Lesson Opener** **The Big Idea** In 1898 the United States went to war to help Cuba win its independence from Spain. **Why It Matters Now** U.S. involvement in Latin America and Asia increased greatly as a result of the war and continues today. **Lesson Enrichment** TG p. 625d **Lesson Assessment** TG pp. 632a–632b	**Why It Matters Now** Today the United States maintains a strong military and political presence in strategic worldwide locations. **Lesson Enrichment** TG p. 632d **Lesson Assessment** TG pp. 640a–640b	**Why It Matters Now** American involvement in conflicts around 1900 led to involvement in World War I and later to a peacekeeper role in today's world. **Lesson Enrichment** TG p. 640d **Lesson Assessment** TG pp. 647–649	

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WEEK 19	***Module 16: World War I 1913–1920*** **Essential Question** SE/TG p. 652 **Video** SE/TG p. 652 **Timeline** SE/TG p. 653	***Lesson 1:* World War I Begins** SE/TG pp. 653–665 **Lesson Opener** **The Big Idea** As conflict in Europe intensified, the United States was forced to abandon its neutrality.	***Lesson 2:* The United States Joins the War** SE/TG pp. 666–675 **Lesson Opener** **The Big Idea** The United States mobilized a large army and navy to help the Allies achieve victory.	***Lesson 3:* The War at Home** SE/TG pp. 676–687 **Lesson Opener** **The Big Idea** World War I spurred social, political, and economic change in the United States.	***Lesson 4:* Wilson Fights for Peace** SE/TG pp. 688–695 **Lesson Opener** **The Big Idea** European leaders opposed most of Wilson's peace plan, and the U.S. Senate failed to ratify the peace treaty.
		Why It Matters Now The United States remains involved in European and world affairs. **Lesson Enrichment** TG p. 653b **Lesson Assessment** TG pp. 665–665b	**Why It Matters Now** During World War I, the United States military evolved into the powerful fighting force that it remains today. **Lesson Enrichment** TG p. 665d **Lesson Assessment** TG pp. 675–675b	**Why It Matters Now** Such changes increased government powers and expanded economic opportunities. **Lesson Enrichment** TG p. 675d **Lesson Assessment** TG pp. 685–687	**Why It Matters Now** Many of the nationalist issues left unresolved after World War I continue to trouble the world today. **Lesson Enrichment** TG p. 687b **Lesson Assessment** TG pp. 695–695b

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WEEK 20	**Module 16 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 696–697d	***Module 17: The Roaring Twenties 1919–1929*** **Essential Question** SE/TG p. 698 **Video** SE/TG p. 698 **Timeline** SE/TG p. 699	***Lesson 1:* The Business of America** SE/TG pp. 700–709 **Lesson Opener** **The Big Idea** Although the U.S. government was rocked by scandal during the early 1920s, a business boom fueled a rise in America's standard of living.	***Lesson 2:* Postwar Issues** SE/TG pp. 710–718 **Lesson Opener** **The Big Idea** A desire for normality after the war and a fear of communism and "foreigners" led to postwar isolationism.	***Lesson 3:* Changing Ways of Life** SE/TG pp. 719–725 **Lesson Opener** **The Big Idea** Americans experienced cultural conflicts as customs and values changed in the 1920s. **Why It Matters Now** The way in which different groups react to change continues to cause conflict today. **Lesson Enrichment** TG p. 718d **Lesson Assessment** TG pp. 725–725b
			Why It Matters Now The government must guard against scandal and corruption to merit public trust. In addition, business, technological, and social developments of the 1920s launched the era of modern consumerism. **Lesson Enrichment** TG p. 699b **Lesson Assessment** TG pp. 709–709b	**Why It Matters Now** Americans today continue to debate political isolationism and immigration policy. **Lesson Enrichment** TG p. 709d **Lesson Assessment** TG pp. 718a–718b	***Lesson 4:* The Twenties Woman** SE/TG pp. 726–730 **Lesson Opener** **The Big Idea** American women pursued new lifestyles and assumed new jobs and different roles in society during the 1920s. **Why It Matters Now** Workplace opportunities and trends in family life are still major issues for women today. **Lesson Enrichment** TG p. 725d **Lesson Assessment** TG pp. 730–730a

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WEEK 21	***Lesson 5:* Education and Popular Culture** SE/TG pp. 731–739 **Lesson Opener** **The Big Idea** The mass media, movies, and spectator sports played important roles in creating the popular culture of the 1920s—a culture that many artists and writers criticized.	***Lesson 6:* The Harlem Renaissance** SE/TG pp. 740–747 **Lesson Opener** **The Big Idea** African American ideas, politics, art, literature, and music flourished in Harlem and elsewhere in the United States.	**Module 17 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 748–749d	***Module 18: The Great Depression 1928–1934*** **Essential Question** SE/TG p. 750 **Video** SE/TG p. 750 **Timeline** SE/TG p. 751	***Lesson 1:* The Nation's Sick Economy** SE/TG pp. 752–760 **Lesson Opener** **The Big Idea** As the prosperity of the 1920s ended, severe economic problems gripped the nation.
	Why It Matters Now Much of today's popular culture can trace its roots to the popular culture of the 1920s. **Lesson Enrichment** TG p. 730d **Lesson Assessment** TG pp. 739–739b	**Why It Matters Now** The Harlem Renaissance provided a foundation of African American intellectualism to which African American writers, artists, and musicians contribute today. **Lesson Enrichment** TG p. 739d **Lesson Assessment** TG pp. 747–747a			**Why It Matters Now** The Great Depression has had lasting effects on how Americans view themselves and their government. **Lesson Enrichment** TG p. 751b **Lesson Assessment** TG pp. 760a–760b

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WEEK 22	***Lesson 2:* Hardship and Suffering** SE/TG pp. 761–768 **Lesson Opener** **The Big Idea** During the Great Depression, Americans did what they had to do to survive. **Why It Matters Now** Since the Great Depression, many Americans have been more cautious about saving, investing, and borrowing. **Lesson Enrichment** TG p. 760d **Lesson Assessment** TG pp. 768a–768b	**Module 18 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 776–777b	***Module 19: The New Deal 1932–1941*** **Essential Question** SE/TG p. 778 **Video** SE/TG p. 778 **Timeline** SE/TG p. 779	***Lesson 1:* A New Deal Fights the Depression** SE/TG pp. 780–788 **Lesson Opener** **The Big Idea** After becoming president, Franklin Delano Roosevelt used government programs to combat the Depression.	***Lesson 2:* The Second New Deal** SE/TG pp. 789–798 **Lesson Opener** **The Big Idea** The Second New Deal included new programs to extend federal aid and stimulate the nation's economy.
	***Lesson 3:* Hoover's Failed Policies** SE/TG pp. 769–775 **Lesson Opener** **The Big Idea** President Hoover's conserva-tive response to the Great Depression drew criticism from many Americans. **Why It Matters Now** Worsening conditions in the country caused the government to become more involved in the health and economic security of the people. **Lesson Enrichment** TG p. 768d **Lesson Assessment** TG pp. 775–775a			**Why It Matters Now** Americans still benefit from New Deal programs, such as bank and stock market regulations and the Tennessee Valley Authority. **Lesson Enrichment** TG p. 779b **Lesson Assessment** TG pp. 778–778b	**Why It Matters Now** Second New Deal programs continue to assisthomebuyers, farmers, workers, and the elderly in the 2000s. **Lesson Enrichment** TG p. 788d **Lesson Assessment** TG pp. 796a–796b

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WEEK 23	***Lesson 3:* New Deal, New Opportunities** SE/TG pp. 799–805 **Lesson Opener** **The Big Idea** New Deal policies and actions affected various social and ethnic groups. **Why It Matters Now** The New Deal made a lasting impact on increasing the government's role in the struggle for equal rights. **Lesson Enrichment** TG p. 798b **Lesson Assessment** TG pp. 805–805b	***Lesson 5:* The Impact of the New Deal** SE/TG pp. 812–819 **Lesson Opener** **The Big Idea** The New Deal affected American society not only in the 1930s but also in the decades that followed.	**Module 19 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 820–821b	***Module 20: World War II 1930–1946*** **Essential Question** SE/TG p. 822 **Video** SE/TG p. 822 **Timeline** SE/TG p. 823	***Lesson 1:* War Breaks Out** SE/TG pp. 824–836 **Lesson Opener** **The Big Idea** The rise of rulers with total power in Europe and Asia led to World War II.
	***Lesson 4:* Culture in the 1930s** SE/TG pp. 806–811 **Lesson Opener** **The Big Idea** Motion pictures, radio, art, and literature blossomed during the New Deal. **Why It Matters Now** The films, music, art, and literature of the 1930s still captivate today's public. **Lesson Enrichment** TG p. 805d **Lesson Assessment** TG pp. 811–811b	**Why It Matters Now** Americans still debate over how large a role government should play in American life. **Lesson Enrichment** TG p. 811d **Lesson Assessment** TG pp. 817–819			**Why It Matters Now** Dictators of the 1930s and 1940s changed the course of history when their actions started World War II, serving as a warning to be vigilant about totalitarian government. **Lesson Enrichment** TG p. 823b **Lesson Assessment** TG pp. 836a–836b

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WEEK 24	***Lesson 2:* The Holocaust** SE/TG pp. 837–845 **Lesson Opener** **The Big Idea** During the Holocaust, the Nazis systematically executed 6 million Jews and 5 million other non-Aryans."	***Lesson 3:* America Moves Toward War** SE/TG pp. 846–856 **Lesson Opener** **The Big Idea** The United States hesitated to become involved in another global conflict. However, it did provide economic and military aid to help the Allies achieve victory.	***Lesson 4:* The War Effort on the Home Front** SE/TG pp. 857–875 **Lesson Opener** **The Big Idea** Following the attack on Pearl Harbor, the United States mobilized for war.	***Lesson 4:* The War Effort on the Home Front** SE/TG pp. 876–885 **Lesson Opener** **The Big Idea** Following the attack on Pearl Harbor, the United States mobilized for war.	***Lesson 5:* The War for Europe and North Africa** SE/TG pp. 886–894 **Lesson Opener** **The Big Idea** Allied forces, led by the United States and Great Britain, battled Axis powers for control of Europe and North Africa.
	Why It Matters Now After the atrocities of the Holocaust, agencies formed to publicize human rights. These agencies continue to fight for social justice in today's world. **Lesson Enrichment** TG p. 836d **Lesson Assessment** TG pp. 845–845b	**Why It Matters Now** U.S. military capability became a key factor in World War II, and it has been a consideration in world affairs ever since. **Lesson Enrichment** TG p. 845d **Lesson Assessment** TG pp. 856–856a	**Why It Matters Now** Changes on the home front reshaped American society as well as the economy. **Lesson Enrichment** TG p. 856d **Lesson Assessment** TG pp. 873–873b	**Why It Matters Now** Changes on the home front reshaped American society as well as the economy. **Lesson Enrichment** TG p. 856d **Lesson Assessment** TG pp. 873–873b	**Why It Matters Now** During World War II, the United States assumed a leading role in world affairs that continues today. **Lesson Enrichment** TG p. 875b **Lesson Assessment** TG pp. 885–885b

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WEEK 25	***Lesson 6:* The War in the Pacific** SE/TG pp. 886–894 **Lesson Opener** **The Big Idea** After early defeats in the Pacific, the United States gained the upper hand and began to fight its way, island by island, to Japan.	***Lesson 7:* The End of World War II** SE/TG pp. 895–907 **Lesson Opener** **The Big Idea** While the Allies completed the defeat of the Axis powers on the battlefield, Allied leaders were making plans for the postwar world.	**Module 20 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 908–909d	**Benchmark 3**	***Module 21: The Cold War 1944–1992*** **Essential Question** SE/TG p. 910 **Video** SE/TG p. 910 **Timeline** SE/TG p. 911
	Why It Matters Now These battles in the Pacific convinced world leaders that a powerful weapon would be required to win the war. **Lesson Enrichment** TG p. 885d **Lesson Assessment** TG pp. 894–894a	**Why It Matters Now** Wartime decisions affected global affairs for the next several decades. **Lesson Enrichment** TG p. 894d **Lesson Assessment** TG pp. 907–907b			

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WEEK 26	***Lesson 1:*** **The Origins of the Cold War** SE/TG pp. 912–922 **Lesson Opener** **The Big Idea** The United States and the Soviet Union emerged from World War II as two "superpowers" with vastly different political and economic systems.	***Lesson 2:*** **The Cold War Heats Up** SE/TG pp. 923–931 **Lesson Opener** **The Big Idea** After World War II, China became a Communist nation and Korea was split into a Communist north and a democratic south.	***Lesson 3:*** **The Cold War at Home** SE/TG pp. 932–939 **Lesson Opener** **The Big Idea** During the late 1940s and early 1950s, fear of communism led to reckless charges against innocent citizens.	***Lesson 4:*** **Two Nations Live on the Edge** SE/TG pp. 940–949 **Lesson Opener** **The Big Idea** During the 1950s the United States and the Soviet Union came to the brink of nuclear war.	***Lesson 5:*** **Mounting Tensions in the Sixties** SE/TG pp. 950–960 **Lesson Opener** **The Big Idea** The Kennedy administration faced some of the most dangerous Soviet confrontations in American history.
	Why It Matters Now After World War II, differences between the United States and the Soviet Union led to a Cold War that lasted almost to the 21st century. **Lesson Enrichment** TG p. 911b **Lesson Assessment** TG pp. 922–922b	**Why It Matters Now** Ongoing tensions with China and North Korea continue to involve the United States. **Lesson Enrichment** TG p. 922d **Lesson Assessment** TG pp. 931–931b	**Why It Matters Now** Americans today remain vigilant about unfounded accusations. **Lesson Enrichment** TG p. 931d **Lesson Assessment** TG pp. 939–939a	**Why It Matters Now** The Cold War continued into the following decades, affecting U.S. policies in Cuba, Central America, Southeast Asia, and the Middle East. **Lesson Enrichment** TG p. 939d **Lesson Assessment** TG pp. 949–949b	**Why It Matters Now** America's response to Soviet threats developed the United States as a military superpower. **Lesson Enrichment** TG p. 949d **Lesson Assessment** TG pp. 960a–960b

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WEEK 27	***Lesson 6:* The End of the Cold War** SE/TG pp. 961–971 **Lesson Opener** **The Big Idea** Changes in foreign policy beginning with the Nixon administration gradually led to an easing of U.S.-Soviet tensions and an end to the Cold War.	**Module 21 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 972–973d	***Module 22: The Postwar Boom 1945–1961*** **Essential Question** SE/TG p. 974 **Video** SE/TG p. 974 **Timeline** SE/TG p. 975	***Lesson 1:* Postwar America** SE/TG pp. 976–983 **Lesson Opener** **The Big Idea** The Truman and Eisenhoweradministrations led the nation to make social, economic, and political adjustments following World War II.	***Lesson 2:* The American Dream in the Fifties** SE/TG pp. 984–997 **Lesson Opener** **The Big Idea** During the 1950s the economy boomed, and many Americans enjoyed material comfort.
	Why It Matters Now The end of the Cold War led to more open political and economic ties between the United States and the Soviet Union, despite some continued differences. **Lesson Enrichment** TG p. 960d **Lesson Assessment** TG pp. 971–971b			**Why It Matters Now** In the years after World War II, the United States became the economic and military power that it still is today. **Lesson Enrichment** TG p. 975b **Lesson Assessment** TG pp. 983–983b	**Why It Matters Now** The "American dream," a notion that was largely shaped by the 1950s, is still pursued today. **Lesson Enrichment** TG p. 983d **Lesson Assessment** TG pp. 994–997

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WEEK 28	***Lesson 3:* Popular Culture** SE/TG pp. 998–1005 **Lesson Opener** **The Big Idea** Mainstream Americans, as well as the nation's subcultures, embraced new forms of entertainment during the 1950s. **Why It Matters Now** Television and rock 'n' roll, integral parts of the nation's culture today, emerged during the postwar era. **Lesson Enrichment** TG p. 997b **Lesson Assessment** TG pp. 1005–1005b	**Module 22 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 1012–1013b	***Module 23: An Era of Social Change 1959–1980*** **Essential Question** SE/TG p. 1014 **Video** SE/TG p. 1014 **Timeline** SE/TG p. 1015	***Lesson 1:* Kennedy and the New Frontier** SE/TG pp. 1016–1025 **Lesson Opener** **The Big Idea** John F. Kennedy brought energy, initiative, and important new ideas to the presidency.	***Lesson 2:* Johnson and the Great Society** SE/TG pp. 1026–1037 **Lesson Opener** **The Big Idea** The demand for reform helped create a new awareness of social problems, especially on matters of civil rights and the effects of poverty.
	***Lesson 4:* The Other America** SE/TG pp. 1006–1011 **Lesson Opener** **The Big Idea** Amidst the prosperity of the 1950s, millions of Americans lived in poverty. **Why It Matters Now** America today continues to experience a marked income gap between affluent and nonaffluent people. **Lesson Enrichment** TG p. 1005d **Lesson Assessment** TG pp. 1011–1011b			**Why It Matters Now** Kennedy's programs and proposals addressed important social issues and laid groundwork for reforms that would make America a more innovative and progressive nation. **Lesson Enrichment** TG p. 105b **Lesson Assessment** TG pp. 1023–1025	**Why It Matters Now** Reforms made in the 1960s have had a lasting effect on the American justice system by increasing the rights of minorities. **Lesson Enrichment** TG p. 1025b **Lesson Assessment** TG pp. 1035–1035b

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WEEK 29	***Lesson 3:* Culture and Counterculture** SE/TG pp. 1038–1043 **Lesson Opener** **The Big Idea** The ideals and lifestyle of the counterculture challenged the traditional views of Americans. **Why It Matters Now** The music, art, and politics of the counterculture have left enduring marks on American society. **Lesson Enrichment** TG p. 1037b **Lesson Assessment** TG pp. 1043–1043a	**Module 23 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 1052–1053b	***Module 24: Civil Rights 1953–2010*** **Essential Question** SE/TG p. **Video** SE/TG p. **Timeline** SE/TG p.	***Lesson 1:* Taking on Segregation** SE/TG pp. 1056–1067 **Lesson Opener** **The Big Idea** Activism and a series of Supreme Court decisions advanced equal rights for African Americans in the 1950s and 1960s.	***Lesson 2:* The Triumphs of a Crusade** SE/TG pp. 1068–1077 **Lesson Opener** **The Big Idea** Civil rights activists broke through racial barriers. Their activism prompted landmark legislation.
	***Lesson 4:* Environmental Activism** SE/TG pp. 1044–1051 **Lesson Opener** **The Big Idea** During the 1960s and 1970s, Americans strengthened their efforts to address the nation's environmental problems. **Why It Matters Now** The nation today continues to struggle to balance environmental concerns with industrial growth. **Lesson Enrichment** TG p. 1043d **Lesson Assessment** TG pp. 1051–1051a			**Why It Matters Now** Landmark Supreme Court decisions beginning in 1954 have guaranteed civil rights for Americans today. **Lesson Enrichment** TG p. 1055b **Lesson Assessment** TG pp. 1065–1065b	**Why It Matters Now** Activism pushed the federal government to end segregation and ensure voting rights for African Americans. **Lesson Enrichment** TG p. 1067b **Lesson Assessment** TG pp. 1077–1077b

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WEEK 30	***Lesson 3:* Challenges and Changes in the Movement** SE/TG pp. 1078–1085 **Lesson Opener** **The Big Idea** Disagreements among civil rights groups and the rise of black nationalism created a violent period in the fight for civil rights.	***Lesson 4:* Hispanic and Native Americans Seek Equality** SE/TG pp. 1086–1095 **Lesson Opener** **The Big Idea** Hispanic Americans and Native Americans confronted injustices in the 1960s.	***Lesson 5:* Women Fight for Equality** SE/TG pp. 1096–1102 **Lesson Opener** **The Big Idea** Through protests and marches, women confronted social and economic barriers in American society.	***Lesson 6:* The Struggle Continues** SE/TG pp. 1103–1115 **Lesson Opener** **The Big Idea** In the decades that followed the civil rights and equal rights movements, groups and individuals continued to pursue equal rights for all Americans.	**Module 24 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 1116–1117
	Why It Matters Now From the fight for equality came a resurgence of racial pride for African Americans, a legacy that influences today's generations. **Lesson Enrichment** TG p. 1077d **Lesson Assessment** TG pp. 1085–1085a	**Why It Matters Now** Campaigns for civil rights and economic justice won better representation and opportunity for Hispanic Americans and Native Americans. **Lesson Enrichment** TG p. 1085d **Lesson Assessment** TG pp. 1093–1095	**Why It Matters Now** The rise of the women's movement during the 1960s advanced women's place in the work force and in society. **Lesson Enrichment** TG p. 1095d **Lesson Assessment** TG pp. 1102a–1102b	**Why It Matters Now** Issues involving equal rights and equal opportunities continue to challenge American society. **Lesson Enrichment** TG p. 1102d **Lesson Assessment** TG pp. 1115–115b	

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WEEK 31	***Module 25: The Vietnam War 1959–1976*** **Essential Question** SE/TG p. 1118 **Video** SE/TG p. 1118 **Timeline** SE/TG p. 1119	***Lesson 1:* Moving Toward Conflict** SE/TG pp. 1120–1126 **Lesson Opener** **The Big Idea** To stop the spread of communism in Southeast Asia, the United States used its military to support South Vietnam.	***Lesson 2:* U.S. Involvement and Escalation** SE/TG pp. 1127–1134 **Lesson Opener** **The Big Idea** The United States sent troops to fight in Vietnam, but the war quickly turned into a stalemate.	***Lesson 3:* A Nation Divided** SE/TG pp. 1135–1141 **Lesson Opener** **The Big Idea** Opponents of the government's war policy were pitted against those who supported it. **Why It Matters Now** The painful process of healing a divided nation continues today. **Lesson Enrichment** TG p. 1134d **Lesson Assessment** TG pp. 1141–1141b	***Lesson 5:* The End of the War and Its Legacy** SE/TG pp. 1149–1161 **Lesson Opener** **The Big Idea** President Nixon instituted his Vietnamization policy, and the long war finally came to an end.
		Why It Matters Now The United States' support role in Vietnam began what would become a long and controversial war. **Lesson Enrichment** TG p. 1119b **Lesson Assessment** TG pp. 1126a–1126b	**Why It Matters Now** Since Vietnam, Americans are more aware of the positive and negative effects of using U.S. troops in foreign conflicts. **Lesson Enrichment** TG p. 1126d **Lesson Assessment** TG pp. 1134a–1134b	***Lesson 4:* 1968: A Tumultuous Year** SE/TG pp. 1142–1148 **Lesson Opener** **The Big Idea** An enemy attack in Vietnam, two assassinations, and a chaotic political convention made 1968 an explosive year. **Why It Matters Now** Disturbing events in 1968 accentuated the nation's divisions, which are still healing in the 21st century. **Lesson Enrichment** TG p. 1141d **Lesson Assessment** TG pp. 1148a–1148b	**Why It Matters Now** Since Vietnam, the United States considers more carefully the risk to its own interests before intervening in foreign affairs. **Lesson Enrichment** TG p. 1148d **Lesson Assessment** TG pp. 1159–1159a

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WEEK 32	**Module 25 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 1160–1161b	***Module 26: Transitions and Conservatism 1967–1992*** **Essential Question** SE/TG p. 1162 **Video** SE/TG p. 1162 **Timeline** SE/TG p. 1163	***Lesson 1:* The Nixon Administration** SE/TG pp. 1164–1170 **Lesson Opener** **The Big Idea** President Richard M. Nixon tried to steer the country in a conservative direction and away from federal control. **Why It Matters Now** American leaders of the early 1970s laid the foundations for the broad conservative base that exists today. **Lesson Enrichment** TG p. 1163b **Lesson Assessment** TG pp. 1170a–1170b	***Lesson 3:* The Ford and Carter Years** SE/TG pp. 1171–1177 **Lesson Opener** **The Big Idea** The Ford and Carter administrations attempted to remedy the nation's worst economic crisis in decades.	***Lesson 4:* A Conservative Movement Emerges** SE/TG pp. 1178–1190 **Lesson Opener** **The Big Idea** Conservatism reached a high point with the election in 1980 of President Ronald Reagan and Vice-President George Bush.
			***Lesson 2:* Watergate: Nixon's Downfall** SE/TG pp. 740–747 **Lesson Opener** **The Big Idea** President Richard Nixon's involvement in the Watergate scandal forced him to resign from office. **Why It Matters Now** The Watergate scandal raised questions of public trust that still affect how the public and media skeptically view politicians. **Lesson Enrichment** TG p. 1170d **Lesson Assessment** TG pp. 1177–1177a	**Why It Matters Now** Maintaining a stable national economy has remained a top priority for every president since Ford and Carter. **Lesson Enrichment** TG p. 1177d **Lesson Assessment** TG pp. 1188–1190	**Why It Matters Now** In the early 21st century, conservative views strongly influenced both major political parties. **Lesson Enrichment** TG p. 1190b **Lesson Assessment** TG pp. 1196a–1196b

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WEEK 33	***Lesson 5:* Reagan and Bush Confront Domestic Concerns** SE/TG pp. 1197–1206 **Lesson Opener** **The Big Idea** Presidents Reagan and Bush pursued a conservative agenda. It included tax cuts, budget cuts, and increased defense spending, during an era of serious social problems.	***Lesson 6:* Foreign Policy Under Reagan and Bush** SE/TG pp. 1207–1215 **Lesson Opener** **The Big Idea** New pressures, including the breakup of the Soviet Union in 1991 and the new role of the U.S. as the world's only superpower, affected foreign policy under Reagan and Bush.	**Module 26 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 1216–1217c	***Module 27: Into a New Millennium 1991–2015*** **Essential Question** SE/TG p. 1218 **Video** SE/TG p. 1218 **Timeline** SE/TG p. 1219	***Lesson 1:* The Clinton Years** SE/TG pp. 1220–1229 **Lesson Opener** **The Big Idea** Bill Clinton led the Democratic Party in a new direction, while Republican influence increased and the economy changed.
	Why It Matters Now The conservative views of Reagan and Bush created policies and priorities that affect government spending and budgeting today. **Lesson Enrichment** TG p. 1196d **Lesson Assessment** TG pp. 1204–1206	**Why It Matters Now** The United States continues to provide substantial economic, diplomatic, and military support to nations around the world. **Lesson Enrichment** TG p. 1206b **Lesson Assessment** TG pp. 1215–1215a			**Why It Matters Now** Democrats and Republicans need to find a way to work together and unite a divided nation and improve the economy. **Lesson Enrichment** TG p. 1219b **Lesson Assessment** TG pp. 1229–1229b

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WEEK 34	***Lesson 2:*** **The Bush Administration** SE/TG pp. 1230–1242 **Lesson Opener** **The Big Idea** Acts of terrorism, a troubled war, and a faltering economy dominated the millennium's first decade.	***Lesson 3:*** **Obama's Presidency** SE/TG pp. 1243–1251 **Lesson Opener** **The Big Idea** President Barack Obama changed domestic and foreign policies, but the Democratic Party lost power in Congress as U.S. politics became increasingly partisan.	***Lesson 4:*** **Technology Shapes Life** SE/TG pp. 1252–1259 **Lesson Opener** **The Big Idea** Advances in technology have increased not only the pace but also the comfort and health of many Americans' daily lives.	***Lesson 5:*** **The Changing Face of America** SE/TG pp. 1260–1267 **Lesson Opener** **The Big Idea** As the 20th century ended and the 21st began, the demographics of the U.S. population changed.	**Module 27 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 1268–1269d
	Why It Matters Now Both domestic issues and foreign conflicts that began during the 2000s still simmer and require resolution. **Lesson Enrichment** TG p. 1229d **Lesson Assessment** TG pp. 1240–1240b	**Why It Matters Now** Increased tensions in the federal government hinder leaders' efforts to solve domestic and foreign problems. **Lesson Enrichment** TG p. 1242b **Lesson Assessment** TG pp. 1251–1251a	**Why It Matters Now** Providing access to the new technology and regulating its use are two challenges facing 21st-century America. **Lesson Enrichment** TG p. 1251d **Lesson Assessment** TG pp. 1259–1259a	**Why It Matters Now** Americans of all locations, backgrounds, and stages in life share common goals: the desire for equal rights and economic opportunity. **Lesson Enrichment** TG p. 1259d **Lesson Assessment** TG pp. 1267–1267a	

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MH Social Studies American History

Pacing Guide

	Day 1	Day 2	Day 3	Day 4	Day 5
WEEK 35	**Benchmark 4**	***Module 28: The United States in the 21st Century 1999–2016*** **Essential Question** SE/TG p. **Video** SE/TG p.1270 **Timeline** SE/TG p.1271	***Lesson 1:* National Security and Public Safety** SE/TG pp. 1272–1281 **Lesson Opener** **The Big Idea** The U.S. government strives to safeguard the public while preserving individual liberties.	***Lesson 2:* Foreign Policy** SE/TG pp. 1282–1293 **Lesson Opener** **The Big Idea** In order to keep the peace whenever possible and safeguard U.S. interests, policymakers engage in a range of relationships with other countries.	***Lesson 3:* Poverty and Social Concerns** SE/TG pp. 1294–1301 **Lesson Opener** **The Big Idea** Although the United States is often called the richest country in the world, poverty grips millions of Americans, and the middle class is shrinking.
			Why It Matters Now As digital technology becomes more pervasive and new threats arise, American citizens must share the responsibility for protecting themselves and the country. **Lesson Enrichment** TG p.1217b **Lesson Assessment** TG pp. 1281–1281a	**Why It Matters Now** Relationships between our country and others can affect us directly, so we need to stay vigilant in our efforts to keep those relationships peaceful. **Lesson Enrichment** TG p. 1281d **Lesson Assessment** TG pp. 1293–1293b	**Why It Matters Now** A thriving middle class is essential to continuing the American way of life. **Lesson Enrichment** TG p. 1293d **Lesson Assessment** TG pp. 1301–1301b

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	Day 1	Day 2	Day 3	Day 4	Day 5
WEEK 36	***Lesson 4:* Conservation and the Environment** SE/TG pp. 1302–1311 **Lesson Opener** **The Big Idea** Although rich in natural resources, the American environment is being stressed by various factors.	***Lesson 5:* Education** SE/TG pp. 1312–1318 **Lesson Opener** **The Big Idea** Because resources are limited and American society is extremely diverse, educational institutions struggle to teach all of America's children and young people.	***Lesson 6:* Globalization and Cultural Diffusion** SE/TG pp. 1319–1327 **Lesson Opener** **The Big Idea** Modern communication and transportation technologies have created an international economic and cultural community.	**Module 28 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 1328–1329d	**End of Year Assessment**
	Why It Matters Now If we fail to protect our environment for the enjoyment, health, security, and prosperity of later generations, the country's future is bleak. **Lesson Enrichment** TG p. 1301d **Lesson Assessment** TG pp. 1311–1311a	**Why It Matters Now** A nation's success depends to a large extent on an educated populace. **Lesson Enrichment** TG p. 1311d **Lesson Assessment** TG pp. 1318a–1318b	**Why It Matters Now** To be good citizens of the world, Americans must learn to enhance the positive and reduce the negative aspects of globalization. **Lesson Enrichment** TG p. 1318d **Lesson Assessment** TG pp. 1327–1327a		

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NGSS and *HMH Science Dimensions Biology*

HS-LS1 From Molecules to Organisms: Structures and Processes

	Print and Digital Resources	
	Supporting Learning Experiences	**Assessment and Performance**
Performance Expectation **HS-LS1-1** **Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.**	Unit 6 Lesson 1 and **Hands-On Lab** Lesson 2 and **Hands-On Lab** Lesson 3 and **Hands-On Lab**	Unit 6 Unit Project Unit Solve It (digital only) **Unit Performance Task** Assessment Guide and Online Lesson Quizzes Unit Test **Performance-Based Assessment** End-of-Year Test
Disciplinary Core Idea	**LS1.A Structure and Function** Systems of specialized cells within organisms help them perform the essential functions of life. All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins.	
Science and Engineering Practice	**Constructing Explanations and Designing Solutions** Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.	
Crosscutting Concept	**Structure and Function** Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and the connections of components to reveal its function and/or solve a problem.	
Connections to Engineering, Technology, and Applications of Science	**Interdependence of Science, Engineering, and Technology** Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems.	
Performance Expectation **HS-LS1-2** **Develop and use a model to describe the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.**	Unit 1 Lesson 2 and **Hands-On Lab** Lesson 3 and **Hands-On Lab** Lesson 4 and **Hands-On Lab**	Unit 1 Unit Project Unit Solve It (digital only) **Unit Performance Task** Assessment Guide and Online Lesson Quizzes Unit Test **Performance-Based Assessment** Middle-of-Year Test
Disciplinary Core Idea	**LS1.A Structure and Function** Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level.	
Science and Engineering Practice	**Developing and Using Models** Develop and use a model to illustrate relationships between systems or between components of a system.	
Crosscutting Concept	**Systems and System Models** Models (e.g. physical, mathematical, computer models) can be used to simulate systems and interactions — including energy, matter, and information flows--within and between systems at different scales.	

HS-LS1 From Molecules to Organisms: Structures and Processes continued

	Print and Digital Resources	
	Supporting Learning Experiences	**Assessment and Performance**
Performance Expectation **HS-LS1-3** **Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.**	Unit 1 Lesson 3 and **Hands-On Lab**	Unit 1 Unit Project Unit Solve It (digital only) **Unit Performance Task** Assessment Guide and Online Lesson Quizzes Unit Test **Performance-Based Assessment** Middle-of-Year Test
Disciplinary Core Idea	**LS1.A Structure and Function** Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system.	
Science and Engineering Practice	**Planning and Carrying Out Investigations** Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk time), and refine the design accordingly.	
Crosscutting Concept	**Stability and Change** Feedback (negative or positive) can stabilize or destabilize a system.	
Performance Expectation **HS-LS1-4** **Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.**	Unit 5 Lesson 1 and **Hands-On Lab** Lesson 2 and **Hands-On Lab**	Unit 5 Unit Project Unit Solve It (digital only) **Unit Performance Task** Assessment Guide and Online Lesson Quizzes Unit Test **Performance-Based Assessment** Middle-of-Year Test
Disciplinary Core Idea	**LS1.B Growth and Development of Organisms** In multicellular organisms individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism begins as a single cell (fertilized egg) that divides successively to produce many cells with each parent cell passing identical genetic materials (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism.	
Science and Engineering Practice	**Developing and Using Models** Use a model based on evidence to illustrate the relationships between systems or between components of a system.	
Crosscutting Concept	**Systems and System Models** Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions–including energy, matter, and information flows–within and between systems at different scales.	

HS-LS1 From Molecules to Organisms: Structures and Processes continued

		Print and Digital Resources	
		Supporting Learning Experiences	**Assessment and Performance**
Performance Expectation **HS-LS1-5** **Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.**		Unit 3 Lesson 1 and **Hands-On Lab**	Unit 3 Unit Project Unit Solve It (digital only) **Unit Performance Task** Assessment Guide and Online Lesson Quizzes Unit Test **Performance-Based Assessment** Middle-of-Year Test
Disciplinary Core Idea	**LS1.C Organization for Matter and Energy Flow in Organisms** The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen.		
Science and Engineering Practice	**Developing and Using Models** Use a model based on evidence to illustrate the relationships between systems or between components of a system.		
Crosscutting Concept	**Energy and Matter** Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.		
Performance Expectation **HS-LS1-6** **Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.**		Unit 2 Lesson 1 and **Hands-On Lab** Lesson 2 and **Hands-On Lab**	Unit 2 Unit Project Unit Solve It (digital only) **Unit Performance Task** Assessment Guide and Online Lesson Quizzes Unit Test **Performance-Based Assessment** Middle-of-Year Test
Disciplinary Core Idea	**LS1.C Organization for Matter and Energy Flow in Organisms** The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells.		
	LS1.C Organization for Matter and Energy Flow in Organisms As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products.		
Science and Engineering Practice	**Constructing Explanations and Designing Solutions** Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.		
Crosscutting Concept	**Energy and Matter** Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.		

HS-LS1 From Molecules to Organisms: Structures and Processes continued

	Print and Digital Resources	
	Supporting Learning Experiences	**Assessment and Performance**
Performance Expectation **HS-LS1-7** **Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.**	Unit 3 Lesson 2 and **Hands-On Lab**	Unit 3 Unit Project Unit Solve It (digital only) **Unit Performance Task** Assessment Guide and Online Lesson Quizzes Unit Test **Performance-Based Assessment** End-of-Module Test
Disciplinary Core Idea	**LS1.C Organization for Matter and Energy Flow in Organisms** As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products.	
	LS1.C Organization for Matter and Energy Flow in Organisms As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another and release energy to the surrounding environment and to maintain body temperature. Cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can transport energy to muscles.	
Science and Engineering Practice	**Developing and Using Models** Use a model based on evidence to illustrate the relationships between systems or between components of a system.	
Crosscutting Concept	**Energy and Matter** Energy cannot be created or destroyed — it only moves between one place and another place, between objects and/or fields, or between systems.	

HS-LS2 Ecosystems: Interactions, Energy, and Dynamics

	Print and Digital Resources	
	Supporting Learning Experiences	**Assessment and Performance**
Performance Expectation **HS-LS2-1** **Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.**	Unit 4 Lesson 1 and **Hands-On Lab**	Unit 4 Unit Project Unit Solve It (digital only) **Unit Performance Task** Assessment Guide and Online Lesson Quiz Unit Test **Performance-Based Assessment** Middle-of-Year Test
Disciplinary Core Idea	**LS2.A Interdependent Relationships in Ecosystems** Ecosystems have carrying capacities, which are limits to the numbers or organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges as predation, competition, and disease. Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem.	
Science and Engineering Practice	**Using Mathematics and Computational Thinking** Use mathematical and/or computational representations of phenomena or design solutions to support explanations.	
Crosscutting Concept	**Scale, Proportion, and Quantity** The significance of a phenomenon is dependent on the scale, proportion, and quantity at which it occurs.	

HS-LS2 Ecosystems: Interactions, Energy, and Dynamics continued

		Print and Digital Resources	
		Supporting Learning Experiences	**Assessment and Performance**
Performance Expectation **HS-LS2-2** **Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.**		Unit 4 Lesson 1 and **Hands-On Lab** Lesson 2 and **Hands-On Lab** Unit 10 Lesson 1 and **Hands-On Lab** Lesson 2 and **Hands-On Lab**	Unit 4 and Unit 10 Unit Project Unit Solve It (digital only) **Unit Performance Task** Unit 10 Unit Project Unit Solve It (digital only) **Unit Performance Task** Assessment Guide and Online Lesson Quizzes Unit Test **Performance-Based Assessment** End-of-Year Test
Disciplinary Core Idea	**LS2.A Interdependent Relationships in Ecosystems** Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges as predation, competition, and disease. Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem.		
	LS2.C Ecosystem Dynamics, Functioning, and Resilience A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient), as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources and habitat availability		
Science and Engineering Practice	**Using Mathematics and Computational Thinking** Use mathematical representations of phenomena or design solutions to support and revise explanations.		
	Connections to Nature of Science Most scientific knowledge is quite durable, but is, in principle, subject to change based on new evidence and/or reinterpretation of existing evidence.		
Crosscutting Concept	**Scale, Proportion, and Quantity** Using the concept of orders of magnitude allows one to understand how a model at one scale relates to a model at another scale.		

HS-LS2 Ecosystems: Interactions, Energy, and Dynamics continued

	Print and Digital Resources	
	Supporting Learning Experiences	**Assessment and Performance**
Performance Expectation **HS-LS2-3** **Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.**	Unit 3 Lesson 2 and **Hands-On Lab** Lesson 3 and **Hands-On Lab** Lesson 4 and **Hands-On Lab**	Unit 3 Unit Project Unit Solve It (digital only) **Unit Performance Task** Assessment Guide and Online Lesson Quizzes Unit Test **Performance-Based Assessment** Middle-of-Year Test

Disciplinary Core Idea	**LS2.B Cycles of Matter and Energy Transfer in Ecosystems** Photosynthesis and cellular respiration (including anaerobic processes) provide most of the energy for life processes.
Science and Engineering Practice	**Constructing Explanations and Designing Solutions** Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
	Connections to Nature of Science Most scientific knowledge is quite durable, but is, in principle, subject to change based on new evidence and/or reinterpretation of existing evidence.
Crosscutting Concept	**Energy and Matter** Energy drives the cycling of matter within and between systems.

HS-LS2 Ecosystems: interactions, Energy, and Dynamics continued

	Print and Digital Resources	
	Supporting Learning Experiences	**Assessment and Performance**
Performance Expectation **HS-LS2-4** **Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.**	Unit 3 Lesson 3 and **Hands-On Lab**	Unit 3 Unit Project Unit Solve It (digital only) **Unit Performance Task** Assessment Guide and Online Lesson Quizzes Unit Test **Performance-Based Assessment** Middle-of-Year Test
Disciplinary Core Idea	**LS2.B Cycles of Matter and Energy Transfer in Ecosystems** Plants or algae form the lowest level of the food web. At each link upward in a food web, only a small fraction of the matter consumed at the lower level is transferred upward, to produce growth and release energy in cellular respiration at the higher level. Given this inefficiency, there are generally fewer organisms at higher levels of a food web. Some matter reacts to release energy for life functions, some matter is stored in newly made structures, and much is discarded. The chemical elements that make up the molecules of organisms pass through food webs and into and out of the atmosphere and soil, and they are combined and recombined in different ways. At each link in an ecosystem, matter and energy are conserved.	
Science and Engineering Practice	**Using Mathematics and Computational Thinking** Use mathematical representations of phenomena or design solutions to support claims.	
Crosscutting Concept	**Energy and Matter** Energy cannot be created or destroyed--it only moves between one place and another place, between objects and/or fields, or between systems.	

HS-LS2 Ecosystems: Interactions, Energy, and Dynamics continued

		Print and Digital Resources	
		Supporting Learning Experiences	**Assessment and Performance**
Performance Expectation **HS-LS2-5** **Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.**		Unit 3 Lesson 1 and **Hands-On Lab** Lesson 4 and **Hands-On Lab**	Unit 3 Unit Project Unit Solve It (digital only) **Unit Performance Task** Assessment Guide and Online Lesson Quizzes Unit Test **Performance-Based Assessment** Middle-of-Year Test
Disciplinary Core Idea	**LS2.B Cycles of Matter and Energy Transfer in Ecosystems** Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes.		
	PS3.D Energy in Chemical Processes The main way that solar energy is captured and stored on Earth is through the complex chemical process known as photosynthesis.		
Science and Engineering Practice	**Developing and Using Models** Develop a model based on evidence to illustrate the relationships between systems or components of a system.		
Crosscutting Concept	**Systems and System Models** Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions—including energy, matter, and information flows—within and between systems at different scales.		
Performance Expectation **HS-LS2-6** **Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.**		Unit 4 Lesson 2 and **Hands-On Lab**	Unit 4 Unit Project Unit Solve It (digital only) **Unit Performance Task** Assessment Guide and Online Lesson Quizzes Unit Test **Performance-Based Assessment** Middle-of-Year Test
Disciplinary Core Idea	**LS2.C Ecosystem Dynamics, Functioning, and Resilience** A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient), as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources and habitat availability		
Science and Engineering Practice	**Engaging in Argument from Evidence** Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of arguments.		
	Connections to Nature of Science Scientific argumentation is a mode of logical discourse used to clarify the strength of relationships between ideas and evidence that may result in revision of an explanation.		
Crosscutting Concept	**Stability and Change** Much of science deals with constructing explanations of how things change and how they remain stable.		

HS-LS2 Ecosystems: Interactions, Energy, and Dynamics continued

	Print and Digital Resources	
	Supporting Learning Experiences	**Assessment and Performance**
Performance Expectation **HS-LS2-7** **Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.**	Unit 10 Lesson 1 and **Hands-On Lab** Lesson 2 and **Hands-On Lab**	Unit 10 Unit Project Unit Solve It (digital only) **Unit Performance Task** Assessment Guide and Online Lesson Quizzes Unit Test **Performance-Based Assessment** End-of-Year Test

Disciplinary Core Idea	**LS2.C Ecosystem Dynamics, Functioning, and Resilience** Anthropogenic changes (induced by human activity) in the environment—including habitat destruction, pollution, introduction of invasive species overexploitation, and climate change—can disrupt an ecosystem and threaten the survival of some species.
	LS4.D Biodiversity and Humans Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value.
	ETS1.B Developing Possible Solutions When evaluating solutions it is important to take into account a range of constraints including cost, safety, reliability, and aesthetics and to consider social, cultural, and environmental impacts.
Science and Engineering Practice	**Constructing Explanations and Designing Solutions** Design, evaluate, and refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.
Crosscutting Concept	**Stability and Change** Much of science deals with constructing explanations of how things change and how they remain stable.

HS-LS2 Ecosystems: Interactions, Energy, and Dynamics continued

	Print and Digital Resources	
	Supporting Learning Experiences	**Assessment and Performance**
Performance Expectation **HS-LS2-8** **Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.**	Unit 9 Lesson 3 and **Hands-On Lab**	Unit 9 Unit Project Unit Solve It (digital only) **Unit Performance Task** Assessment Guide and Online Lesson Quizzes Unit Test **Performance-Based Assessment** End-of-Year Test
Disciplinary Core Idea	**LS2.D Social Interactions and Group Behavior** Group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives.	
Science and Engineering Practice	**Engaging in Argument from Evidence** Evaluate the evidence behind currently accepted explanations to determine the merits of arguments.	
	Connections to Nature of Science Scientific argumentation is a mode of logical discourse used to clarify the strength of relationships between ideas and evidence that may result in revision of an explanation.	
Crosscutting Concept	**Cause and Effect** Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.	

HS-LS3 Heredity: Inheritance and Variation of Traits

		Print and Digital Resources	
		Supporting Learning Experiences	**Assessment and Performance**
Performance Expectation **HS-LS3-1** **Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.**		Unit 7 Lesson 1 and **Hands-On Lab** Lesson 2 and **Hands-On Lab** Lesson 3 and **Hands-On Lab** Lesson 5 and **Hands-On Lab**	Unit 7 Unit Project Unit Solve It (digital only) **Unit Performance Task** Assessment Guide and Online Lesson Quizzes Unit Test **Performance-Based Assessment** End-of-Year Test
Disciplinary Core Idea	**LS1.A Structure and Function** All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins.		
	LS3.A Inheritance of Traits Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA. The instructions for forming species' characteristics are carried in DNA. All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways. Not all DNA codes for a protein; some segments of DNA are involved in regulatory or structural functions, and some have no as-yet-known function.		
Science and Engineering Practice	**Asking Questions and Defining Problems** Ask questions that arise from examining models or a theory to clarify relationships.		
Crosscutting Concept	**Cause and Effect** Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.		
Performance Expectation **HS-LS3-2** **Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.**		Unit 7 Lesson 1 and **Hands-On Lab** Lesson 4 and **Hands-On Lab** Lesson 5 and **Hands-On Lab**	Unit 7 Unit Project Unit Solve It (digital only) **Unit Performance Task** Assessment Guide and Online Lesson Quizzes Unit Test **Performance-Based Assessment** End-of-Year Test
Disciplinary Core Idea	**LS3.B Variation of Traits** In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations and thus more genetic variation. Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation. Environmental factors can also cause mutations in genes, and viable mutations are inherited.		
	LS1.C Variation of Traits Environmental factors also affect expression of traits, and hence affect the probability of occurrences of traits in a population. Thus the variation and distribution of traits observed depends on both genetic and environmental factors.		
Science and Engineering Practice	**Engaging in Argument from Evidence** Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence.		
Crosscutting Concept	**Cause and Effect** Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.		

HS-LS3 Heredity: Inheritance and Variation of Traits continued

		Print and Digital Resources	
		Supporting Learning Experiences	**Assessment and Performance**
Performance Expectation **HS-LS3-3** **Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.**		Unit 7 Lesson 3 and **Hands-On Lab** Lesson 5 and **Hands-On Lab**	Unit 7 Unit Project Unit Solve It (digital only) **Unit Performance Task** Assessment Guide and Online Lesson Quizzes Unit Test **Performance-Based Assessment** End-of-Year Test
Disciplinary Core Idea	**LS3.B Variation of Traits** Environmental factors also affect expression of traits, and hence affect the probability of occurrences of traits in a population. Thus the variation and distribution of traits observed depends on both genetic and environmental factors.		
Science and Engineering Practice	**Analyzing and Interpreting Data** Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible.		
Crosscutting Concept	**Scale, Proportion, and Quantity** Algebraic thinking is used to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth).		
	Connections to Nature of Science Technological advances have influenced the progress of science and science has influenced advances in technology. Science and engineering are influenced by society and society is influenced by science and engineering.		

HS-LS4 Biological Evolution: Unity and Diversity

	Print and Digital Resources	
	Supporting Learning Experiences	**Assessment and Performance**
Performance Expectation **HS-LS4-1** **Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.**	Unit 8 Lesson 1 and **Hands-On Lab**	Unit 8 Unit Project Unit Solve It (digital only) **Unit Performance Task** Assessment Guide and Online Lesson Quiz Unit Test **Performance-Based Assessment** End-of-Year Test
Disciplinary Core Idea	**LS4.A Evidence of Common Ancestry and Diversity** Genetic information provides evidence of evolution. DNA sequences vary among species, but there are many overlaps; in fact, the ongoing branching that produces multiple lines of descent can be inferred by comparing the DNA sequences of different organisms. Such information is also derivable from the similarities and differences in amino acid sequences and from anatomical and embryological evidence.	
Science and Engineering Practice	**Obtaining, Evaluating, and Communicating Information** Communicate scientific information (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).	
Crosscutting Concept	**Patterns** Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.	
	Connections to Nature of Science Scientific knowledge is based on the assumption that natural laws operate today as they did in the past and they will continue to do so in the future	

HS-LS4 Biological Evolution: Unity and Diversity continued

	Print and Digital Resources	
	Supporting Learning Experiences	**Assessment and Performance**
Performance Expectation **HS-LS4-2** **Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.**	Unit 8 Lesson 2 and **Hands-On Lab**	Unit 8 Unit Project Unit Solve It (digital only) **Unit Performance Task** Assessment Guide and Online Lesson Quizzes Unit Test **Performance-Based Assessment** End-of-Module Test
Disciplinary Core Idea	**LS4.B Natural Selection** Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information—that is, trait variation—that leads to differences in performance among individuals.	
	LS4.C Adaptation Evolution is a consequence of the interaction of four factors: (1) the potential for a species to increase in number, (2) the genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for an environment's limited supply of the resources that individuals need in order to survive and reproduce, and (4) the ensuing proliferation of those organisms that are better able to survive and reproduce in that environment.	
Science and Engineering Practice	**Developing and Using Models** Use a model based on evidence to illustrate the relationships between systems or between components of a system.	
Crosscutting Concept	**Cause and Effect** Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.	

HS-LS4 Biological Evolution: Unity and Diversity continued

	Print and Digital Resources	
	Supporting Learning Experiences	**Assessment and Performance**
Performance Expectation **HS-LS4-3** **Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.**	Unit 8 Lesson 2 and **Hands-On Lab**	Unit 8 Unit Project Unit Solve It (digital only) **Unit Performance Task** Assessment Guide and Online Lesson Quiz Unit Test **Performance-Based Assessment** End-of-Year Test
Disciplinary Core Idea	**LS4.B Natural Selection** Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information—that is, trait variation—that leads to differences in performance among individuals.	
	LS4.B Natural Selection The traits that positively affect survival are more likely to be reproduced, and thus are more common in the population.	
	LS4.C Adaptation Natural selection leads to adaptation, that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. That is, the differential survival and reproduction of organisms in a population that have an advantageous heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in the proportion of individuals that do not. Adaptation also means that the distribution of traits in a population can change when conditions change.	
Science and Engineering Practice	**Analyzing and Interpreting Data** Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible.	
Crosscutting Concept	**Patterns** Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.	

HS-LS4 Biological Evolution: Unity and Diversity continued

		Print and Digital Resources	
		Supporting Learning Experiences	**Assessment and Performance**
Performance Expectation **HS-LS4-4** **Construct an explanation based on evidence for how natural selection leads to adaptation of populations.**		Unit 9 Lesson 1 and **Hands-On Lab**	Unit 9 Unit Project Unit Solve It (digital only) **Unit Performance Task** Assessment Guide and Online Lesson Quiz Unit Test **Performance-Based Assessment** End-of-Year Test
Disciplinary Core Idea	**LS4.C Adaptation** Natural selection leads to adaptation, that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. That is, the differential survival and reproduction of organisms in a population that have an advantageous heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in the proportion of individuals that do not.		
Science and Engineering Practice	**Constructing Explanations and Designing Solutions** Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.		
Crosscutting Concept	**Cause and Effect** Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.		
	Connections to Nature of Science Scientific knowledge is based on the assumption that natural laws operate today as they did in the past and they will continue to do so in the future		
Performance Expectation **HS-LS4-5** **Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.**		Unit 9 Lesson 2 and **Hands-On Lab**	Unit 9 Unit Project Unit Solve It (digital only) **Unit Performance Task** Assessment Guide and Online Lesson Quizzes Unit Test **Performance-Based Assessment** End-of-Year Test
Disciplinary Core Idea	**LS4.C Adaptation** Changes in the physical environment, whether naturally occurring or human induced, have thus contributed to the expansion of some species, the emergence of new distinct species as populations diverge under different conditions, and the decline—and sometimes the extinction—of some species.		
	LS4.C Adaptation Species become extinct because they can no longer survive and reproduce in their altered environment. If members cannot adjust to change that is too fast or drastic, the opportunity for the species' evolution is lost.		
Science and Engineering Practice	**Engaging in Argument from Evidence** Evaluate the evidence behind currently accepted explanations or solutions to determine the merits of arguments.		
Crosscutting Concept	**Cause and Effect** Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.		

HS-LS4 Biological Evolution: Unity and Diversity continued

	Print and Digital Resources	
	Supporting Learning Experiences	**Assessment and Performance**
Performance Expectation **HS-LS4-6** **Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.**	Unit 10 Lesson 1 and **Hands-On Lab** Lesson 2 and **Hands-On Lab**	Unit 10 Unit Project Unit Solve It (digital only) **Unit Performance Task** Assessment Guide and Online Lesson Quizzes Unit Test **Performance-Based Assessment** End-of-Year Test
Disciplinary Core Idea	**LS4.D Biodiversity and Humans** Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value.	
	ETS1.B Developing Possible Solutions When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts.	
	ETS1.B Developing Possible Solutions Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs.	
Science and Engineering Practice	**Using Mathematics and Computation Thinking** Create or revise a simulation of a phenomenon, designed device, process, or system.	
Crosscutting Concept	**Cause and Effect** Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.	

HS-ETS1 Engineering Design

		Print and Digital Resources	
		Supporting Learning Experiences	**Assessment and Performance**
Performance Expectation **HS-ETS1-1** **Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.**		Unit 10 Lesson 3 and **Hands-On Lab**	Unit 3 Unit Project Unit Solve It (digital only) **Unit Performance Task** Assessment Guide and Online Lesson Quizzes Unit Test **Performance-Based Assessment** End-of-Year Test
Disciplinary Core Idea	**ETS1.A Defining and Delimiting Engineering Problems** Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them.		
	ETS1.A Defining and Delimiting Engineering Problems Humanity faces major global challenges today, such as the need for supplies of clean water and food or for energy sources that minimize pollution, which can be addressed through engineering. These global challenges also may have manifestations in local communities.		
Science and Engineering Practice	**Asking Questions and Defining Problems** Analyze complex real-world problems by specifying criteria and constraints for successful solutions.		
Crosscutting Concept	**Influence of Science, Engineering, and Technology on Society and the Natural World** New technologies can have deep impacts on society and the environment, including some that were not anticipated. Analysis of costs and benefits is a critical aspect of decisions about technology.		
Performance Expectation **HS-ETS1-2** **Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.**		Unit 1 Lesson 1 and **Hands-On Lab** Lesson 4 and **Hands-On Lab** Unit 10 Lesson 3 and **Hands-On Lab**	Unit 10 Unit Project Unit Solve It (digital only) **Unit Performance Task** Assessment Guide and Online Lesson Quizzes Unit Test **Performance-Based Assessment** End-of-Year Test
Disciplinary Core Idea	**ETS1.C Optimizing the Design Solution** Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed.		
Science and Engineering Practice	**Constructing Explanations and Designing Solutions** Design a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.		

HS-ETS1 Engineering Design continued

		Print and Digital Resources	
		Supporting Learning Experiences	**Assessment and Performance**
Performance Expectation **HS-ETS1-3** **Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.**		Unit 1 Lesson 1 and **Hands-On Lab** Lesson 4 and **Hands-On Lab** Unit 3 Lesson 3 and **Hands-On Lab** Unit 10 Lesson 3 and **Hands-On Lab**	Unit 10 Unit Project Unit Solve It (digital only) **Unit Performance Task** Assessment Guide and Online Lesson Quizzes Unit Test **Performance-Based Assessment** End-of-Year Test
Disciplinary Core Idea	**ETS1.B Developing Possible Solutions** When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts.		
Science and Engineering Practice	**Constructing Explanations and Designing Solutions** Evaluate a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.		
Crosscutting Concept	**Influence of Science, Engineering, and Technology on Society and the Natural World** New technologies can have deep impacts on society and the environment, including some that were not anticipated. Analysis of costs and benefits is a critical aspect of decisions about technology.		
Performance Expectation **HS-ETS1-4** **Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.**		Unit 10 Lesson 3 and **Hands-On Lab**	Unit 10 Unit Project Unit Solve It (digital only) **Unit Performance Task** Assessment Guide and Online Lesson Quiz Unit Test **Performance-Based Assessment** End-of-Year Test
Disciplinary Core Idea	**ETS1.B Developing Possible Solutions** Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs.		
Science and Engineering Practice	**Using Mathematics and Computation Thinking** Use mathematical models and/or computer simulations to predict the effects of a design solution on systems and/or the interactions between systems.		
Crosscutting Concept	**Systems and System Models** Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions—including energy, matter, and information flows—within and between systems at different scales.		

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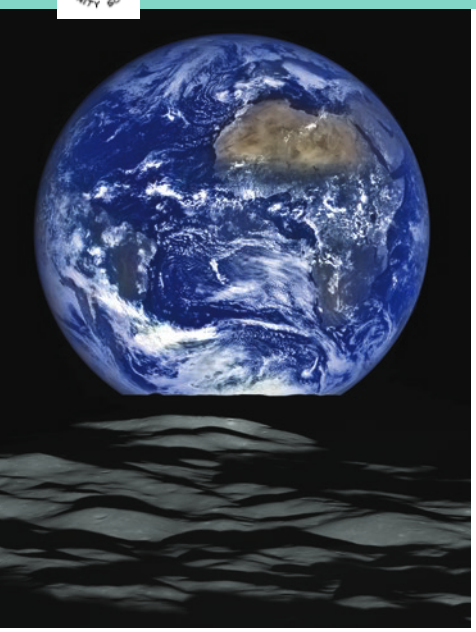

Earth can be studied as a singular system or a collection of smaller systems.

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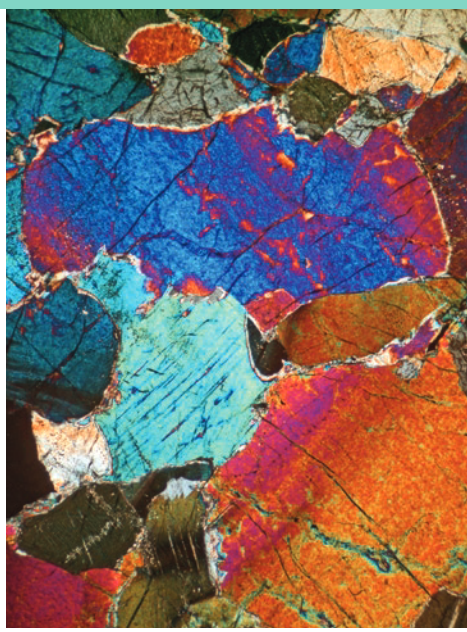

The structure and characteristics of minerals are determined by the matter that makes them up.

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Cities are complex systems that are created and sustained through the use of natural resources.

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While Earth can be studied as a collection of smaller systems, it is also part of a larger solar system.

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The study of matter in space requires an understanding of how light behaves when it is absorbed or emitted by elements.

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Volcanic eruptions frequently occur at the boundaries between Earth's tectonic plates.

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Features on Earth's surface are shaped by the geosphere's interactions with Earth's other spheres.

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Water is an essential resource for living things as well as an important agent of change for Earth's surface.

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Conditions in Earth's atmosphere are reflected in climate and weather.

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Changes in Earth's spheres take place over a wide range of timescales.

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Human activity has a major effect on Earth systems, which in turn affect human activity.

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UNIT 1 Physics and Engineering

Integrating the NGSS* Three Dimensions of Learning

Building to the Performance Expectations

The learning experiences in this unit prepare students for mastery of

Motion and Stability: Forces and Interactions

PS2-1 Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

Engineering Design

ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

ETS1-4 Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

Assessing Student Progress

The **Unit Project: Design a Support Beam** and the **Performance Task: Modeling a Building Design** can help students practice aspects of the Performance Expectations.

Unit Storyline Students learn how scientists and engineers solve problems and develop new technologies. Students examine how patterns in a time-lapse image can be used to predict future motion. Their questions lead them to explain, analyze, and mathematically model the movement of objects in one and two dimensions. Students explore the connection between motion and force and explain how engineers design and evaluate solutions to complex real-world problems.

Lesson 1
Engineering Design

In Lesson 1, students analyze a real-world problem **(SEP Asking Questions and Defining Problems)** in terms of criteria and constraints, tradeoffs **(DCI ETS1.A),** and costs and benefits **(CCC Influence of Science, Engineering, and Technology on Society and the Natural World).** They use different models to design and develop a solution **(SEP Constructing Explanations and Designing Solutions).** Students learn how engineering addresses human challenges **(DCI ETS1.A).** They examine a failed bridge design by breaking the problem down into simpler parts **(DCI ETS1.C)** and observing a simulation **(DCI ETS1.B);** they also consider the impact on society **(CCC Influence of Science, Engineering, and Technology on Society and the Natural World).**

Lesson 2
Modeling Motion

In Lesson 2, students learn that motion can be represented using vector diagrams, graphs, and mathematical formulas **(SEP Using Mathematical and Computational Thinking).** They explore acceleration as a pattern of motion and analyze data to calculate constant and changing velocity **(SEP Analyzing and Interpreting Data, CCC Stability and Change).** They analyze data and use mathematical representations to predict motion of a projectile **(CCC Patterns).** Students evaluate humanitarian airdrop delivery solutions **(DCI ETS1.B)** and construct an argument to support which solution best meets the criteria and constraints **(SEP Constructing Explanations and Designing Solutions).**

Lesson 3
Effects of Forces

In Lesson 3, students use mathematical representations of Newton's laws to analyze balanced and unbalanced forces acting on objects and in systems of objects and relate this to the effect on motion **(SEP Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena; DCI PS2.A; CCC Cause and Effect).** They observe how Newton's laws predict changes in the motion of objects **(DCI PS2.A).** Students analyze **(SEP Analyzing and Interpreting Data)** the forces and stresses on structures and apply their knowledge by constructing a bridge design and systematically testing it under different patterns of load **(DCI ETS1.C).**

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The Wright Community School
Seeking Initial Approval from Both DeKalb County School District and the
State Board of Education to Operate in SY25-26

Integrating the NGSS, continued

NGSS across This Unit

Next Generation Science Standards	Unit Project	Lesson 1	Lesson 2	Lesson 3	Unit Performance Task
SEP Analyzing and Interpreting Data			•	•	•
SEP Asking Questions and Defining Problems	•	•	•		
SEP Constructing Explanations and Designing Solutions	•	•	•		
SEP Planning and Carrying Out Investigations			•	•	
DCI **PS2.A** Forces and Motion				•	•
DCI **ETS1.A** Defining and Delimiting Engineering Problems	•	•	•		•
DCI **ETS1.B** Developing Possible Solutions	•	•	•		
DCI **ETS1.C** Optimizing the Design Solution	•	•		•	•
CCC Cause and Effect	•		•	•	
CCC Influence of Science, Engineering, and Technology on the Natural World		•			•

NGSS across the Grades

Middle School

MS-PS2-2 Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.

MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

MS-ETS1-4 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Grades 9–12

HS-PS2-1
HS-ETS1-1
HS-ETS1-2
HS-ETS1-3
HS-ETS1-4

Trace Tool to the NGSS Go online to view the complete coverage of standards across lessons and units.

Differentiate Instruction

Differentiate with Technology

Bridge Blogging

If you have access to several computers in your classroom or access to a library with many computers, encourage students to research and blog about a famous bridge (traffic or foot) of their choice. Encourage students to incorporate photos of the bridge and to discuss compression and tension in the bridge. There are many free blog-publishing services online to choose from.

Infographic Maker

Have pairs of students use an online infographic tool to make an educational poster that summarizes what they have learned about motion in two directions using a projectile.

Exit Ticket Muddy Point Polls

Use an online polling tool to do quick assessments of aspects that are still unclear to the class. This could be done as a rolling bulletin that scrolls as students respond. The "muddy points" that get the most mention can serve as starting points for the next class period.

Key Word Support

Key Words

criteria *Lesson 1*

constraint *Lesson 1*

tradeoff *Lesson 1*

prototype *Lesson 1*

frame of reference *Lesson 2*

velocity *Lesson 2*

acceleration *Lesson 2*

force *Lesson 3*

weight *Lesson 3*

mass *Lesson 3*

normal force *Lesson 3*

friction *Lesson 3*

net force *Lesson 3*

stress *Lesson 3*

Reinforcing Key Words

To help students build key word knowledge for this unit, have them use a Venn diagram to compare and contrast pairs of related terms, such as:

- **force/effort**
- **vector/scalar**
- **velocity/speed**
- **average/instantaneous**
- **contact force/noncontact force**

Academic Vocabulary

Understanding the difference between *applied force* and *motion* of an object in terms of acceleration is essential in this unit. If a person pushes on an object, it may not accelerate. This is because the amount of force used may not be large enough to cause a change in motion. Other "hidden" forces, such as friction, must be taken into account. Pushing on a heavy object may not cause it to move because the applied force is not large enough to overcome friction. Students also need to understand that friction opposes motion; it can never cause motion. As a force applied to a heavy object increases, the amount of frictional force increases until it reaches a maximum. Once this maximum is exceeded, the object will start to move.

English Language Learners

Students may struggle with using key words during discussions or when putting their thoughts in writing. Engage students in meaning-making by distributing sentence frames using sentences in the lesson. Ask students to circle nouns and verbs and to use adjectives and adverbs to add detail and enhance meaning.

ELL

ELL teaching strategies in this unit include

Lesson 1 pp. 10, 20
Lesson 2 p. 41
Lesson 3 p. 64

MTSS/RTI

Strategies for students who need extra support in this unit include

Lesson 1 p. 19
Lesson 2 p. 29
Lesson 3 pp. 55, 61

Extension

Strategies for students who have mastered core content in this unit include

Lesson 1 pp. 15, 19, 20
Lesson 2 p. 33
Lesson 3 p. 56

Making Connections

Connections to Community

Use these opportunities for informal science learning to provide local context and to extend and enhance unit concepts.

At Home

MOVING FURNITURE When furniture needs to be moved so that a floor can be swept or vacuumed, it can often take a lot of force to move a heavy piece of furniture. This is due to friction, a contact force that exists when two surfaces move past each other. To make it easier to move furniture, you need to reduce friction. Have students consider various materials that can be placed between a table leg and the floor to reduce the force needed to move the table. Have them list the attributes of materials that can be used for this purpose and test them if feasible. Which materials worked best? Which did not reduce the force needed to move the table? Can these results be used to anticipate if a new material will be effective in this process? *Use with Lesson 1 or 3.*

In the Community

LOCAL PARK Ask students to investigate the role a push on a swing at a local park has on the movement of the person on the swing. When a person is pushing someone in a swing, it is not just the amount of force used but also the timing of this force. Have students investigate the difference between one very large push of a person on a swing and many well-timed pushes—always keeping safety in mind. Students may want to present their findings as a video or interactive diagram. Students may also look at video footage of cars being pushed out of ditches in snowy or muddy conditions as a similar application of forces. *Use with Lesson 2 or 3.*

Culture

MAKING WORK EASIER All over the world, people try to make their daily tasks easier to do. Often this means finding ways to apply forces effectively to cause objects to move. This can involve the use of machinery or human or animal power. Have volunteers share examples from their home culture, as appropriate, of ways people make daily tasks easier. Students can also research to learn how people in other countries move objects. *Use with Lesson 3.*

Home Letters Use these letters to engage family members with unit concepts.

Collaborate

Opportunities for students to work collaboratively in this unit:

Discussion pp. 13, 17, 21, 49, 60

Draw-Pair-Share / Think-Pair-Share pp. 31, 37

Graffiti pp. 6, 71

Jigsaw p. 55

See-Run-Do p. 34

Take and Pass p. 38

Connections to Other Disciplines

Opportunities to connect to other content areas in this unit:

Biology Connection pp. 40, 68

Earth Science Connection p. 29

Language Arts Connection pp. 8, 11, 15, 17, 23, 45, 63, 66, 67

Math Connection pp. 14, 33, 39, 40, 42, 43, 47, 63, 65, 68

Social Studies Connection p. 21

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3D Unit Planning

Lesson 1 Engineering Design pp. 5–26

Overview

Objective Students learn how to apply the engineering design process to solve a real-world problem.

SEP Asking Questions and Defining Problems
SEP Constructing Explanations and Designing Solutions
SEP Scientific Investigations Use a Variety of Methods
DCI **ETS1.A** Defining and Delimiting Engineering Problems
DCI **ETS1.B** Developing Possible Solutions
DCI **ETS1.C** Optimizing the Design Solution
CCC Influence of Science, Engineering, and Technology on Society and the Natural World
CCC Science is a Human Endeavor
CCC Science Addresses Questions about the Natural and Material World
Math and **English Language Arts** standards and features are detailed on lesson planning pages.

	Print and Online Student Editions	Explore Online
ENGAGE	**Investigative Phenomenon** p. 5 **Can You Explain the Phenomenon?** Describe one problem that can be solved using x-ray technology. How do you think this problem was solved before the development of x-ray technology?	**ELA Handbook**
EXPLORE/ EXPLAIN	**Solving an Everyday Problem** p. 6 **The Engineering Design Process** p. 10 Criteria and Constraints Tradeoffs Decision Matrix **Science, Engineering, and Technology** p. 16 3D Printing **Case Study: Bridge 9340** p. 20	**Math Handbook** **Video** 3D Printing **Video** Bridge Collapse
ELABORATE	**Take It Further** p. 23 **Careers in Science** Patent Attorney	**Take It Further** Large-Scale Engineering Projects Civil Engineering Teams Define and Delimit a Problem
EVALUATE	**Lesson Self-Check** p. 24	**Lesson Quiz**

3D Unit Planning, continued

Lesson 2 Modeling Motion pp. 27–52

Overview

Objective Students analyze and model motion with constant acceleration in one and two dimensions.

SEP Analyzing and Interpreting Data
SEP Asking Questions and Defining Problems
SEP Constructing Explanations and Designing Solutions
SEP Using Mathematics and Computational Thinking
SEP Planning and Carrying Out Investigations
DCI **ETS1.A** Defining and Delimiting Engineering Problems
DCI **ETS1.B** Developing Possible Solutions
CCC Cause and Effect
CCC Patterns
CCC Stability and Change
Math and **English Language Arts** standards and features are detailed on lesson planning pages.

	Print and Online Student Editions	Explore Online
ENGAGE	**Investigative Phenomenon** p. 27 **Can You Solve the Problem?** What do you think happens to the skier for the rest of the jump?	**ELA Handbook**
EXPLORE/ EXPLAIN	**Representing Motion** p. 28 Frame of Reference in Motion Modeling Displacement **Math Connection** Average and Instantaneous Velocity **Acceleration in One Dimension** p. 34 Falling Objects **Motion in Two Dimensions** p. 38 **Math Connection** Trigonometry and Vectors **Data Analysis** Motion on a Ramp **Motion of Humanitarian Airdrop Packages** p. 44	**Hands-On Lab Worksheet** **Hands-On Lab Teacher Support** **Lab Safety Handbook**
ELABORATE	**Take It Further** p. 46 Hitting the Mark	**Take It Further** Animator Investigating Free Fall Rotational Motion Solutions
EVALUATE	**Lesson Self-Check** p. 50	**Lesson Quiz**

Hands-On Lab Planning

Frame of Reference in Motion

45 minutes
Small Groups
Objective Students model frames of reference using a variety of perspectives for a moving toy car.

Possible Materials
- meterstick
- tape
- video-recording device such as a cell phone
- wind-up or remote-control car

Modeling Displacement

15 minutes
Pairs
Objective Students model a random walk.

Possible Materials
- coin
- marker
- number line

Falling Objects

20 minutes
Pairs
Objective Students observe the effect of mass on the acceleration of falling objects.

Hitting the Mark

90 minutes
Small Groups
Objective Students measure the height a projectile reaches vertically in the air, then use motion formulas to predict how far the projectile travels horizontally.

Possible Materials
- desk or table
- metersticks (2)
- paper plate
- toy, spring-loaded
- video-recording device such as a cell phone

Lesson 3 Effects of Forces pp. 53–78

Overview

Objective Students analyze the effects of balanced and unbalanced forces on the motion of objects and systems.

SEP Analyzing and Interpreting Data
SEP Planning and Carrying Out Investigations
SEP Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena
SEP Scientific Investigations Use a Variety of Methods
DCI **PS2.A** Force and Motion
DCI **ETS1.C** Optimizing the Design Solution
CCC Cause and Effect
CCC Scale, Proportion, and Quantity
CCC Scientific Knowledge Assumes an Order and Consistency in Natural Systems
CCC Stability and Change
Math and **English Language Arts** standards and features are detailed on lesson planning pages.

	Print and Online Student Editions	Explore Online
ENGAGE	**Investigative Phenomenon** p. 53 **Can You Explain the Phenomenon?** Describe a likely way a falling ant's motion just before hitting the ground differs from that of a falling acorn.	**ELA Handbook**
EXPLORE/ EXPLAIN	**Representing Forces** p. 54 **Exploring Force and Motion** p. 58 **Connecting Force and Motion** p. 61 **Data Analysis** Magnitude of Net Force **Data Analysis** Effect of Mass on Acceleration **Analyzing Action and Reaction** p. 67 Model Stresses **Forces and Stresses in Engineering** p. 70 Testing a Bridge	Exploring Newton's Laws **Hands-On Lab Worksheets** **Hands-On Lab Teacher Support** **Lab Safety Handbook**
ELABORATE	**Take It Further** p. 75 **Guided Research** Accelerometers	**Take It Further** Pulleys Types of Friction Measuring Space
EVALUATE	**Lesson Self-Check** p. 76	**Lesson Quiz**

Hands-On Lab Planning

Exploring Force and Motion

45 minutes
Small Groups

Objective Students analyze motion in response to a constant force.

Possible Materials
- balance
- box with flat bottom
- dynamics cart
- elastic cord or rubber band
- mass hangers and slotted mass set
- mass set and/or objects of known mass
- pulley with clamp for table edge
- ring stand
- spring scale or other force meter
- stopwatch or other timing device
- string
- surfaces, assorted
- tape, masking

Model Stresses

45 minutes
Pairs

Objective Students explore effects of stress on materials.

Possible Materials
- sticky sand, compressible clay, or similar material
- ruler, metric, or similar tool

Testing a Bridge

45 minutes
Pairs

Objective Students develop a model to study different load distributions.

Possible Materials
- books, matching (2)
- paper, sheets (3)
- pennies or other small masses (50)

MH Social Studies World History

Pacing Guide

	Day 1	Day 2	Day 3	Day 4	Day 5
WEEK 1	**Course Introduction** **Explore Online** SE pp. H2–H5	***Module 1:* The Beginnings of World History** **Essential Question** SE/TG p. 2 **Video** SE/TG p. 2 **Timeline** SE/TG p. 3	***Lesson 2:* Human Origins in Africa** SE/TG pp. 11–21 **Lesson Opener** **The Big Idea** Fossil evidence shows that the earliest humans originated in Africa and spread across the globe.	***Lesson 3:* Humans Try to Control Nature** SE/TG pp. 22–28 **Lesson Opener** **The Big Idea** The development of agriculture caused an increase in population and the growth of a settled way of life. **Why It Matters Now** New methods for obtaining food and the development of technology laid the foundations for modern civilizations. **Lesson Enrichment** TG p. 21d **Lesson Assessment** TG pp. 28–28a	**Module 1 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 34-35b
		***Lesson 1:* The Study of World History** SE/TG pp. 4–10 **Lesson Opener** **The Big Idea** The study and our understanding of world history are affected by place and time and are constantly changing. **Why It Matters Now** As new discoveries and technological advancements are made, what we learn and understand about world history can change. **Lesson Enrichment** TG p. 3b **Lesson Assessment** TG pp. 10–10a	**Why It Matters Now** The study of early human remains and artifacts helps in understanding our place in human history. **Lesson Enrichment** TG p. 10d **Lesson Assessment** TG pp. 19, 21a	***Lesson 4:* Neolithic Cultures** SE/TG pp. 29–33 **Lesson Opener** **The Big Idea** Early cultures that did not form advanced civilizations have contributed greatly to our understanding of the past. **Why It Matters Now** New discoveries made about cultures from the Neolithic Age help us better understand the development of cultures from the past to the present. **Lesson Enrichment** TG p. 28d **Lesson Assessment** TG pp. 33–33a	

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WEEK 2	***Module 2:* Early River Valley Civilizations** **Essential Question** SE/TG p. 36 **Video** SE/TG p. 36 **Timeline** SE/TG p. 37	***Lesson 1:* Civilization** SE/TG pp. 38–43 **Lesson Opener** **The Big Idea** Prosperous farming villages, food surpluses, and new technology led to the rise of civilizations. **Why It Matters Now** Contemporary civilizations share the same characteristics typical of ancient civilizations **Lesson Enrichment** TG p. 37b **Lesson Assessment** TG pp. 43–43a	***Lesson 3:* Pyramids on the Nile** SE/TG pp. 51–61 **Lesson Opener** **The Big Idea** Using mathematical knowledge and engineering skills, Egyptians built magnificent monuments to honor dead rulers.	***Lesson 4:* Planned Cities on the Indus** SE/TG pp. 62–69 **Lesson Opener** **The Big Idea** The first Indian civilization built well-planned cities on the banks of the Indus River.	***Lesson 5:* River Dynasties in China** SE/TG pp. 70–77 **Lesson Opener** **The Big Idea** The early rulers introduced ideas about government and society that shaped Chinese civilization. **Why It Matters Now** The culture that took root during ancient times still affects Chinese ways of life today. **Lesson Enrichment** TG p. 47b **Lesson Assessment** TG pp. 77–77a
		***Lesson 2:* City-States in Mesopotamia** SE/TG pp. 44–50 **Lesson Opener** **The Big Idea** The earliest civilization in Asia arose in Mesopotamia and organized into city-states. **Why It Matters Now** The development of this civilization reflects a settlement pattern that has occurred repeatedly throughout history. **Lesson Enrichment** TG p. 43d **Lesson Assessment** TG pp. 50–50a	**Why It Matters Now** Many of the monuments built by the Egyptians stand as a testament to their ancient civilization. **Lesson Enrichment** TG p. 50d **Lesson Assessment** TG pp. 59, 61a	**Why It Matters Now** The culture of India today has its roots in the civilization of the early Indus cities. **Lesson Enrichment** TG p. 61d **Lesson Assessment** TG pp. 69–69a	**Module 2 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 78–79b

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WEEK 3	***Module 3:* People and Ideas on the Move** **Essential Question** SE/TG p. 80 **Video** SE/TG p. 80 **Timeline** SE/TG p. 81	***Lesson 2:* The Origins of Hinduism** SE/TG pp. 88–92 **Lesson Opener** **The Big Idea** The first permanent English settlement in North America was founded at Jamestown, Virginia, in 1607. **Why It Matters Now** English colonies in Virginia developed into the present states of the southern United States. **Lesson Enrichment** TG p. 87d **Lesson Assessment** TG pp. 92–92a	***Lesson 4:* Seafaring Traders** SE/TG pp. 99–104 **Lesson Opener** **The Big Idea** As people migrated around the world, they learned to adapt to new environments.	***Lesson 5:* The Origins of Judaism** SE/TG pp. 105–113 **Lesson Opener** **The Big Idea** As people migrated around the world, they learned to adapt to new environments.	**Module 2 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 114–115b
	***Lesson 1:* The Indo-Europeans** SE/TG pp. 82–87 **Lesson Opener** **The Big Idea** In ancient times, migrating peoples settled the Americas. Their descendants developed diverse Native American cultures in varied landscapes. **Why It Matters Now** Modern African Americans have strong ancestral ties to the people of West Africa. **Lesson Enrichment** TG p. 81b **Lesson Assessment** TG pp. 87–87a	***Lesson 3:* The Origins of Buddhism** SE/TG pp. 93–98 **Lesson Opener** **The Big Idea** The first permanent English settlement in North America was founded at Jamestown, Virginia, in 1607. **Why It Matters Now** English colonies in Virginia developed into the present states of the southern United States. **Lesson Enrichment** TG p. 82d **Lesson Assessment** TG pp. 98–98a	**Why It Matters Now** Ancient customs and patterns of immigration have always shaped and continue to shape American history. **Lesson Enrichment** TG p. 98d **Lesson Assessment** TG pp. 104–104a	**Why It Matters Now** Ancient customs and patterns of immigration have always shaped and continue to shape American history. **Lesson Enrichment** TG p. 104d **Lesson Assessment** TG pp. 113–113a	

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WEEK 4	***Module 4:* First Empires in Africa and Asia** **Essential Question** SE/TG p. 116 **Video** SE/TG p. 116 **Timeline** SE/TG p. 117	***Lesson 2:* The Assyrian Empire** SE/TG pp. 126–130 **Lesson Opener** **The Big Idea** Assyria developed a military machine and established a well-organized administration. **Why It Matters Now** Some leaders still use military force to extend their rule, stamp out opposition, and gain wealth and power. **Lesson Enrichment** TG p. 125d **Lesson Assessment** TG pp. 130–130a	***Lesson 4:* The Unification of China** SE/TG pp. 137–143 **Lesson Opener** **The Big Idea** The social disorder of the warring states contributed to the development of three Chinese ethical systems.	**Module 4 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 144–145b	***Module 5:* Classical Greece** **Essential Question** SE/TG p. 146 **Video** SE/TG p. 146 **Timeline** SE/TG p. 147
	***Lesson 1:* The Egyptian and Nubian Empires** SE/TG pp. 118–125 **Lesson Opener** **The Big Idea** Two empires along the Nile—Egypt and Nubia—forged commercial, cultural, and political connections. **Why It Matters Now** Neighboring civilizations today participate in cultural exchange as well as conflict. **Lesson Enrichment** TG p. 117b **Lesson Assessment** TG pp. 125–125a	***Lesson 3:* The Persian Empire** SE/TG pp. 131–136 **Lesson Opener** **The Big Idea** By governing with tolerance and wisdom, the Persians established a well-ordered empire that lasted for 200 years. **Why It Matters Now** Leaders today try to follow the Persian example of tolerance and wise government. **Lesson Enrichment** TG p. 130d **Lesson Assessment** TG pp. 136–136a	**Why It Matters Now** The people, events, and ideas that shaped China's early history continue to influence China's role in today's world. **Lesson Enrichment** TG p. 136d **Lesson Assessment** TG pp. 143–143a		***Lesson 1:* Cultures of the Mountains and the Sea** SE/TG pp. 148–152 **Lesson Opener** **The Big Idea** The roots of Greek culture are based on interaction of the Mycenaean, Minoan, and Dorian cultures. **Why It Matters Now** The seeds of much of Western cultural heritage were planted during this time period. **Lesson Enrichment** TG p. 147b **Lesson Assessment** TG pp. 152–152a

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	Day 1	Day 2	Day 3	Day 4	Day 5
WEEK 5	***Lesson 2:*** **Warring City-States** SE/TG pp. 153–162 **Lesson Opener** **The Big Idea** The growth of city-states in Greece led to the development of several political systems, including democracy.	***Lesson 3:*** **Democracy and Greece's Golden Age** SE/TG pp. 163–167 **Lesson Opener** **The Big Idea** Democratic principles flourished during Greece's golden age. **Why It Matters Now** The democratic principles set forth during Greece's golden age are the foundation for modern democracies, including the United States. **Lesson Enrichment** TG p. 162d **Lesson Assessment** TG pp. 167–167a	***Lesson 5:*** **Alexander the Great** SE/TG pp. 176–181 **Lesson Opener** **The Big Idea** Alexander the Great conquered Persia and Egypt and extended his empire to the Indus River in northwest India.	***Lesson 6:*** **Hellenistic Culture** SE/TG pp. 182–187 **Lesson Opener** **The Big Idea** Hellenistic culture, a blend of Greek and other influences, flourished throughout Greece, Egypt, and Asia.	**Module 2 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 188–189b
	Why It Matters Now Many political systems in today's world mirror the varied forms of government that evolved in Greece . **Lesson Enrichment** TG p. 152d **Lesson Assessment** TG pp. 162–162a	***Lesson 4:*** **Achievements of Greek Culture** SE/TG pp. 168–175 **Lesson Opener** **The Big Idea** Classical culture flourished during Greece's golden age. **Why It Matters Now** At its height, Greece set lasting standards in art, politics, literature, and philosophy that are still influential today. **Lesson Enrichment** TG p. 167d **Lesson Assessment** TG pp. 175–175a	**Why It Matters Now** Alexander's empire extended across an area that today consists of many nations and diverse cultures. **Lesson Enrichment** TG p. 175d **Lesson Assessment** TG pp. 181–181a	**Why It Matters Now** Western civilization today continues to be influenced by diverse cultures. **Lesson Enrichment** TG p. 181d **Lesson Assessment** TG pp. 187–187a	

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WEEK 6	***Module 6:* The Roman World and Early Christianity** **Essential Question** SE/TG p. 190 **Video** SE/TG p. 190 **Timeline** SE/TG p. 191	***Lesson 2:* The Roman Empire** SE/TG pp. 176–181 **Lesson Opener** **The Big Idea** Alexander the Great conquered Persia and Egypt and extended his empire to the Indus River in northwest India.	***Lesson 3:* Life in the Roman Empire** SE/TG pp. 182–187 **Lesson Opener** **The Big Idea** Hellenistic culture, a blend of Greek and other influences, flourished throughout Greece, Egypt, and Asia.	***Lesson 4:* The Origins of Christianity** SE/TG pp. 126–130 **Lesson Opener** **The Big Idea** Assyria developed a military machine and established a well-organized administration. **Why It Matters Now** Some leaders still use military force to extend their rule, stamp out opposition, and gain wealth and power. **Lesson Enrichment** TG p. 125d **Lesson Assessment** TG pp. 130–130a	***Lesson 6:* Rome and the Roots of Western Civilization** SE/TG pp. 176–181 **Lesson Opener** **The Big Idea** Alexander the Great conquered Persia and Egypt and extended his empire to the Indus River in northwest India.
	***Lesson 1:* The Roman Republic** SE/TG pp. 148–152 **Lesson Opener** **The Big Idea** The early Romans established a republic, which grew powerful and spread its influence. **Why It Matters Now** Some of the most fundamental values and institutions of Western civilization began in the Roman Republic. **Lesson Enrichment** TG p. 147bb **Lesson Assessment** TG pp. 152–152a	**Why It Matters Now** Alexander's empire extended across an area that today consists of many nations and diverse cultures. **Lesson Enrichment** TG p. 175d **Lesson Assessment** TG pp. 181–181a	**Why It Matters Now** Western civilization today continues to be influenced by diverse cultures. **Lesson Enrichment** TG p. 181d **Lesson Assessment** TG pp. 187–187a	***Lesson 5:* The Fall of the Roman Empire** SE/TG pp. 131–136 **Lesson Opener** **The Big Idea** By governing with tolerance and wisdom, the Persians established a well-ordered empire that lasted **Why It Matters Now** Leaders today try to follow the Persian example of tolerance and wise government. **Lesson Enrichment** TG p. 130d **Lesson Assessment** TG pp. 136–136a	**Why It Matters Now** Alexander's empire extended across an area that today consists of many nations and diverse cultures. **Lesson Enrichment** TG p. 175d **Lesson Assessment** TG pp. 181–181a

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	Day 1	Day 2	Day 3	Day 4	Day 5
WEEK 7	**Module 6 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 188–189b	***Module 7:* India and China Establish Empires** **Essential Question** SE/TG p. 240 **Video** SE/TG p. 240 **Timeline** SE/TG p. 241	***Lesson 2: Trade Spreads Indian Religions and Culture*** SE/TG pp. 248–255 **Lesson Opener** **The Big Idea** Indian religions, culture, and science evolved and spread to other regions through trade.	***Lesson 3:* Han Emperors in China** SE/TG pp. 256–265 **Lesson Opener** **The Big Idea** The Han Dynasty expanded China's borders and developed a system of government that lasted for centuries.	**Module 7 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 266–267b
		Lesson 1: India's First Empires SE/TG pp. 242–247 **Lesson Opener** **The Big Idea** The Mauryas and the Guptas established empires, but neither unified India permanently. **Why It Matters Now** The diversity of peoples, cultures, beliefs, and languages in India continues to pose challenges to Indian unity today. **Lesson Enrichment** TG p. 241b **Lesson Assessment** TG pp. 247-247a	**Why It Matters Now** The influence of Indian culture and religions is very evident throughout South Asia today. **Lesson Enrichment** TG p. 247d **Lesson Assessment** TG pp. 253-254	**Why It Matters Now** The pattern of a strong central government has remained a permanent part of Chinese life. **Lesson Enrichment** TG p. 255b **Lesson Assessment** TG pp. 265–265a	**Multimedia Connections** TG/SE pp. 267MC1-267MC2

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	Day 1	Day 2	Day 3	Day 4	Day 5
WEEK 8	***Module 8:* The Muslim World** **Essential Question** SE/TG p. 2686 **Video** SE/TG p. 268 **Timeline** SE/TG p. 269	***Lesson 2:* Islam Expands** SE/TG pp. 278–283 **Lesson Opener** **The Big Idea** In spite of internal conflicts, the Muslims created a huge empire that included lands on three continents.	***Lesson 3:* Muslim Culture** SE/TG pp. 284–292 **Lesson Opener** **The Big Idea** Muslims combined and preserved the traditions of many peoples and also advanced learning in a variety of areas.	***Lesson 4:* The Ottomans Build a Vast Empire** SE/TG pp. 293–300 **Lesson Opener** **The Big Idea** The Ottomans established a Muslim empire that combined many cultures and lasted for more than 600 years. **Why It Matters Now** Many modern societies, from Algeria to Turkey, had their origins under Ottoman rule. **Lesson Enrichment** TG p. 292d **Lesson Assessment** TG pp. 300–300a	**Module 8 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 306-307b
	***Lesson 1:* The Rise of Islam** SE/TG pp. 270–277 **Lesson Opener** **The Big Idea** Muhammad unified the Arab people both politically and through the religion of Islam. **Why It Matters Now** As the world's fastest-growing major religion, Islam has a strong impact on the lives of millions today. **Lesson Enrichment** TG p. 269b **Lesson Assessment** TG pp. 277–277a	**Why It Matters Now** Muslims' influence on three continents produced cultural blending that has continued into the modern world. **Lesson Enrichment** TG p. 277d **Lesson Assessment** TG pp. 283–283a	**Why It Matters Now** Many of the ideas developed during this time became the basis of today's scientific and academic disciplines. **Lesson Enrichment** TG p. 283d **Lesson Assessment** TG pp. 292–292a	***Lesson 5:* Cultural Blending: Case Study: The Safavid Empire** SE/TG pp. 301–305 **Lesson Opener** **The Big Idea** The Safavid Empire produced a rich and complex blended culture in Persia. **Why It Matters Now** Modern Iran, which plays a key role in global politics, descended from the culturally diverse Safavid Empire. **Lesson Enrichment** TG p. 300d **Lesson Assessment** TG pp. 305–305a	

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WEEK 9	**BENCHMARK ASSESSMENT 1**	***Module 9:* Empires in East Asia** **Essential Question** SE/TG p. 308 **Video** SE/TG p. 308 **Timeline** SE/TG p. 309	***Lesson 2:* The Mongols** SE/TG pp. 320-329 **Lesson Opener** **The Big Idea** The Mongols, a nomadic people from the steppe, conquered settled societies across much of Asia and established the Yuan Dynasty to rule China.	***Lesson 3:* Korean Dynasties** SE/TG pp. 330–333 **Lesson Opener** **The Big Idea** The Koreans adapted Chinese culture to fit their own needs but maintained a distinct way of life.	***Lesson 4:* Feudal Powers in Japan** SE/TG pp. 334-339 **Lesson Opener** **The Big Idea** Japanese civilization was shaped by cultural borrowing from China and the rise of feudalism and military rulers. **Why It Matters Now** An openness to adapting innovations from other cultures is still a hallmark of Japanese society. **Lesson Enrichment** TG p. 333d **Lesson Assessment** TG pp. 339-339a
		***Lesson 1:* Tang and Song China** SE/TG pp. 310–319 **Lesson Opener** **The Big Idea** During the Tang and Song dynasties, China experienced an era of prosperity and technological innovation. **Why It Matters Now** Chinese inventions from this period, such as printing, gunpowder, and the compass, changed history. **Lesson Enrichment** TG p. 309b **Lesson Assessment** TG pp. 317-317a	**Why It Matters Now** The Mongols built the largest unified land empire in world history and helped spread Chinese ideas to the West by encouraging trade. **Lesson Enrichment** TG p. 319b **Lesson Assessment** TG pp. 329-329b	**Why It Matters Now** Korea's interactions with China and Japan helped spread Buddhism and Confucianism, which remain important beliefs in East Asia **Lesson Enrichment** TG p. 329d **Lesson Assessment** TG pp. 333-333a	***Lesson 5:* Kingdoms of Southeast Asia** SE/TG pp. 340-343 **Lesson Opener** **The Big Idea** Several smaller kingdoms prospered in Southeast Asia, a region culturally influenced by China and India. **Why It Matters Now** The cultures of China and India still influence Southeast Asia today. **Lesson Enrichment** TG p. 339d **Lesson Assessment** TG pp. 343-343a

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WEEK 10	**Module 9 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 344-345b **Multimedia Connections** TG/SE pp. 345MC1-345MC2	***Module 10:* The Early Middle Ages** **Essential Question** SE/TG p. 346 **Video** SE/TG p. 346 **Timeline** SE/TG p. 347	***Lesson 2:* Early Russia** SE/TG pp. 357-363 **Lesson Opener** **The Big Idea** Russia grew out of a blending of Slavic and Byzantine cultures and adopted Eastern Orthodox traditions.	***Lesson 3:* Charlemagne Unites Germanic Kingdoms** SE/TG pp. 366–373 **Lesson Opener** **The Big Idea** Many Germanic kingdoms that succeeded the Roman Empire were reunited under Charlemagne's empire.	***Lesson 4:* Feudalism amd Manorialism** SE/TG pp. 374–380 **Lesson Opener** **The Big Idea** Feudalism, a political and economic system based on landholding and protective alliances, emerges in Europe.
		***Lesson 1:* The Byzantine Empire** SE/TG pp. 348–356 **Lesson Opener** **The Big Idea** After Rome split, the Eastern Empire, known as Byzantium, flourished for a thousand years. **Why It Matters Now** Byzantine culture deeply influenced Orthodox Christianity, a major branch of modern Christianity. **Lesson Enrichment** TG p. 347b **Lesson Assessment** TG pp. 356-356a	**Why It Matters Now** Early Russia was separated from the West, leading to a difference in culture that still exists today. **Lesson Enrichment** TG p. 356d **Lesson Assessment** TG pp. 363-363a	**Why It Matters Now** Charlemagne spread Christian civilization through Northern Europe, where it had a permanent impact. **Lesson Enrichment** TG p. 365b **Lesson Assessment** TG pp. 373-373a	**Why It Matters Now** The rights and duties of feudal relationships helped shape today's forms of representative government. **Lesson Enrichment** TG p. 373d **Lesson Assessment** TG pp. 380-380a

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WEEK 11	***Lesson 5:*** **Society in the Feudal Era** SE/TG pp. 381–387 **Lesson Opener** **The Big Idea** The code of chivalry for knights glorified both combat and romantic love.	**Module 10 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 388-389b	***Module 11:*** **Church and Society in Western Europe** **Essential Question** SE/TG p. 390 **Video** SE/TG p. 390 **Timeline** SE/TG p. 391	***Lesson 2:*** **Church Reform and the Crusades** SE/TG pp. 397-407 **Lesson Opener** **The Big Idea** The Catholic Church underwent reform and launched Crusades against Muslims.	***Lesson 3:*** **Changes in Medieval Society** SE/TG pp. 408–415 **Lesson Opener** **The Big Idea** The feudal system declined as agriculture, trade, finance, towns, and universities developed.
	Why It Matters Now The code of chivalry has shaped modern ideas of romance in Western cultures. **Lesson Enrichment** TG p. 380d **Lesson Assessment** TG pp. 387-387a		***Lesson 1:*** **The Power of the Church** SE/TG pp. 392-397 **Lesson Opener** **The Big Idea** Church leaders and political leaders competed for power and authority. **Why It Matters Now** Today many religious leaders still voice their opinions on political issues. **Lesson Enrichment** TG p. 391b **Lesson Assessment** TG pp. 397-397a	**Why It Matters Now** The Crusades left a legacy of distrust between Christians and Muslims that continues to the present. **Lesson Enrichment** TG p. 397d **Lesson Assessment** TG pp. 407-407a	**Why It Matters Now** The changes in the Middle Ages laid the foundations for modern Europe. **Lesson Enrichment** TG p. 407d **Lesson Assessment** TG pp. 415-415a

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WEEK 12	***Lesson 4:* England and France Develop** SE/TG pp. 416–421 **Lesson Opener** **The Big Idea** As the kingdoms of England and France began to develop into nations, certain democratic traditions evolved.	***Lesson 5:* Troubles of the 14th Century** SE/TG pp. 422–429 **Lesson Opener** **The Big Idea** In the 1300s, Europe was torn apart by religious strife, famine, the bubonic plague, and the Hundred Years' War.	**Module 11 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 430–431b **Multimedia Connection** SE/TG pp. 431MC1-431MC2	***Module 12:* Societies and Empires of Africa** **Essential Question** SE/TG p. 432 **Video** SE/TG p. 432 **Timeline** SE/TG p. 433	***Lesson 2:* Migration: Case Study: Bantu-Speaking Peoples** SE/TG pp. 444–449 **Lesson Opener** **The Big Idea** Relocation of large numbers of Bantu-speaking people brings cultural diffusion and change to southern Africa. **Why It Matters Now** Migration continues to shape the modern world. **Lesson Enrichment** TG p. 443d **Lesson Assessment** TG pp. 449-449a
	Why It Matters Now Modern concepts of jury trials, common law, and legal rights developed during this period. **Lesson Enrichment** TG p. 415d **Lesson Assessment** TG pp. 421-421a	**Why It Matters Now** Events of the 1300s led to a change in attitudes toward religion and the state, a change reflected in modern attitudes. **Lesson Enrichment** TG p. 421d **Lesson Assessment** TG pp. 429-429a		***Lesson 1:* Diverse Societies in Africa** SE/TG pp. 434–443 **Lesson Opener** **The Big Idea** African peoples developed diverse societies as they adapted to varied environments. **Why It Matters Now** Differences among modern societies are also based on people's interactions with their environments. **Lesson Enrichment** TG p. 433b **Lesson Assessment** TG pp. 443–443a	***Lesson 3:* The Kingdom of Aksum** SE/TG pp. 450–455 **Lesson Opener** **The Big Idea** The kingdom of Aksum became an international trading power and adopted Christianity **Why It Matters Now** Ancient Aksum, which is in modern-day Ethiopia, is still a center of the Ethiopian Orthodox Christian Church **Lesson Enrichment** TG p. 449d **Lesson Assessment** TG pp. 455-455a

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WEEK 13	***Lesson 4:*** **North and West African Civilizations** SE/TG pp. 456-469 **Lesson Opener** **The Big Idea** North and West Africa contained several rich and powerful states, including Muslim states in the north and Ghana, Mali, and Songhai in the west.	***Lesson 4:*** **North and West African Civilizations** SE/TG pp. 456-469 **Lesson Opener** **The Big Idea** North and West Africa contained several rich and powerful states, including Muslim states in the north and Ghana, Mali, and Songhai in the west.	***Lesson 5:*** **Eastern City-States and Southern Empires** SE/TG pp. 472-479 **Lesson Opener** **The Big Idea** African city-states and empires gained wealth through developing and trading resources.	**Module 12 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 480-481b	***Module 13:*** **People and Empires in the Americas** **Essential Question** SE/TG p. 482 **Video** SE/TG p. 482 **Timeline** SE/TG p. 483
	Why It Matters Now These civilizations demonstrate the richness of African culture before European colonization. **Lesson Enrichment** TG p. 455d **Lesson Assessment** TG pp. 469-469a	**Why It Matters Now** These civilizations demonstrate the richness of African culture before European colonization. **Lesson Enrichment** TG p. 455d **Lesson Assessment** TG pp. 469-469a	**Why It Matters Now** The country of Zimbabwe and cities such as Mogadishu and Mombasa have their roots in this time period. **Lesson Enrichment** TG p. 471b **Lesson Assessment** TG pp. 479-479a		***Lesson 1:*** **The Earliest Americans** SE/TG pp. 483–489 **Lesson Opener** **The Big Idea** The cultures of the first Americans, including social organization, developed in ways similar to other early cultures. **Why It Matters Now** The Americas' first inhabitants developed the basis for later American civilizations. **Lesson Enrichment** TG p. 483b **Lesson Assessment** TG pp. 489–489a

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WEEK 14	***Lesson 2:* Early Mesoamerican Civilizations** SE/TG pp. 490-497 **Lesson Opener** **The Big Idea** The Olmec created the Americas' first civilization, which in turn influenced later civilizations.	***Lesson 3:* Early Civilizations of the Andes** SE/TG pp. 498–502 **Lesson Opener** **The Big Idea** In the Andes Mountains, various groups created flourishing civilizations. **Why It Matters Now** Like the early Andean civilizations, people today must adapt to their environment in order to survive. **Lesson Enrichment** TG p. 497d **Lesson Assessment** TG pp. 502-502a	***Lesson 5:* Maya Kings and Cities** SE/TG pp. 509–515 **Lesson Opener** **The Big Idea** The Maya developed a highly complex civilization based on city-states and elaborate religious practices.	***Lesson 6:* The Aztecs Control Central Mexico** SE/TG pp. 516–524 **Lesson Opener** **The Big Idea** Through alliances and conquest, the Aztecs created a powerful empire in Mexico.	***Lesson 7:* The Inca Create a Mountain Empire** SE/TG pp. 525–533 **Lesson Opener** **The Big Idea** The Inca built a vast empire supported by taxes, governed by a bureaucracy, and linked by extensive road systems.
	Why It Matters Now Later American civilizations relied on the technology and achievements of earlier cultures to make advances. **Lesson Enrichment** TG p. 489d **Lesson Assessment** TG pp. 495-495b	***Lesson 4:* North American Societies** SE/TG pp. 503–508 **Lesson Opener** **The Big Idea** Complex North American societies were linked to each other through culture and economics. **Why It Matters Now** Traditions and ideas from these cultures became part of the cultures of North America. **Lesson Enrichment** TG p. 502d **Lesson Assessment** TG pp. 508-508a	**Why It Matters Now** Descendants of the Maya still occupy the same territory. **Lesson Enrichment** TG p. 508d **Lesson Assessment** TG pp. 513-513a	**Why It Matters Now** This time period saw the origins of one of the 20th century's most populous cities, Mexico City. **Lesson Enrichment** TG p. 515b **Lesson Assessment** TG pp. 524-524a	**Why It Matters Now** The Incan system of government was similar to some socialist governments in the 20th century. **Lesson Enrichment** TG p. 524d **Lesson Assessment** TG pp. 531-531a

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WEEK 15	**Module 13 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 534-535b **Multimedia Connection** SE/TG pp. 535MC1-535MC2	***Module 14:*** **The Renaissance** **Essential Question** SE/TG p. 536 **Video** SE/TG p. 536 **Timeline** SE/TG p. 537	***Lesson 2:*** **The Italian Renaissance** SE/TG pp. 546-551 **Lesson Opener** **The Big Idea** The Italian Renaissance was a rediscovery of learning that produced many great works of art and literature.	***Lesson 3:*** **The Northern Renaissance** SE/TG pp. 554–561 **Lesson Opener** **The Big Idea** In the 1400s, the ideas of the Italian Renaissance began to spread to northern Europe.	***Lesson 4:*** **Renaissance Achievements** SE/TG pp. 562–565 **Lesson Opener** **The Big Idea** The Renaissance was a period of striking achievements in many areas.
		Lesson 1: **Birth of the Renaissance** SE/TG pp. 538–545 **Lesson Opener** **The Big Idea** The Renaissance was a rebirth of learning and art. **Why It Matters Now** Renaissance art and ideas still influence thought today. **Lesson Enrichment** TG p. 537b **Lesson Assessment** TG pp. 545-545a	**Why It Matters Now** Renaissance art and literature still influence modern thought and modern art. **Lesson Enrichment** TG p. 545d **Lesson Assessment** TG pp. 551-551a	**Why It Matters Now** Renaissance ideas such as the importance of the individual are an important part of modern thought. **Lesson Enrichment** TG p. 553b **Lesson Assessment** TG pp. 559-559a	**Why It Matters Now** The achievements of Renaissance artists, writers, scientists, and thinkers continue to affect people around the world today. **Lesson Enrichment** TG p. 561b **Lesson Assessment** TG pp. 565-565a

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WEEK 16	**Module 14 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 566-567b	***Module 15:* Reformation and Upheaval** **Essential Question** SE/TG p. 568 **Video** SE/TG p. 568 **Timeline** SE/TG p. 569	***Lesson 2:* The Reformation Continues** SE/TG pp. 579–584 **Lesson Opener** **The Big Idea** Protestant reformers were divided over beliefs, and split into several new Protestant groups. **Why It Matters Now** Many Protestant churches began during this period. **Lesson Enrichment** TG p. 578d **Lesson Assessment** TG pp. 584–584a	***Lesson 4:* Social Unrest** SE/TG pp. 590–593 **Lesson Opener** **The Big Idea** The Protestant and Catholic Reformations caused tremendous political and social unrest throughout Europe.	**Module 15 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 594–595b
		***Lesson 1:* Luther Leads the Reformation** SE/TG pp. 570–578 **Lesson Opener** **The Big Idea** Martin Luther's protest over abuses in the Catholic Church led to the founding of Protestant churches. **Why It Matters Now** Nearly one-fifth of the Christians in today's world are Protestants. **Lesson Enrichment** TG p. 569b **Lesson Assessment** TG pp. 578–578a	***Lesson 3:* The Catholic Reformation** SE/TG pp.585–589 **Lesson Opener** **The Big Idea** The Catholic Church made reforms in response to the Protestant Reformation. **Why It Matters Now** Many Catholic schools are the result of reforms in the Church. **Lesson Enrichment** TG p. 584d **Lesson Assessment** TG pp. 589–589a	**Why It Matters Now** Nation-states that rose as a result of the Protestant Reformation became many of the leading countries in Europe today. **Lesson Enrichment** TG p. 589d **Lesson Assessment** TG pp. 593-593a	

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WEEK 17	***Module 16:*** **Expansion, Exploration, and Encounters** **Essential Question** SE/TG p. 596 **Video** SE/TG p. 596 **Timeline** SE/TG p. 597	***Lesson 2:*** **Europeans Explore the East** SE/TG pp. 608–616 **Lesson Opener** **The Big Idea** Advances in sailing technology enabled Europeans to explore other parts of the world.	***Lesson 3:*** **China and Japan Reject Expansion** SE/TG pp. 617–633 **Lesson Opener** **The Big Idea** China under the Ming and Qing dynasties and Japan under the Tokugawa regime were uninterested in European contact.	***Lesson 3:*** **China and Japan Reject Expansion** SE/TG pp. 617-633 **Lesson Opener** **The Big Idea** China under the Ming and Qing dynasties and Japan under the Tokugawa regime were uninterested in European contact.	***Lesson 4:*** **Spain Builds an American Empire** SE/TG pp. 634–643 **Lesson Opener** **The Big Idea** The voyages of Columbus prompted the Spanish to establish colonies in the Americas
	Lesson 1: **The Mughal Empire in India** SE/TG pp.598–607 **Lesson Opener** **The Big Idea** The Mughal Empire brought Turks, Persians, and Indians together in a vast empire. **Why It Matters Now** The legacy of great art and deep social division left by the Mughal Empire still influences southern Asia. **Lesson Enrichment** TG p. 597b **Lesson Assessment** TG pp. 605–605b	**Why It Matters Now** European exploration was an important step toward the global interaction existing in the world today. **Lesson Enrichment** TG p. 607b **Lesson Assessment** TG pp. 616-616a	**Why It Matters Now** China and Japan's economic independence from the West continues today, though China is pursuing new economic ties with the outside world. **Lesson Enrichment** TG p. 616d **Lesson Assessment** TG pp. 633-633a	**Why It Matters Now** China and Japan's economic independence from the West continues today, though China is pursuing new economic ties with the outside world. **Lesson Enrichment** TG p. 616d **Lesson Assessment** TG pp. 633-633a	**Why It Matters Now** Throughout the Americas, Spanish culture, language, and descendants are the legacy of this period. **Lesson Enrichment** TG p. 633d **Lesson Assessment** TG pp. 643-643a

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WEEK 18	***Lesson 5:* European Nations Settle North America** SE/TG pp. 644-650 **Lesson Opener** **The Big Idea** Several European nations fought for control of North America, and England emerged victorious.	***Lesson 6:* The Atlantic Slave Trade** SE/TG pp. 651–657 **Lesson Opener** **The Big Idea** To meet their growing labor needs, Europeans enslaved millions of Africans in the Americas.	***Lesson 7:* The Columbian Exchange and Global Trade** SE/TG pp. 658-663 **Lesson Opener** **The Big Idea** The colonization of the Americas introduced new items into the Eastern and Western hemispheress.	**Module 16 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 664–665b **Multimedia Connection** SE/TG pp. 665MC1-665MC2	**BENCHMARK ASSESSMENT 2**
	Why It Matters Now The English settlers in North America left a legacy of law and government that guides the United States today. **Lesson Enrichment** TG p. 643d **Lesson Assessment** TG pp. 650-650a	**Why It Matters Now** Descendants of enslaved Africans represent a significant part of the Americas' population today. **Lesson Enrichment** TG p. 650d **Lesson Assessment** TG pp. 657-657a	**Why It Matters Now** This global exchange of goods permanently changed Europe, Asia, Africa, and the Americas. **Lesson Enrichment** TG p. 657d **Lesson Assessment** TG pp. 663-663a		

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WEEK 19	*Module 17:* **Absolute Monarchs in Europe** **Essential Question** SE/TG p. 666 **Video** SE/TG p. 666 **Timeline** SE/TG p. 667	*Lesson 2:* **The Reign of Louis XIV** SE/TG pp. 676–685 **Lesson Opener** **The Big Idea** After a century of war and riots, France was ruled by Louis XIV, the most powerful monarch of his time.	*Lesson 3:* **Central European Monarchs Clash** SE/TG pp. 686–691 **Lesson Opener** **The Big Idea** After a period of turmoil, absolute monarchs ruled Austria and the Germanic state of Prussia.	*Lesson 4:* **Absolute Rulers of Russia** SE/TG pp. 692–699 **Lesson Opener** **The Big Idea** Peter the Great made many changes in Russia to try to make it more like western Europe.	*Lesson 5:* **Parliament Limits the English Monarchy** SE/TG pp. 700–705 **Lesson Opener** **The Big Idea** Absolute rulers in England were overthrown, and Parliament gained power.
	Lesson 1: **Spain's Empire and European Absolutism** SE/TG pp. 668–675 **Lesson Opener** **The Big Idea** During a time of religious and economic instability, Philip II ruled Spain with a strong hand. **Why It Matters Now** When faced with crises, many heads of government take on additional economic or political powers. **Lesson Enrichment** TG p. 667b **Lesson Assessment** TG pp. 675–675a	**Why It Matters Now** Louis's abuse of power led to a revolution that would inspire the call for democratic government throughout the world. **Lesson Enrichment** TG p. 675d **Lesson Assessment** TG pp. 685-685a	**Why It Matters Now** Prussia built a strong military tradition in Germany that contributed in part to world wars in the 20th century. **Lesson Enrichment** TG p. 685d **Lesson Assessment** TG pp. 691-691a	**Why It Matters Now** Many Russians today debate whether to model themselves on the West or to focus on traditional Russian culture. **Lesson Enrichment** TG p. 691d **Lesson Assessment** TG pp. 697-697a	**Why It Matters Now** Many of the government reforms of this period contributed to the democratic tradition of the United States. **Lesson Enrichment** TG p. 699b **Lesson Assessment** TG pp. 705-705a

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WEEK 20	**Module 17 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 706–707b	***Module 18:* Enlightenment and Revolution** **Essential Question** SE/TG p. 708 **Video** SE/TG p. 708 **Timeline** SE/TG p. 709	***Lesson 2:* Enlightenment Thinkers** SE/TG pp. 718–724 **Lesson Opener** **The Big Idea** A revolution in intellectual activity changed Europeans' view of government and society	***Lesson 3:* The Enlightenment Spreads** SE/TG pp. 725–733 **Lesson Opener** **The Big Idea** Enlightenment ideas spread through the Western world and profoundly influenced the arts and government.	***Lesson 4:* The American Revolution** SE/TG pp. 734–741 **Lesson Opener** **The Big Idea** Enlightenment ideas helped spur the American colonies to shed British rule and create a new nation.
		***Lesson 1:* The Scientific Revolution** SE/TG pp. 710–717 **Lesson Opener** **The Big Idea** In the mid-1500s, scientists began to question accepted beliefs and make new theories based on experimentation. **Why It Matters Now** Such questioning led to the development of the scientific method still in use today. **Lesson Enrichment** TG p. 709b **Lesson Assessment** TG pp. 717-717a	**Why It Matters Now** The various freedoms enjoyed in many countries today are a result of Enlightenment thinking. **Lesson Enrichment** TG p. 717d **Lesson Assessment** TG pp. 724-724a	**Why It Matters Now** An "enlightened" problem-solving approach to government and society prevails in modern civilization today. **Lesson Enrichment** TG p. 724d **Lesson Assessment** TG pp. 733-733a	**Why It Matters Now** The revolution created a republic, the United States of America, that became a model for many nations of the world. **Lesson Enrichment** TG p. 733d **Lesson Assessment** TG pp. 741-741a

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WEEK 21	**Module 18 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 742-743b **Multimedia Connection** SE/TG pp. 743MC1-743MC2	***Module 19:* The French Revolution and Napoleon** **Essential Question** SE/TG p. 744 **Video** SE/TG p. 744 **Timeline** SE/TG p. 745	***Lesson 2:* Revolution Brings Reform and Terror** SE/TG pp. 753–760 **Lesson Opener** **The Big Idea** The revolutionary government of France made reforms but also used terror and violence to retain power.	***Lesson 3:* Napoleon's Empire** SE/TG pp. 761–770 **Lesson Opener** **The Big Idea** Napoleon Bonaparte, a military genius, seized power in France and made himself emperor. His conquests aroused nationalistic feelings across Europe and contributed to his downfall.	***Lesson 4:* The Congress of Vienna** SE/TG pp. 771–775 **Lesson Opener** **The Big Idea** After exiling Napoleon, European leaders at the Congress of Vienna tried to restore order and reestablish peace.
		***Lesson 1:* The French Revolution Begins** SE/TG pp. 746-752 **Lesson Opener** **The Big Idea** Economic and social inequalities in the Old Regime helped cause the French Revolution. **Why It Matters Now** Throughout history, economic and social inequalities have at times led peoples to revolt against their governments. **Lesson Enrichment** TG p. 745b **Lesson Assessment** TG pp. 752-752a	**Why It Matters Now** Some governments that lack the support of a majority of their people still use fear to control their citizens. **Lesson Enrichment** TG p. 752d **Lesson Assessment** TG pp. 760-760a	**Why It Matters Now** In times of political turmoil, military dictators often seize control of nations. **Lesson Enrichment** TG p. 760d **Lesson Assessment** TG pp. 770-770a	**Why It Matters Now** International bodies such as the United Nations play an active role in trying to maintain world peace and stability today. **Lesson Enrichment** TG p. 770d **Lesson Assessment** TG pp. 775-775a

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WEEK 22	**Module 19 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 776-777b	***Module 20:* Revolutions Sweep the West** **Essential Question** SE/TG p. 778 **Video** SE/TG p. 778 **Timeline** SE/TG p. 779	***Lesson 2:* Europe Faces Revolutions** SE/TG pp. 789–797 **Lesson Opener** **The Big Idea** Liberal and nationalist uprisings challenged the old conservative order of Europe.	***Lesson 3:* Nationalism** SE/TG pp. 798–805 **Lesson Opener** **The Big Idea** Nationalism contributed to the formation of two new nations and a new political order in Europe.	***Lesson 4:* Revolutions in the Arts** SE/TG pp. 806-813 **Lesson Opener** **The Big Idea** Artistic and intellectual movements both reflected and fueled changes in Europe during the 1800s.
		***Lesson 1:* Latin American Peoples Win Independence** SE/TG pp. 780–788 **Lesson Opener** **The Big Idea** Spurred by discontent and Enlightenment ideas, people in Latin America fought colonial rule. **Why It Matters Now** Sixteen of today's Latin American nations gained their independence at this time. **Lesson Enrichment** TG p. 779b **Lesson Assessment** TG pp. 788-788a	**Why It Matters Now** The system of nation-states established in Europe during this period continues today. **Lesson Enrichment** TG p. 788d **Lesson Assessment** TG pp. 795-795b	**Why It Matters Now** Nationalism is the basis of world politics today and has often caused conflicts and wars. **Lesson Enrichment** TG p. 797b **Lesson Assessment** TG pp. 805-805a	**Why It Matters Now** Romanticism and realism are still found in novels, dramas, and films produced today. **Lesson Enrichment** TG p. 805d **Lesson Assessment** TG pp. 813-813a

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WEEK 23	**Module 20 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 814–815a	***Module 21:* The Industrial Revolution** **Essential Question** SE/TG p. 816 **Video** SE/TG p. 816 **Timeline** SE/TG p. 817	***Lesson 2:* Industrialization: Case Study: Manchester** SE/TG pp. 826–835 **Lesson Opener** **The Big Idea** The factory system changed the way people lived and worked, introducing a variety of problems	***Lesson 3:* Industrialization Spreads** SE/TG pp. 836–843 **Lesson Opener** **The Big Idea** The industrialization that began in Great Britain spread to other parts of the world.	***Lesson 4:* Reforming the Industrial World** SE/TG pp. 844-855 **Lesson Opener** **The Big Idea** The Industrial Revolution led to economic, social, and political reforms.
		***Lesson 1:* The Beginnings of Industrialization** SE/TG pp. 818–825 **Lesson Opener** **The Big Idea** The Industrial Revolution started in England and soon spread to other countries. **Why It Matters Now** The changes that began in Britain paved the way for modern industrial societies. **Lesson Enrichment** TG p. 817b **Lesson Assessment** TG pp. 825–825a	**Why It Matters Now** Many less-developed countries are undergoing the difficult process of industrialization today. **Lesson Enrichment** TG p. 825d **Lesson Assessment** TG pp. 835-835a	**Why It Matters Now** The Industrial Revolution set the stage for the growth of modern cities and a global economy. **Lesson Enrichment** TG p. 835d **Lesson Assessment** TG pp. 843-843a	**Why It Matters Now** Many modern social welfare programs developed during this period of reform. **Lesson Enrichment** TG p. 843d **Lesson Assessment** TG pp. 855-855a

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WEEK 24	**Module 21 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 856-857b	***Module 22:* An Age of Democracy and Progress** **Essential Question** SE/TG p. 858 **Video** SE/TG p. 858 **Timeline** SE/TG p. 859	***Lesson 2:* Self-Rule for British Colonies** SE/TG pp. 866–874 **Lesson Opener** **The Big Idea** Britain allowed self-rule in Canada, Australia, and New Zealand but delayed it for Ireland.	***Lesson 3:* War and Expansion in the United States** SE/TG pp. 875–880 **Lesson Opener** **The Big Idea** The United States expanded across North America and fought a civil war.	***Lesson 4:* Nineteenth-Century Progress** SE/TG pp. 881-891 **Lesson Opener** **The Big Idea** Breakthroughs in science and technology transformed daily life and entertainment.
		***Lesson 1:* Democratic Reform and Activism** SE/TG pp. 860-865 **Lesson Opener** **The Big Idea** Spurred by the demands of the people, Great Britain and France underwent democratic reforms. **Why It Matters Now** During this period, Britain and France were transformed into the democracies they are today. **Lesson Enrichment** TG p. 859b **Lesson Assessment** TG pp. 865-865a	**Why It Matters Now** Canada, Australia, and New Zealand are strong democracies today, while Ireland is divided. **Lesson Enrichment** TG p. 865d **Lesson Assessment** TG pp. 874-874a	**Why It Matters Now** The 20th-century movements to ensure civil rights for African Americans and others are a legacy of this period. **Lesson Enrichment** TG p. 874d **Lesson Assessment** TG pp. 880-880a	**Why It Matters Now** Electric lights, telephones, cars, and many other conveniences of modern life were invented during this period. **Lesson Enrichment** TG p. 880d **Lesson Assessment** TG pp. 891-891a

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WEEK 25	**Module 22 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 882–893b **Multimedia Connection** SE/TG pp. 893MC1-893MC2	***Module 23:* The Age of Imperialism** **Essential Question** SE/TG p. 894 **Video** SE/TG p. 894 **Timeline** SE/TG p. 895	***Lesson 2:* Imperialism in Africa: Case Study: Nigeria** SE/TG pp. 904–913 **Lesson Opener** **The Big Idea** Europeans embarked on a new phase of empire building that affected both Africa and the rest of the world.	***Lesson 3:* Europeans Claim Muslim Lands** SE/TG pp. 914–919 **Lesson Opener** **The Big Idea** European nations expanded their empires by seizing territories from Muslim states.	***Lesson 4:* British Imperialism in India** SE/TG pp. 920–924 **Lesson Opener** **The Big Idea** As the Mughal Empire declined, Britain seized Indian territory and soon controlled almost the whole subcontinent. **Why It Matters Now** India, the second most populated nation in the world, has its political roots in this colony. **Lesson Enrichment** TG p. 919d **Lesson Assessment** TG pp. 924–924a
		***Lesson 1:* The Roots of Imperialism** SE/TG pp. 896-903 **Lesson Opener** **The Big Idea** Ignoring the claims of African ethnic groups, kingdoms, and city-states, Europeans established colonies. **Why It Matters Now** African nations continue to feel the effects of the colonial presence more than 100 years later. **Lesson Enrichment** TG p. 895b **Lesson Assessment** TG pp. 903–903a	**Why It Matters Now** Many former colonies have political problems that are the result of colonial rule. **Lesson Enrichment** TG p. 903d **Lesson Assessment** TG pp. 913-913a	**Why It Matters Now** Political events in this vital resource area are still influenced by actions from the imperialistic period. **Lesson Enrichment** TG p. 913d **Lesson Assessment** TG pp. 919-919a	***Lesson 5:* European Claims in Southeast Asia** SE/TG pp. 925–928 **Lesson Opener** **The Big Idea** Demand for Asian products drove Western imperialists to seek possession of Southeast Asianlands. **Why It Matters Now** Southeast Asian independence struggles in the 20th century have their roots in this period of imperialism. **Lesson Enrichment** TG p. 924d **Lesson Assessment** TG pp. 928–928a

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WEEK 26	***Lesson 6:* U.S. Economic Imperialism** SE/TG pp. 929–939 **Lesson Opener** **The Big Idea** The United States followed an imperialist policy in the Pacific Islands and also put increasing economic and political pressure on Latin America during the 19th century.	**Module 23 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 940-941a	***Module 24:* Transformations Around the Globe** **Essential Question** SE/TG p. 942 **Video** SE/TG p. 942 **Timeline** SE/TG p. 943	***Lesson 2:* Modernization in Japan** SE/TG pp. 952–959 **Lesson Opener** **The Big Idea** Japan followed the model of Western powers by industrializing and expanding its foreign influence.	***Lesson 3:* Turmoil and Change in Mexico** SE/TG pp. 960–967 **Lesson Opener** **The Big Idea** Political, economic, and social inequalities in Mexico triggered a period of revolution and reform.
	Why It Matters Now This policy set the stage for 20th-century relations between Latin America and the United States and encouraged U.S. imperialism in the Pacific Islands. **Lesson Enrichment** TG p. 928d **Lesson Assessment** TG pp. 939-939a		***Lesson 1:* China Resists Outside Influence** SE/TG pp. 944–951 **Lesson Opener** **The Big Idea** Western economic pressure forced China to open to foreign trade and influence. **Why It Matters Now** China has become an increasingly important member of the global community. **Lesson Enrichment** TG p. 943b **Lesson Assessment** TG pp. 951–951a	**Why It Matters Now** Japan's continued development of its own way of life has made it a leading world power. **Lesson Enrichment** TG p. 951d **Lesson Assessment** TG pp. 957	**Why It Matters Now** Mexico has moved toward political democracy and is a strong economic force in the Americas. **Lesson Enrichment** TG p. 959b **Lesson Assessment** TG pp. 967-967a

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WEEK 27	**Module 24 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 968-969b **Multimedia Connection** SE/TG pp. 969MC1-969MC2	**BENCHMARK ASSESSMENT 3**	***Module 25:* World War I** **Essential Question** SE/TG p. 970 **Video** SE/TG p. 970 **Timeline** SE/TG p. 971	***Lesson 2:* Europe Plunges into War** SE/TG pp. 978–985 **Lesson Opener** **The Big Idea** One European nation after another was drawn into a large and industrialized war that resulted in many casualties.	***Lesson 3:* A Global Conflict** SE/TG pp. 986–992 **Lesson Opener** **The Big Idea** World War I spread to several continents and required the full resources of many governments.
			***Lesson 1:* Marching Toward War** SE/TG pp. 972–977 **Lesson Opener** **The Big Idea** In Europe, nationalistic feelings, ethnic conflicts, territorial disputes, and rival alliances helped set the stage for a continental war. **Why It Matters Now** Ethnic conflict in the Balkan region, which helped ignite the war, continued to erupt in that area in the 1990s. **Lesson Enrichment** TG p. 971b **Lesson Assessment** TG pp. 977-977a	**Why It Matters Now** Much of the technology of modern warfare, such as fighter planes and tanks, was introduced in World War I. **Lesson Enrichment** TG p. 977d **Lesson Assessment** TG pp. 985-985a	**Why It Matters Now** The war propelled the United States to a new position of international power, which it holds today. **Lesson Enrichment** TG p. 985d **Lesson Assessment** TG pp. 992-992a

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WEEK 28	***Lesson 4:* A Flawed Peace** SE/TG pp. 993–997 **Lesson Opener** **The Big Idea** After winning the war, the Allies dictated a harsh peace settlement that left many nations feeling betrayed.	**Module 25 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 998–999b **Multimedia Connections** SE/TG pp. 999MC1-999MC2	***Module 26:* Revolution and Nationalism** **Essential Question** SE/TG p. 1000 **Video** SE/TG p. 1000 **Timeline** SE/TG p. 1001	***Lesson 2:* Totalitarianism: Case Study: Stalinist Russia** SE/TG pp. 1012–1021 **Lesson Opener** **The Big Idea** After Lenin died, Stalin seized power and transformed the Soviet Union into a totalitarian state	***Lesson 3:* Imperial China Collapses** SE/TG pp. 1022–1027 **Lesson Opener** **The Big Idea** After the fall of the Qing dynasty, nationalist and communist movements struggled for power. **Why It Matters Now** The seeds of China's late-20th-century political thought, communism, were planted at this time. **Lesson Enrichment** TG p. 1021d **Lesson Assessment** TG pp. 1027-1027a
	Why It Matters Now Hard feelings left by the peace settlement helped cause World War II. **Lesson Enrichment** TG p. 992d **Lesson Assessment** TG pp. 997-997a		***Lesson 1:* Revolutions in Russia** SE/TG pp. 1002–1011 **Lesson Opener** **The Big Idea** Long-term social unrest in Russia exploded in revolution and ushered in the first communist government. **Why It Matters Now** The Communist Party controlled the Soviet Union until the country's breakup in 1991. **Lesson Enrichment** TG p. 1001b **Lesson Assessment** TG pp. 1011–1011a	**Why It Matters Now** More recent dictators have used Stalin's tactics for seizing total control over individuals and the state. **Lesson Enrichment** TG p. 1011d **Lesson Assessment** TG pp. 1021-1021a	***Lesson 4:* Nationalism in Southwest Asia** SE/TG pp. 1028–1033 **Lesson Opener** **The Big Idea** Nationalism triggered independence movements to overthrow colonial powers. **Why It Matters Now** These independent nations—Turkey, Iran, and Saudi Arabia—are key players on the world stage today. **Lesson Enrichment** TG p. 1027d **Lesson Assessment** TG pp. 1033-1033a

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WEEK 29	**Module 26 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 1034-1035b	***Module 27:* Years of Crisis** **Essential Question** SE/TG p. 1036 **Video** SE/TG p. 1036 **Timeline** SE/TG p. 1037	***Lesson 2:* A Worldwide Depression** SE/TG pp. 1048–1057 **Lesson Opener** **The Big Idea** An economic depression in the United States spread throughout the world and lasted for a decade.	***Lesson 3:* Fascism Rises in Europe** SE/TG pp. 1058–1065 **Lesson Opener** **The Big Idea** In response to political turmoil and economic crises, Italy and Germany turned to totalitarian dictators.	***Lesson 4:* Aggressors Invade Nations** SE/TG pp. 1066–1073 **Lesson Opener** **The Big Idea** As Germany, Italy, and Japan conquered other countries, the rest of the world did nothing to stop them.
		***Lesson 1:* Postwar Uncertainty** SE/TG pp. 1038–1047 **Lesson Opener** **The Big Idea** The postwar period was one of loss and uncertainty but also one of invention, creativity, and new ideas. **Why It Matters Now** Postwar trends in physics, psychiatry, art, literature, communication, music, and transportation still affect our lives. **Lesson Enrichment** TG p. 1037b **Lesson Assessment** TG pp. 1045–1047	**Why It Matters Now** Many social and economic programs introduced worldwide to combat the Great Depression are still operating. **Lesson Enrichment** TG p. 1047b **Lesson Assessment** TG pp. 1057-1057a	**Why It Matters Now** These dictators changed the course of history, and the world is still recovering from their abuse of power. **Lesson Enrichment** TG p. 1057d **Lesson Assessment** TG pp. 1065-1065a	**Why It Matters Now** Many nations today take a more active and collective role in world affairs, as in the United Nations. **Lesson Enrichment** TG p. 1065d **Lesson Assessment** TG pp. 1073-1073a

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WEEK 30	**Module 27 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 1074–1075b	***Module 28:* World War II** **Essential Question** SE/TG p. 1076 **Video** SE/TG p. 1076 **Timeline** SE/TG p. 1077	***Lesson 2:* Japan's Pacific Campaign** SE/TG pp. 1086–1092 **Lesson Opener** **The Big Idea** Japan attacked Pearl Harbor in Hawaii and brought the United States into World War II.	***Lesson 3:* The Holocaust** SE/TG pp. 1093–1099 **Lesson Opener** **The Big Idea** During the Holocaust, Hitler's Nazis killed six million Jews and five million other "non-Aryans."	***Lesson 4:* The Allied Victory** SE/TG pp. 1100–1109 **Lesson Opener** **The Big Idea** Led by the United States, Great Britain, and the Soviet Union, the Allies scored key victories and won the war.
		***Lesson 1:* Hitler's Lightning War** SE/TG pp. 1077–1085 **Lesson Opener** **The Big Idea** Using the sudden mass attack called the blitzkrieg, Germany overran much of Europe and North Africa. **Why It Matters Now** Hitler's actions set off World War II. The results of the war still affect the politics and economics of today's world. **Lesson Enrichment** TG p. 1077b **Lesson Assessment** TG pp. 1085–1085a	**Why It Matters Now** World War II established the United States as a leading player in international affairs. **Lesson Enrichment** TG p. 1085d **Lesson Assessment** TG pp. 1092-1092a	**Why It Matters Now** The violence against Jews during the Holocaust led to the founding of Israel after World War II. **Lesson Enrichment** TG p. 1092d **Lesson Assessment** TG pp. 1099-1099a	**Why It Matters Now** The Allies' victory in World War II set up conditions for both the Cold War and today's post-Cold War world. **Lesson Enrichment** TG p. 1099d **Lesson Assessment** TG pp. 1109-1109a

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WEEK 31	***Lesson 5:* Europe and Japan in Ruins** SE/TG pp. 1110–1115 **Lesson Opener** **The Big Idea** World War II cost millions of human lives and billions of dollars in damages. It left Europe and Japan in ruins.	**Module 28 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 1116–1117b **Multimedia Connection** SE/TG 1117MC1-1117MC2	***Module 29:* Cold War Conflicts** **Essential Question** SE/TG p. 1118 **Video** SE/TG p. 1118 **Timeline** SE/TG p. 1119	***Lesson 2:* Communists Take Power in China** SE/TG pp. 1130–1135 **Lesson Opener** **The Big Idea** After World War II, Chinese Communists defeated Nationalist forces and two separate Chinas emerged.	***Lesson 3:* Wars in Korea and Vietnam** SE/TG pp. 1136–1143 **Lesson Opener** **The Big Idea** In Asia, the Cold War flared into actual wars supported mainly by the superpowers.
	Why It Matters Now The United States survived World War II undamaged, allowing it to become a world leader. **Lesson Enrichment** TG p. 1109d **Lesson Assessment** TG pp. 1115-1115a		***Lesson 1:* Cold War: Superpowers Face Off** SE/TG pp. 1120–1129 **Lesson Opener** **The Big Idea** The opposing economic and political philosophies of the United States and the Soviet Union led to global competition. **Why It Matters Now** The conflicts between the United States and the Soviet Union played a major role in reshaping the modern world. **Lesson Enrichment** TG p. 1119b **Lesson Assessment** TG pp. 1129–1129a	**Why It Matters Now** China remains a Communist country and a major power in the world. **Lesson Enrichment** TG p. 1129d **Lesson Assessment** TG pp. 1135-1135a	**Why It Matters Now** Today, Vietnam is a Communist country, and Korea is split into Communist and non-Communist nations. **Lesson Enrichment** TG p. 1135d **Lesson Assessment** TG pp. 1143-1143a

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WEEK 32	***Lesson 4:*** **The Cold War Divides the World** SE/TG pp. 1144-1151 **Lesson Opener** **The Big Idea** The superpowers supported opposing sides in Latin American and Middle Eastern conflicts.	***Lesson 5:*** **The Cold War Thaws** SE/TG pp. 1151–1157 **Lesson Opener** **The Big Idea** The Cold War began to thaw as the superpowers entered an era of uneasy diplomacy	**Module 29 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 1158–1519b **Multimedia Connection** SE/TG pp. 1159MC1-1159MC2	***Module 30:*** **The Colonies Become New Nations** **Essential Question** SE/TG p. 1160 **Video** SE/TG p. 1160 **Timeline** SE/TG p. 1161	***Lesson 2:*** **Southeast Asian Nations Gain Independence** SE/TG pp. 1175–1185 **Lesson Opener** **The Big Idea** Former colonies in Southeast Asia worked to build new governments and economies
	Why It Matters Now Many of these areas today are troubled by political, economic, and military conflict and crisis. **Lesson Enrichment** TG p. 1143d **Lesson Assessment** TG pp. 1151-1151a	**Why It Matters Now** The United States and the countries of the former Soviet Union continue to cooperate and maintain a cautious peace. **Lesson Enrichment** TG p. 1151d **Lesson Assessment** TG pp. 1157-1157a		***Lesson 1:*** **The Indian Subcontinent Achieves Freedom** SE/TG pp. 1162–1174 **Lesson Opener** **The Big Idea** New nations emerged from the British colony of India. **Why It Matters Now** India today is the largest democracy in the world. **Lesson Enrichment** TG p. 1161b **Lesson Assessment** TG pp. 1174-1174a	**Why It Matters Now** The power and influence of the Pacific Rim nations are likely to expand during the next century. **Lesson Enrichment** TG p. 1174d **Lesson Assessment** TG pp. 1185-1185a

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WEEK 33	***Lesson 3:*** **New Nations in Africa** SE/TG pp. 1186–1193 **Lesson Opener** **The Big Idea** After World War II, African leaders threw off colonial rule and created independent countries.	***Lesson 4:*** **Conflicts in the Middle East** SE/TG pp. 1194–1203 **Lesson Opener** **The Big Idea** Division of the Palestine Mandate after World War II made the Middle East a hotbed of competing nationalist movements.	***Lesson 5:*** **Central Asia Struggles** SE/TG pp. 1204–1209 **Lesson Opener** **The Big Idea** Lands controlled or influenced by the Soviet Union struggle with the challenges of establishing new nations.	**Module 30 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 1210–1211b	***Module 31:*** **Struggles for Democracy** **Essential Question** SE/TG p. 1212 **Video** SE/TG p. 1212 **Timeline** SE/TG p. 1213
	Why It Matters Now Today, many of those independent countries are engaged in building political and economic stability. **Lesson Enrichment** TG p. 1185d **Lesson Assessment** TG pp. 1193-1193a	**Why It Matters Now** The Arab-Israeli conflict is one of several conflicts in the region today. **Lesson Enrichment** TG p. 1193d **Lesson Assessment** TG pp. 1203-1203a	**Why It Matters Now** The security issues in these nations pose a threat to world peace and security. **Lesson Enrichment** TG p. 1203d **Lesson Assessment** TG pp. 1209-1209a		***Lesson 1:*** **Democracy: Case Study: Latin American Democracies** SE/TG pp. 1214–1226 **Lesson Opener** **The Big Idea** In Latin America, economic problems and authoritarian rule delayed democracy. **Why It Matters Now** By the mid-1990s, almost all Latin American nations had democratic governments **Lesson Enrichment** TG p. 1213b **Lesson Assessment** TG pp. 1226–1226b

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	Day 1	Day 2	Day 3	Day 4	Day 5
WEEK 34	***Lesson 2:*** **The Challenge of Democracy in Africa** SE/TG pp. 1227–1234 **Lesson Opener** **The Big Idea** As the recent histories of Nigeria and South Africa show, ethnic and racial conflicts can hinder democracy.	***Lesson 3:*** **The Collapse of the Soviet Union** SE/TG pp. 1235–1242 **Lesson Opener** **The Big Idea** Democratic reforms brought important changes to the Soviet Union.	***Lesson 4:*** **Changes in Central and Eastern Europe** SE/TG pp. 1243–1252 **Lesson Opener** **The Big Idea** Changes in the Soviet Union led to changes throughout Central and Eastern Europe.	***Lesson 5:*** **China: Reform and Reaction** SE/TG pp. 1253–1261 **Lesson Opener** **The Big Idea** In response to contact with the West, China's government has experimented with capitalism but has rejected calls for democracy.	**Module 31 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 1262–1263b
	Why It Matters Now In 1996, as Nigeria struggled with democracy, South Africa adopted a bill of rights that promotes racial equality. **Lesson Enrichment** TG p. 1226d **Lesson Assessment** TG pp. 1234-1234b	**Why It Matters Now** Russia continues to struggle to establish democracy. **Lesson Enrichment** TG p. 1234d **Lesson Assessment** TG pp. 1242-1242b	**Why It Matters Now** Many Eastern European nations that overthrew communist governments are still struggling with reform. **Lesson Enrichment** TG p. 1242d **Lesson Assessment** TG pp. 1252-1252a	**Why It Matters Now** After the 1997 death of Chinese leader Deng Xiaoping, President Jiang Zemin seemed to be continuing Deng's policies. **Lesson Enrichment** TG p. 1252d **Lesson Assessment** TG pp. 1259, 1261a	

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WEEK 35	***Module 32:* Global Interdependence** **Essential Question** SE/TG p. 1264 **Video** SE/TG p. 1264 **Timeline** SE/TG p. 1265	***Lesson 2:* Global Economic Development** SE/TG pp. 1272–1283 **Lesson Opener** **The Big Idea** The economies of the world's nations are so tightly linked that the actions of one nation affect others	***Lesson 3:* Global Security Issues** SE/TG pp. 1284–1294 **Lesson Opener** **The Big Idea** Since 1945, nations have used collective security efforts to solve problems.	***Lesson 4:* Terrorism: Case Study: September 11, 2001** SE/TG pp. 1295–1304 **Lesson Opener** **The Big Idea** Terrorism threatens the safety of people all over the world.	***Lesson 5:* Environmental Challenges** SE/TG pp. 1305–1318 **Lesson Opener** **The Big Idea** Technology, population growth, and industrialization have created environmental challenges that affect the entire world.
	***Lesson 1:* Science and Technology Transform Life** SE/TG pp. 1266–1271 **Lesson Opener** **The Big Idea** Advances in technology after World War II led to increased global interaction and improved quality of life. **Why It Matters Now** Advances in science and technology affect the lives of people around the world. **Lesson Enrichment** TG p. 1265b **Lesson Assessment** TG pp. 1271-1271a	**Why It Matters Now** Every individual is affected by the global economy and the environment **Lesson Enrichment** TG p. 1271d **Lesson Assessment** TG pp. 1283-1283b	**Why It Matters Now** Personal security of the people of the world is tied to security within and between nations. **Lesson Enrichment** TG p. 1283d **Lesson Assessment** TG pp. 1294-1294b	**Why It Matters Now** People and nations must work together against the dangers posed by terrorism. **Lesson Enrichment** TG p. 1294d **Lesson Assessment** TG pp. 1304-1304b	**Why It Matters Now** Failure to solve environmental problems will threaten the health of the planet. **Lesson Enrichment** TG p. 1304d **Lesson Assessment** TG pp. 1318-1318b

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	Day 1	Day 2	Day 3	Day 4	Day 5
WEEK 36	***Lesson 5:* Environmental Challenges** SE/TG pp. 1305–1318 **Lesson Opener** **The Big Idea** Technology, population growth, and industrialization have created environmental challenges that affect the entire world.	***Lesson 6:* Cultures Blend in a Global Age** SE/TG pp. 1319–1325 **Lesson Opener** **The Big Idea** Technology has increased contact among the world's people, changing their cultures.	**Module 32 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 1326–1327b **World Religions and Ethical System Print Assessment** TG p. 1327c	**BENCHMARK ASSESSMENT 4**	**End of Year Assessment**
	Why It Matters Now Failure to solve environmental problems will threaten the health of the planet. **Lesson Enrichment** TG p. 1304d **Lesson Assessment** TG pp. 1318-1318b	**Why It Matters Now** Globalization of culture has changed the ways people live, their perceptions, and their interactions. **Lesson Enrichment** TG p. 1318d **Lesson Assessment** TG pp. 1325-1325a			

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	Day 1	Day 2	Day 3	Day 4	Day 5
WEEK 1	**Course Introduction** **Explore Online** SE pp. H2–H5	***Module 1:* The Beginnings of World History** **Essential Question** SE/TG p. 2 **Video** SE/TG p. 2 **Timeline** SE/TG p. 3	***Lesson 2:* Human Origins in Africa** SE/TG pp. 11–21 **Lesson Opener** **The Big Idea** Fossil evidence shows that the earliest humans originated in Africa and spread across the globe.	***Lesson 3:* Humans Try to Control Nature** SE/TG pp. 22–28 **Lesson Opener** **The Big Idea** The development of agriculture caused an increase in population and the growth of a settled way of life. **Why It Matters Now** New methods for obtaining food and the development of technology laid the foundations for modern civilizations. **Lesson Enrichment** TG p. 21d **Lesson Assessment** TG pp. 28–28a	**Module 1 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 34-35b
		***Lesson 1:* The Study of World History** SE/TG pp. 4–10 **Lesson Opener** **The Big Idea** The study and our understanding of world history are affected by place and time and are constantly changing. **Why It Matters Now** As new discoveries and technological advancements are made, what we learn and understand about world history can change. **Lesson Enrichment** TG p. 3b **Lesson Assessment** TG pp. 10–10a	**Why It Matters Now** The study of early human remains and artifacts helps in understanding our place in human history. **Lesson Enrichment** TG p. 10d **Lesson Assessment** TG pp. 19, 21a	***Lesson 4:* Neolithic Cultures** SE/TG pp. 29–33 **Lesson Opener** **The Big Idea** Early cultures that did not form advanced civilizations have contributed greatly to our understanding of the past. **Why It Matters Now** New discoveries made about cultures from the Neolithic Age help us better understand the development of cultures from the past to the present. **Lesson Enrichment** TG p. 28d **Lesson Assessment** TG pp. 33–33a	

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WEEK 2	***Module 2:* Early River Valley Civilizations** **Essential Question** SE/TG p. 36 **Video** SE/TG p. 36 **Timeline** SE/TG p. 37	***Lesson 1:* Civilization** SE/TG pp. 38–43 **Lesson Opener** **The Big Idea** Prosperous farming villages, food surpluses, and new technology led to the rise of civilizations. **Why It Matters Now** Contemporary civilizations share the same characteristics typical of ancient civilizations **Lesson Enrichment** TG p. 37b **Lesson Assessment** TG pp. 43–43a	***Lesson 3:* Pyramids on the Nile** SE/TG pp. 51–61 **Lesson Opener** **The Big Idea** Using mathematical knowledge and engineering skills, Egyptians built magnificent monuments to honor dead rulers.	***Lesson 4:* Planned Cities on the Indus** SE/TG pp. 62–69 **Lesson Opener** **The Big Idea** The first Indian civilization built well-planned cities on the banks of the Indus River.	***Lesson 5:* River Dynasties in China** SE/TG pp. 70–77 **Lesson Opener** **The Big Idea** The early rulers introduced ideas about government and society that shaped Chinese civilization. **Why It Matters Now** The culture that took root during ancient times still affects Chinese ways of life today. **Lesson Enrichment** TG p. 47b **Lesson Assessment** TG pp. 77–77a
		***Lesson 2:* City-States in Mesopotamia** SE/TG pp. 44–50 **Lesson Opener** **The Big Idea** The earliest civilization in Asia arose in Mesopotamia and organized into city-states. **Why It Matters Now** The development of this civilization reflects a settlement pattern that has occurred repeatedly throughout history. **Lesson Enrichment** TG p. 43d **Lesson Assessment** TG pp. 50–50a	**Why It Matters Now** Many of the monuments built by the Egyptians stand as a testament to their ancient civilization. **Lesson Enrichment** TG p. 50d **Lesson Assessment** TG pp. 59, 61a	**Why It Matters Now** The culture of India today has its roots in the civilization of the early Indus cities. **Lesson Enrichment** TG p. 61d **Lesson Assessment** TG pp. 69–69a	**Module 2 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 78–79b

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WEEK 3	***Module 3:* People and Ideas on the Move** **Essential Question** SE/TG p. 80 **Video** SE/TG p. 80 **Timeline** SE/TG p. 81	***Lesson 2:* The Origins of Hinduism** SE/TG pp. 88–92 **Lesson Opener** **The Big Idea** The first permanent English settlement in North America was founded at Jamestown, Virginia, in 1607. **Why It Matters Now** English colonies in Virginia developed into the present states of the southern United States. **Lesson Enrichment** TG p. 87d **Lesson Assessment** TG pp. 92–92a	***Lesson 4:* Seafaring Traders** SE/TG pp. 99–104 **Lesson Opener** **The Big Idea** As people migrated around the world, they learned to adapt to new environments.	***Lesson 5:* The Origins of Judaism** SE/TG pp. 105–113 **Lesson Opener** **The Big Idea** As people migrated around the world, they learned to adapt to new environments.	**Module 2 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 114–115b
	***Lesson 1:* The Indo-Europeans** SE/TG pp. 82–87 **Lesson Opener** **The Big Idea** In ancient times, migrating peoples settled the Americas. Their descendants developed diverse Native American cultures in varied landscapes. **Why It Matters Now** Modern African Americans have strong ancestral ties to the people of West Africa. **Lesson Enrichment** TG p. 81b **Lesson Assessment** TG pp. 87–87a	***Lesson 3:* The Origins of Buddhism** SE/TG pp. 93–98 **Lesson Opener** **The Big Idea** The first permanent English settlement in North America was founded at Jamestown, Virginia, in 1607. **Why It Matters Now** English colonies in Virginia developed into the present states of the southern United States. **Lesson Enrichment** TG p. 82d **Lesson Assessment** TG pp. 98–98a	**Why It Matters Now** Ancient customs and patterns of immigration have always shaped and continue to shape American history. **Lesson Enrichment** TG p. 98d **Lesson Assessment** TG pp. 104–104a	**Why It Matters Now** Ancient customs and patterns of immigration have always shaped and continue to shape American history. **Lesson Enrichment** TG p. 104d **Lesson Assessment** TG pp. 113–113a	

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WEEK 4	***Module 4:* First Empires in Africa and Asia** **Essential Question** SE/TG p. 116 **Video** SE/TG p. 116 **Timeline** SE/TG p. 117	***Lesson 2:* The Assyrian Empire** SE/TG pp. 126–130 **Lesson Opener** **The Big Idea** Assyria developed a military machine and established a well-organized administration. **Why It Matters Now** Some leaders still use military force to extend their rule, stamp out opposition, and gain wealth and power. **Lesson Enrichment** TG p. 125d **Lesson Assessment** TG pp. 130–130a	***Lesson 4:* The Unification of China** SE/TG pp. 137–143 **Lesson Opener** **The Big Idea** The social disorder of the warring states contributed to the development of three Chinese ethical systems.	**Module 4 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 144–145b	***Module 5:* Classical Greece** **Essential Question** SE/TG p. 146 **Video** SE/TG p. 146 **Timeline** SE/TG p. 147
	***Lesson 1:* The Egyptian and Nubian Empires** SE/TG pp. 118–125 **Lesson Opener** **The Big Idea** Two empires along the Nile—Egypt and Nubia—forged commercial, cultural, and political connections. **Why It Matters Now** Neighboring civilizations today participate in cultural exchange as well as conflict. **Lesson Enrichment** TG p. 117b **Lesson Assessment** TG pp. 125–125a	***Lesson 3:* The Persian Empire** SE/TG pp. 131–136 **Lesson Opener** **The Big Idea** By governing with tolerance and wisdom, the Persians established a well-ordered empire that lasted for 200 years. **Why It Matters Now** Leaders today try to follow the Persian example of tolerance and wise government. **Lesson Enrichment** TG p. 130d **Lesson Assessment** TG pp. 136–136a	**Why It Matters Now** The people, events, and ideas that shaped China's early history continue to influence China's role in today's world. **Lesson Enrichment** TG p. 136d **Lesson Assessment** TG pp. 143–143a		***Lesson 1:* Cultures of the Mountains and the Sea** SE/TG pp. 148–152 **Lesson Opener** **The Big Idea** The roots of Greek culture are based on interaction of the Mycenaean, Minoan, and Dorian cultures. **Why It Matters Now** The seeds of much of Western cultural heritage were planted during this time period. **Lesson Enrichment** TG p. 147b **Lesson Assessment** TG pp. 152–152a

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WEEK 5	***Lesson 2:*** **Warring City-States** SE/TG pp. 153–162 **Lesson Opener** **The Big Idea** The growth of city-states in Greece led to the development of several political systems, including democracy.	***Lesson 3:*** **Democracy and Greece's Golden Age** SE/TG pp. 163–167 **Lesson Opener** **The Big Idea** Democratic principles flourished during Greece's golden age. **Why It Matters Now** The democratic principles set forth during Greece's golden age are the foundation for modern democracies, including the United States. **Lesson Enrichment** TG p. 162d **Lesson Assessment** TG pp. 167–167a	***Lesson 5:*** **Alexander the Great** SE/TG pp. 176–181 **Lesson Opener** **The Big Idea** Alexander the Great conquered Persia and Egypt and extended his empire to the Indus River in northwest India.	***Lesson 6:*** **Hellenistic Culture** SE/TG pp. 182–187 **Lesson Opener** **The Big Idea** Hellenistic culture, a blend of Greek and other influences, flourished throughout Greece, Egypt, and Asia.	**Module 2 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 188–189b
	Why It Matters Now Many political systems in today's world mirror the varied forms of government that evolved in Greece . **Lesson Enrichment** TG p. 152d **Lesson Assessment** TG pp. 162–162a	***Lesson 4:*** **Achievements of Greek Culture** SE/TG pp. 168–175 **Lesson Opener** **The Big Idea** Classical culture flourished during Greece's golden age. **Why It Matters Now** At its height, Greece set lasting standards in art, politics, literature, and philosophy that are still influential today. **Lesson Enrichment** TG p. 167d **Lesson Assessment** TG pp. 175–175a	**Why It Matters Now** Alexander's empire extended across an area that today consists of many nations and diverse cultures. **Lesson Enrichment** TG p. 175d **Lesson Assessment** TG pp. 181–181a	**Why It Matters Now** Western civilization today continues to be influenced by diverse cultures. **Lesson Enrichment** TG p. 181d **Lesson Assessment** TG pp. 187–187a	

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WEEK 6	***Module 6:* The Roman World and Early Christianity** **Essential Question** SE/TG p. 190 **Video** SE/TG p. 190 **Timeline** SE/TG p. 191	***Lesson 2:* The Roman Empire** SE/TG pp. 176–181 **Lesson Opener** **The Big Idea** Alexander the Great conquered Persia and Egypt and extended his empire to the Indus River in northwest India.	***Lesson 3:* Life in the Roman Empire** SE/TG pp. 182–187 **Lesson Opener** **The Big Idea** Hellenistic culture, a blend of Greek and other influences, flourished throughout Greece, Egypt, and Asia.	***Lesson 4:* The Origins of Christianity** SE/TG pp. 126–130 **Lesson Opener** **The Big Idea** Assyria developed a military machine and established a well-organized administration. **Why It Matters Now** Some leaders still use military force to extend their rule, stamp out opposition, and gain wealth and power. **Lesson Enrichment** TG p. 125d **Lesson Assessment** TG pp. 130–130a	***Lesson 6:* Rome and the Roots of Western Civilization** SE/TG pp. 176–181 **Lesson Opener** **The Big Idea** Alexander the Great conquered Persia and Egypt and extended his empire to the Indus River in northwest India.
	***Lesson 1:* The Roman Republic** SE/TG pp. 148–152 **Lesson Opener** **The Big Idea** The early Romans established a republic, which grew powerful and spread its influence. **Why It Matters Now** Some of the most fundamental values and institutions of Western civilization began in the Roman Republic. **Lesson Enrichment** TG p. 147bb **Lesson Assessment** TG pp. 152–152a	**Why It Matters Now** Alexander's empire extended across an area that today consists of many nations and diverse cultures. **Lesson Enrichment** TG p. 175d **Lesson Assessment** TG pp. 181–181a	**Why It Matters Now** Western civilization today continues to be influenced by diverse cultures. **Lesson Enrichment** TG p. 181d **Lesson Assessment** TG pp. 187–187a	***Lesson 5:* The Fall of the Roman Empire** SE/TG pp. 131–136 **Lesson Opener** **The Big Idea** By governing with tolerance and wisdom, the Persians established a well-ordered empire that lasted **Why It Matters Now** Leaders today try to follow the Persian example of tolerance and wise government. **Lesson Enrichment** TG p. 130d **Lesson Assessment** TG pp. 136–136a	**Why It Matters Now** Alexander's empire extended across an area that today consists of many nations and diverse cultures. **Lesson Enrichment** TG p. 175d **Lesson Assessment** TG pp. 181–181a

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WEEK 7	**Module 6 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 188–189b	***Module 7:* India and China Establish Empires** **Essential Question** SE/TG p. 240 **Video** SE/TG p. 240 **Timeline** SE/TG p. 241	***Lesson 2: Trade Spreads Indian Religions and Culture*** SE/TG pp. 248–255 **Lesson Opener** **The Big Idea** Indian religions, culture, and science evolved and spread to other regions through trade.	***Lesson 3:* Han Emperors in China** SE/TG pp. 256–265 **Lesson Opener** **The Big Idea** The Han Dynasty expanded China's borders and developed a system of government that lasted for centuries.	**Module 7 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 266–267b
		Lesson 1: India's First Empires SE/TG pp. 242–247 **Lesson Opener** **The Big Idea** The Mauryas and the Guptas established empires, but neither unified India permanently. **Why It Matters Now** The diversity of peoples, cultures, beliefs, and languages in India continues to pose challenges to Indian unity today. **Lesson Enrichment** TG p. 241b **Lesson Assessment** TG pp. 247-247a	**Why It Matters Now** The influence of Indian culture and religions is very evident throughout South Asia today. **Lesson Enrichment** TG p. 247d **Lesson Assessment** TG pp. 253-254	**Why It Matters Now** The pattern of a strong central government has remained a permanent part of Chinese life. **Lesson Enrichment** TG p. 255b **Lesson Assessment** TG pp. 265–265a	**Multimedia Connections** TG/SE pp. 267MC1-267MC2

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WEEK 8	***Module 8:* The Muslim World** **Essential Question** SE/TG p. 2686 **Video** SE/TG p. 268 **Timeline** SE/TG p. 269	***Lesson 2:* Islam Expands** SE/TG pp. 278–283 **Lesson Opener** **The Big Idea** In spite of internal conflicts, the Muslims created a huge empire that included lands on three continents.	***Lesson 3:* Muslim Culture** SE/TG pp. 284–292 **Lesson Opener** **The Big Idea** Muslims combined and preserved the traditions of many peoples and also advanced learning in a variety of areas.	***Lesson 4:* The Ottomans Build a Vast Empire** SE/TG pp. 293–300 **Lesson Opener** **The Big Idea** The Ottomans established a Muslim empire that combined many cultures and lasted for more than 600 years. **Why It Matters Now** Many modern societies, from Algeria to Turkey, had their origins under Ottoman rule. **Lesson Enrichment** TG p. 292d **Lesson Assessment** TG pp. 300–300a	**Module 8 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 306-307b
	***Lesson 1:* The Rise of Islam** SE/TG pp. 270–277 **Lesson Opener** **The Big Idea** Muhammad unified the Arab people both politically and through the religion of Islam. **Why It Matters Now** As the world's fastest-growing major religion, Islam has a strong impact on the lives of millions today. **Lesson Enrichment** TG p. 269b **Lesson Assessment** TG pp. 277–277a	**Why It Matters Now** Muslims' influence on three continents produced cultural blending that has continued into the modern world. **Lesson Enrichment** TG p. 277d **Lesson Assessment** TG pp. 283–283a	**Why It Matters Now** Many of the ideas developed during this time became the basis of today's scientific and academic disciplines. **Lesson Enrichment** TG p. 283d **Lesson Assessment** TG pp. 292–292a	***Lesson 5:* Cultural Blending: Case Study: The Safavid Empire** SE/TG pp. 301–305 **Lesson Opener** **The Big Idea** The Safavid Empire produced a rich and complex blended culture in Persia. **Why It Matters Now** Modern Iran, which plays a key role in global politics, descended from the culturally diverse Safavid Empire. **Lesson Enrichment** TG p. 300d **Lesson Assessment** TG pp. 305–305a	

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WEEK 9	**BENCHMARK ASSESSMENT 1**	***Module 9:* Empires in East Asia** **Essential Question** SE/TG p. 308 **Video** SE/TG p. 308 **Timeline** SE/TG p. 309	***Lesson 2:* The Mongols** SE/TG pp. 320-329 **Lesson Opener** **The Big Idea** The Mongols, a nomadic people from the steppe, conquered settled societies across much of Asia and established the Yuan Dynasty to rule China.	***Lesson 3:* Korean Dynasties** SE/TG pp. 330–333 **Lesson Opener** **The Big Idea** The Koreans adapted Chinese culture to fit their own needs but maintained a distinct way of life.	***Lesson 4:* Feudal Powers in Japan** SE/TG pp. 334-339 **Lesson Opener** **The Big Idea** Japanese civilization was shaped by cultural borrowing from China and the rise of feudalism and military rulers. **Why It Matters Now** An openness to adapting innovations from other cultures is still a hallmark of Japanese society. **Lesson Enrichment** TG p. 333d **Lesson Assessment** TG pp. 339-339a
		***Lesson 1:* Tang and Song China** SE/TG pp. 310–319 **Lesson Opener** **The Big Idea** During the Tang and Song dynasties, China experienced an era of prosperity and technological innovation. **Why It Matters Now** Chinese inventions from this period, such as printing, gunpowder, and the compass, changed history. **Lesson Enrichment** TG p. 309b **Lesson Assessment** TG pp. 317-317a	**Why It Matters Now** The Mongols built the largest unified land empire in world history and helped spread Chinese ideas to the West by encouraging trade. **Lesson Enrichment** TG p. 319b **Lesson Assessment** TG pp. 329-329b	**Why It Matters Now** Korea's interactions with China and Japan helped spread Buddhism and Confucianism, which remain important beliefs in East Asia **Lesson Enrichment** TG p. 329d **Lesson Assessment** TG pp. 333-333a	***Lesson 5:* Kingdoms of Southeast Asia** SE/TG pp. 340-343 **Lesson Opener** **The Big Idea** Several smaller kingdoms prospered in Southeast Asia, a region culturally influenced by China and India. **Why It Matters Now** The cultures of China and India still influence Southeast Asia today. **Lesson Enrichment** TG p. 339d **Lesson Assessment** TG pp. 343-343a

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WEEK 10	**Module 9 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 344-345b **Multimedia Connections** TG/SE pp. 345MC1-345MC2	***Module 10:* The Early Middle Ages** **Essential Question** SE/TG p. 346 **Video** SE/TG p. 346 **Timeline** SE/TG p. 347	***Lesson 2:* Early Russia** SE/TG pp. 357-363 **Lesson Opener** **The Big Idea** Russia grew out of a blending of Slavic and Byzantine cultures and adopted Eastern Orthodox traditions.	***Lesson 3:* Charlemagne Unites Germanic Kingdoms** SE/TG pp. 366–373 **Lesson Opener** **The Big Idea** Many Germanic kingdoms that succeeded the Roman Empire were reunited under Charlemagne's empire.	***Lesson 4:* Feudalism amd Manorialism** SE/TG pp. 374–380 **Lesson Opener** **The Big Idea** Feudalism, a political and economic system based on landholding and protective alliances, emerges in Europe.
		***Lesson 1:* The Byzantine Empire** SE/TG pp. 348–356 **Lesson Opener** **The Big Idea** After Rome split, the Eastern Empire, known as Byzantium, flourished for a thousand years. **Why It Matters Now** Byzantine culture deeply influenced Orthodox Christianity, a major branch of modern Christianity. **Lesson Enrichment** TG p. 347b **Lesson Assessment** TG pp. 356-356a	**Why It Matters Now** Early Russia was separated from the West, leading to a difference in culture that still exists today. **Lesson Enrichment** TG p. 356d **Lesson Assessment** TG pp. 363-363a	**Why It Matters Now** Charlemagne spread Christian civilization through Northern Europe, where it had a permanent impact. **Lesson Enrichment** TG p. 365b **Lesson Assessment** TG pp. 373-373a	**Why It Matters Now** The rights and duties of feudal relationships helped shape today's forms of representative government. **Lesson Enrichment** TG p. 373d **Lesson Assessment** TG pp. 380-380a

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	Day 1	Day 2	Day 3	Day 4	Day 5
WEEK 11	***Lesson 5:*** **Society in the Feudal Era** SE/TG pp. 381–387 **Lesson Opener** **The Big Idea** The code of chivalry for knights glorified both combat and romantic love.	**Module 10 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 388-389b	***Module 11:*** **Church and Society in Western Europe** **Essential Question** SE/TG p. 390 **Video** SE/TG p. 390 **Timeline** SE/TG p. 391	***Lesson 2:*** **Church Reform and the Crusades** SE/TG pp. 397-407 **Lesson Opener** **The Big Idea** The Catholic Church underwent reform and launched Crusades against Muslims.	***Lesson 3:*** **Changes in Medieval Society** SE/TG pp. 408–415 **Lesson Opener** **The Big Idea** The feudal system declined as agriculture, trade, finance, towns, and universities developed.
	Why It Matters Now The code of chivalry has shaped modern ideas of romance in Western cultures. **Lesson Enrichment** TG p. 380d **Lesson Assessment** TG pp. 387-387a		***Lesson 1:*** **The Power of the Church** SE/TG pp. 392-397 **Lesson Opener** **The Big Idea** Church leaders and political leaders competed for power and authority. **Why It Matters Now** Today many religious leaders still voice their opinions on political issues. **Lesson Enrichment** TG p. 391b **Lesson Assessment** TG pp. 397-397a	**Why It Matters Now** The Crusades left a legacy of distrust between Christians and Muslims that continues to the present. **Lesson Enrichment** TG p. 397d **Lesson Assessment** TG pp. 407-407a	**Why It Matters Now** The changes in the Middle Ages laid the foundations for modern Europe. **Lesson Enrichment** TG p. 407d **Lesson Assessment** TG pp. 415-415a

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	Day 1	Day 2	Day 3	Day 4	Day 5
WEEK 12	***Lesson 4:* England and France Develop** SE/TG pp. 416–421 **Lesson Opener** **The Big Idea** As the kingdoms of England and France began to develop into nations, certain democratic traditions evolved.	***Lesson 5:* Troubles of the 14th Century** SE/TG pp. 422–429 **Lesson Opener** **The Big Idea** In the 1300s, Europe was torn apart by religious strife, famine, the bubonic plague, and the Hundred Years' War.	**Module 11 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 430–431b **Multimedia Connection** SE/TG pp. 431MC1-431MC2	***Module 12:* Societies and Empires of Africa** **Essential Question** SE/TG p. 432 **Video** SE/TG p. 432 **Timeline** SE/TG p. 433	***Lesson 2:* Migration: Case Study: Bantu-Speaking Peoples** SE/TG pp. 444–449 **Lesson Opener** **The Big Idea** Relocation of large numbers of Bantu-speaking people brings cultural diffusion and change to southern Africa. **Why It Matters Now** Migration continues to shape the modern world. **Lesson Enrichment** TG p. 443d **Lesson Assessment** TG pp. 449-449a
	Why It Matters Now Modern concepts of jury trials, common law, and legal rights developed during this period. **Lesson Enrichment** TG p. 415d **Lesson Assessment** TG pp. 421-421a	**Why It Matters Now** Events of the 1300s led to a change in attitudes toward religion and the state, a change reflected in modern attitudes. **Lesson Enrichment** TG p. 421d **Lesson Assessment** TG pp. 429-429a		***Lesson 1:* Diverse Societies in Africa** SE/TG pp. 434–443 **Lesson Opener** **The Big Idea** African peoples developed diverse societies as they adapted to varied environments. **Why It Matters Now** Differences among modern societies are also based on people's interactions with their environments. **Lesson Enrichment** TG p. 433b **Lesson Assessment** TG pp. 443–443a	***Lesson 3:* The Kingdom of Aksum** SE/TG pp. 450–455 **Lesson Opener** **The Big Idea** The kingdom of Aksum became an international trading power and adopted Christianity **Why It Matters Now** Ancient Aksum, which is in modern-day Ethiopia, is still a center of the Ethiopian Orthodox Christian Church **Lesson Enrichment** TG p. 449d **Lesson Assessment** TG pp. 455-455a

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WEEK 13	***Lesson 4:* North and West African Civilizations** SE/TG pp. 456-469 **Lesson Opener** **The Big Idea** North and West Africa contained several rich and powerful states, including Muslim states in the north and Ghana, Mali, and Songhai in the west.	***Lesson 4:* North and West African Civilizations** SE/TG pp. 456-469 **Lesson Opener** **The Big Idea** North and West Africa contained several rich and powerful states, including Muslim states in the north and Ghana, Mali, and Songhai in the west.	***Lesson 5:* Eastern City-States and Southern Empires** SE/TG pp. 472-479 **Lesson Opener** **The Big Idea** African city-states and empires gained wealth through developing and trading resources.	**Module 12 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 480-481b	***Module 13:* People and Empires in the Americas** **Essential Question** SE/TG p. 482 **Video** SE/TG p. 482 **Timeline** SE/TG p. 483
	Why It Matters Now These civilizations demonstrate the richness of African culture before European colonization. **Lesson Enrichment** TG p. 455d **Lesson Assessment** TG pp. 469-469a	**Why It Matters Now** These civilizations demonstrate the richness of African culture before European colonization. **Lesson Enrichment** TG p. 455d **Lesson Assessment** TG pp. 469-469a	**Why It Matters Now** The country of Zimbabwe and cities such as Mogadishu and Mombasa have their roots in this time period. **Lesson Enrichment** TG p. 471b **Lesson Assessment** TG pp. 479-479a		***Lesson 1:* The Earliest Americans** SE/TG pp. 483–489 **Lesson Opener** **The Big Idea** The cultures of the first Americans, including social organization, developed in ways similar to other early cultures. **Why It Matters Now** The Americas' first inhabitants developed the basis for later American civilizations. **Lesson Enrichment** TG p. 483b **Lesson Assessment** TG pp. 489–489a

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WEEK 14	***Lesson 2:* Early Mesoamerican Civilizations** SE/TG pp. 490-497 **Lesson Opener** **The Big Idea** The Olmec created the Americas' first civilization, which in turn influenced later civilizations.	***Lesson 3:* Early Civilizations of the Andes** SE/TG pp. 498–502 **Lesson Opener** **The Big Idea** In the Andes Mountains, various groups created flourishing civilizations. **Why It Matters Now** Like the early Andean civilizations, people today must adapt to their environment in order to survive. **Lesson Enrichment** TG p. 497d **Lesson Assessment** TG pp. 502-502a	***Lesson 5:* Maya Kings and Cities** SE/TG pp. 509–515 **Lesson Opener** **The Big Idea** The Maya developed a highly complex civilization based on city-states and elaborate religious practices.	***Lesson 6:* The Aztecs Control Central Mexico** SE/TG pp. 516–524 **Lesson Opener** **The Big Idea** Through alliances and conquest, the Aztecs created a powerful empire in Mexico.	***Lesson 7:* The Inca Create a Mountain Empire** SE/TG pp. 525–533 **Lesson Opener** **The Big Idea** The Inca built a vast empire supported by taxes, governed by a bureaucracy, and linked by extensive road systems.
	Why It Matters Now Later American civilizations relied on the technology and achievements of earlier cultures to make advances. **Lesson Enrichment** TG p. 489d **Lesson Assessment** TG pp. 495-495b	***Lesson 4:* North American Societies** SE/TG pp. 503–508 **Lesson Opener** **The Big Idea** Complex North American societies were linked to each other through culture and economics. **Why It Matters Now** Traditions and ideas from these cultures became part of the cultures of North America. **Lesson Enrichment** TG p. 502d **Lesson Assessment** TG pp. 508-508a	**Why It Matters Now** Descendants of the Maya still occupy the same territory. **Lesson Enrichment** TG p. 508d **Lesson Assessment** TG pp. 513-513a	**Why It Matters Now** This time period saw the origins of one of the 20th century's most populous cities, Mexico City. **Lesson Enrichment** TG p. 515b **Lesson Assessment** TG pp. 524-524a	**Why It Matters Now** The Incan system of government was similar to some socialist governments in the 20th century. **Lesson Enrichment** TG p. 524d **Lesson Assessment** TG pp. 531-531a

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WEEK 15	**Module 13 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 534-535b **Multimedia Connection** SE/TG pp. 535MC1-535MC2	***Module 14:* The Renaissance** **Essential Question** SE/TG p. 536 **Video** SE/TG p. 536 **Timeline** SE/TG p. 537	***Lesson 2:* The Italian Renaissance** SE/TG pp. 546-551 **Lesson Opener** **The Big Idea** The Italian Renaissance was a rediscovery of learning that produced many great works of art and literature.	***Lesson 3:* The Northern Renaissance** SE/TG pp. 554–561 **Lesson Opener** **The Big Idea** In the 1400s, the ideas of the Italian Renaissance began to spread to northern Europe.	***Lesson 4:* Renaissance Achievements** SE/TG pp. 562–565 **Lesson Opener** **The Big Idea** The Renaissance was a period of striking achievements in many areas.
		***Lesson 1:* Birth of the Renaissance** SE/TG pp. 538–545 **Lesson Opener** **The Big Idea** The Renaissance was a rebirth of learning and art. **Why It Matters Now** Renaissance art and ideas still influence thought today. **Lesson Enrichment** TG p. 537b **Lesson Assessment** TG pp. 545-545a	**Why It Matters Now** Renaissance art and literature still influence modern thought and modern art. **Lesson Enrichment** TG p. 545d **Lesson Assessment** TG pp. 551-551a	**Why It Matters Now** Renaissance ideas such as the importance of the individual are an important part of modern thought. **Lesson Enrichment** TG p. 553b **Lesson Assessment** TG pp. 559-559a	**Why It Matters Now** The achievements of Renaissance artists, writers, scientists, and thinkers continue to affect people around the world today. **Lesson Enrichment** TG p. 561b **Lesson Assessment** TG pp. 565-565a

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WEEK 16	**Module 14 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 566-567b	***Module 15:* Reformation and Upheaval** **Essential Question** SE/TG p. 568 **Video** SE/TG p. 568 **Timeline** SE/TG p. 569	***Lesson 2:* The Reformation Continues** SE/TG pp. 579–584 **Lesson Opener** **The Big Idea** Protestant reformers were divided over beliefs, and split into several new Protestant groups. **Why It Matters Now** Many Protestant churches began during this period. **Lesson Enrichment** TG p. 578d **Lesson Assessment** TG pp. 584–584a	***Lesson 4:* Social Unrest** SE/TG pp. 590–593 **Lesson Opener** **The Big Idea** The Protestant and Catholic Reformations caused tremendous political and social unrest throughout Europe.	**Module 15 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 594–595b
		***Lesson 1:* Luther Leads the Reformation** SE/TG pp. 570–578 **Lesson Opener** **The Big Idea** Martin Luther's protest over abuses in the Catholic Church led to the founding of Protestant churches. **Why It Matters Now** Nearly one-fifth of the Christians in today's world are Protestants. **Lesson Enrichment** TG p. 569b **Lesson Assessment** TG pp. 578–578a	***Lesson 3:* The Catholic Reformation** SE/TG pp.585–589 **Lesson Opener** **The Big Idea** The Catholic Church made reforms in response to the Protestant Reformation. **Why It Matters Now** Many Catholic schools are the result of reforms in the Church. **Lesson Enrichment** TG p. 584d **Lesson Assessment** TG pp. 589–589a	**Why It Matters Now** Nation-states that rose as a result of the Protestant Reformation became many of the leading countries in Europe today. **Lesson Enrichment** TG p. 589d **Lesson Assessment** TG pp. 593-593a	

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WEEK 17	***Module 16:*** **Expansion, Exploration, and Encounters** **Essential Question** SE/TG p. 596 **Video** SE/TG p. 596 **Timeline** SE/TG p. 597	***Lesson 2:*** **Europeans Explore the East** SE/TG pp. 608–616 **Lesson Opener** **The Big Idea** Advances in sailing technology enabled Europeans to explore other parts of the world.	***Lesson 3:*** **China and Japan Reject Expansion** SE/TG pp. 617–633 **Lesson Opener** **The Big Idea** China under the Ming and Qing dynasties and Japan under the Tokugawa regime were uninterested in European contact.	***Lesson 3:*** **China and Japan Reject Expansion** SE/TG pp. 617-633 **Lesson Opener** **The Big Idea** China under the Ming and Qing dynasties and Japan under the Tokugawa regime were uninterested in European contact.	***Lesson 4:*** **Spain Builds an American Empire** SE/TG pp. 634–643 **Lesson Opener** **The Big Idea** The voyages of Columbus prompted the Spanish to establish colonies in the Americas
	Lesson 1: **The Mughal Empire in India** SE/TG pp.598–607 **Lesson Opener** **The Big Idea** The Mughal Empire brought Turks, Persians, and Indians together in a vast empire. **Why It Matters Now** The legacy of great art and deep social division left by the Mughal Empire still influences southern Asia. **Lesson Enrichment** TG p. 597b **Lesson Assessment** TG pp. 605–605b	**Why It Matters Now** European exploration was an important step toward the global interaction existing in the world today. **Lesson Enrichment** TG p. 607b **Lesson Assessment** TG pp. 616-616a	**Why It Matters Now** China and Japan's economic independence from the West continues today, though China is pursuing new economic ties with the outside world. **Lesson Enrichment** TG p. 616d **Lesson Assessment** TG pp. 633-633a	**Why It Matters Now** China and Japan's economic independence from the West continues today, though China is pursuing new economic ties with the outside world. **Lesson Enrichment** TG p. 616d **Lesson Assessment** TG pp. 633-633a	**Why It Matters Now** Throughout the Americas, Spanish culture, language, and descendants are the legacy of this period. **Lesson Enrichment** TG p. 633d **Lesson Assessment** TG pp. 643-643a

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WEEK 18	***Lesson 5:* European Nations Settle North America** SE/TG pp. 644-650 **Lesson Opener** **The Big Idea** Several European nations fought for control of North America, and England emerged victorious.	***Lesson 6:* The Atlantic Slave Trade** SE/TG pp. 651–657 **Lesson Opener** **The Big Idea** To meet their growing labor needs, Europeans enslaved millions of Africans in the Americas.	***Lesson 7:* The Columbian Exchange and Global Trade** SE/TG pp. 658-663 **Lesson Opener** **The Big Idea** The colonization of the Americas introduced new items into the Eastern and Western hemispheress.	**Module 16 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 664–665b **Multimedia Connection** SE/TG pp. 665MC1-665MC2	**BENCHMARK ASSESSMENT 2**
	Why It Matters Now The English settlers in North America left a legacy of law and government that guides the United States today. **Lesson Enrichment** TG p. 643d **Lesson Assessment** TG pp. 650-650a	**Why It Matters Now** Descendants of enslaved Africans represent a significant part of the Americas' population today. **Lesson Enrichment** TG p. 650d **Lesson Assessment** TG pp. 657-657a	**Why It Matters Now** This global exchange of goods permanently changed Europe, Asia, Africa, and the Americas. **Lesson Enrichment** TG p. 657d **Lesson Assessment** TG pp. 663-663a		

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WEEK 19	*Module 17:* **Absolute Monarchs in Europe** **Essential Question** SE/TG p. 666 **Video** SE/TG p. 666 **Timeline** SE/TG p. 667	*Lesson 2:* **The Reign of Louis XIV** SE/TG pp. 676–685 **Lesson Opener** **The Big Idea** After a century of war and riots, France was ruled by Louis XIV, the most powerful monarch of his time.	*Lesson 3:* **Central European Monarchs Clash** SE/TG pp. 686–691 **Lesson Opener** **The Big Idea** After a period of turmoil, absolute monarchs ruled Austria and the Germanic state of Prussia.	*Lesson 4:* **Absolute Rulers of Russia** SE/TG pp. 692–699 **Lesson Opener** **The Big Idea** Peter the Great made many changes in Russia to try to make it more like western Europe.	*Lesson 5:* **Parliament Limits the English Monarchy** SE/TG pp. 700–705 **Lesson Opener** **The Big Idea** Absolute rulers in England were overthrown, and Parliament gained power.
	Lesson 1: **Spain's Empire and European Absolutism** SE/TG pp. 668–675 **Lesson Opener** **The Big Idea** During a time of religious and economic instability, Philip II ruled Spain with a strong hand. **Why It Matters Now** When faced with crises, many heads of government take on additional economic or political powers. **Lesson Enrichment** TG p. 667b **Lesson Assessment** TG pp. 675–675a	**Why It Matters Now** Louis's abuse of power led to a revolution that would inspire the call for democratic government throughout the world. **Lesson Enrichment** TG p. 675d **Lesson Assessment** TG pp. 685-685a	**Why It Matters Now** Prussia built a strong military tradition in Germany that contributed in part to world wars in the 20th century. **Lesson Enrichment** TG p. 685d **Lesson Assessment** TG pp. 691-691a	**Why It Matters Now** Many Russians today debate whether to model themselves on the West or to focus on traditional Russian culture. **Lesson Enrichment** TG p. 691d **Lesson Assessment** TG pp. 697-697a	**Why It Matters Now** Many of the government reforms of this period contributed to the democratic tradition of the United States. **Lesson Enrichment** TG p. 699b **Lesson Assessment** TG pp. 705-705a

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WEEK 20	**Module 17 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 706–707b	***Module 18:* Enlightenment and Revolution** **Essential Question** SE/TG p. 708 **Video** SE/TG p. 708 **Timeline** SE/TG p. 709	***Lesson 2:* Enlightenment Thinkers** SE/TG pp. 718–724 **Lesson Opener** **The Big Idea** A revolution in intellectual activity changed Europeans' view of government and society	***Lesson 3:* The Enlightenment Spreads** SE/TG pp. 725–733 **Lesson Opener** **The Big Idea** Enlightenment ideas spread through the Western world and profoundly influenced the arts and government.	***Lesson 4:* The American Revolution** SE/TG pp. 734–741 **Lesson Opener** **The Big Idea** Enlightenment ideas helped spur the American colonies to shed British rule and create a new nation.
		***Lesson 1:* The Scientific Revolution** SE/TG pp. 710–717 **Lesson Opener** **The Big Idea** In the mid-1500s, scientists began to question accepted beliefs and make new theories based on experimentation. **Why It Matters Now** Such questioning led to the development of the scientific method still in use today. **Lesson Enrichment** TG p. 709b **Lesson Assessment** TG pp. 717-717a	**Why It Matters Now** The various freedoms enjoyed in many countries today are a result of Enlightenment thinking. **Lesson Enrichment** TG p. 717d **Lesson Assessment** TG pp. 724-724a	**Why It Matters Now** An "enlightened" problem-solving approach to government and society prevails in modern civilization today. **Lesson Enrichment** TG p. 724d **Lesson Assessment** TG pp. 733-733a	**Why It Matters Now** The revolution created a republic, the United States of America, that became a model for many nations of the world. **Lesson Enrichment** TG p. 733d **Lesson Assessment** TG pp. 741-741a

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WEEK 21	**Module 18 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 742-743b **Multimedia Connection** SE/TG pp. 743MC1-743MC2	***Module 19:* The French Revolution and Napoleon** **Essential Question** SE/TG p. 744 **Video** SE/TG p. 744 **Timeline** SE/TG p. 745	***Lesson 2:* Revolution Brings Reform and Terror** SE/TG pp. 753–760 **Lesson Opener** **The Big Idea** The revolutionary government of France made reforms but also used terror and violence to retain power.	***Lesson 3:* Napoleon's Empire** SE/TG pp. 761–770 **Lesson Opener** **The Big Idea** Napoleon Bonaparte, a military genius, seized power in France and made himself emperor. His conquests aroused nationalistic feelings across Europe and contributed to his downfall.	***Lesson 4:* The Congress of Vienna** SE/TG pp. 771–775 **Lesson Opener** **The Big Idea** After exiling Napoleon, European leaders at the Congress of Vienna tried to restore order and reestablish peace.
		***Lesson 1:* The French Revolution Begins** SE/TG pp. 746-752 **Lesson Opener** **The Big Idea** Economic and social inequalities in the Old Regime helped cause the French Revolution. **Why It Matters Now** Throughout history, economic and social inequalities have at times led peoples to revolt against their governments. **Lesson Enrichment** TG p. 745b **Lesson Assessment** TG pp. 752-752a	**Why It Matters Now** Some governments that lack the support of a majority of their people still use fear to control their citizens. **Lesson Enrichment** TG p. 752d **Lesson Assessment** TG pp. 760-760a	**Why It Matters Now** In times of political turmoil, military dictators often seize control of nations. **Lesson Enrichment** TG p. 760d **Lesson Assessment** TG pp. 770-770a	**Why It Matters Now** International bodies such as the United Nations play an active role in trying to maintain world peace and stability today. **Lesson Enrichment** TG p. 770d **Lesson Assessment** TG pp. 775-775a

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WEEK 22	**Module 19 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 776-777b	***Module 20:* Revolutions Sweep the West** **Essential Question** SE/TG p. 778 **Video** SE/TG p. 778 **Timeline** SE/TG p. 779	***Lesson 2:* Europe Faces Revolutions** SE/TG pp. 789–797 **Lesson Opener** **The Big Idea** Liberal and nationalist uprisings challenged the old conservative order of Europe.	***Lesson 3:* Nationalism** SE/TG pp. 798–805 **Lesson Opener** **The Big Idea** Nationalism contributed to the formation of two new nations and a new political order in Europe.	***Lesson 4:* Revolutions in the Arts** SE/TG pp. 806-813 **Lesson Opener** **The Big Idea** Artistic and intellectual movements both reflected and fueled changes in Europe during the 1800s.
		***Lesson 1:* Latin American Peoples Win Independence** SE/TG pp. 780–788 **Lesson Opener** **The Big Idea** Spurred by discontent and Enlightenment ideas, people in Latin America fought colonial rule. **Why It Matters Now** Sixteen of today's Latin American nations gained their independence at this time. **Lesson Enrichment** TG p. 779b **Lesson Assessment** TG pp. 788-788a	**Why It Matters Now** The system of nation-states established in Europe during this period continues today. **Lesson Enrichment** TG p. 788d **Lesson Assessment** TG pp. 795-795b	**Why It Matters Now** Nationalism is the basis of world politics today and has often caused conflicts and wars. **Lesson Enrichment** TG p. 797b **Lesson Assessment** TG pp. 805-805a	**Why It Matters Now** Romanticism and realism are still found in novels, dramas, and films produced today. **Lesson Enrichment** TG p. 805d **Lesson Assessment** TG pp. 813-813a

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WEEK 23	**Module 20 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 814–815a	***Module 21:* The Industrial Revolution** **Essential Question** SE/TG p. 816 **Video** SE/TG p. 816 **Timeline** SE/TG p. 817	***Lesson 2:* Industrialization: Case Study: Manchester** SE/TG pp. 826–835 **Lesson Opener** **The Big Idea** The factory system changed the way people lived and worked, introducing a variety of problems	***Lesson 3:* Industrialization Spreads** SE/TG pp. 836–843 **Lesson Opener** **The Big Idea** The industrialization that began in Great Britain spread to other parts of the world.	***Lesson 4:* Reforming the Industrial World** SE/TG pp. 844-855 **Lesson Opener** **The Big Idea** The Industrial Revolution led to economic, social, and political reforms.
		***Lesson 1:* The Beginnings of Industrialization** SE/TG pp. 818–825 **Lesson Opener** **The Big Idea** The Industrial Revolution started in England and soon spread to other countries. **Why It Matters Now** The changes that began in Britain paved the way for modern industrial societies. **Lesson Enrichment** TG p. 817b **Lesson Assessment** TG pp. 825–825a	**Why It Matters Now** Many less-developed countries are undergoing the difficult process of industrialization today. **Lesson Enrichment** TG p. 825d **Lesson Assessment** TG pp. 835-835a	**Why It Matters Now** The Industrial Revolution set the stage for the growth of modern cities and a global economy. **Lesson Enrichment** TG p. 835d **Lesson Assessment** TG pp. 843-843a	**Why It Matters Now** Many modern social welfare programs developed during this period of reform. **Lesson Enrichment** TG p. 843d **Lesson Assessment** TG pp. 855-855a

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WEEK 24	**Module 21 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 856-857b	***Module 22:* An Age of Democracy and Progress** **Essential Question** SE/TG p. 858 **Video** SE/TG p. 858 **Timeline** SE/TG p. 859	***Lesson 2:* Self-Rule for British Colonies** SE/TG pp. 866–874 **Lesson Opener** **The Big Idea** Britain allowed self-rule in Canada, Australia, and New Zealand but delayed it for Ireland.	***Lesson 3:* War and Expansion in the United States** SE/TG pp. 875–880 **Lesson Opener** **The Big Idea** The United States expanded across North America and fought a civil war.	***Lesson 4:* Nineteenth-Century Progress** SE/TG pp. 881-891 **Lesson Opener** **The Big Idea** Breakthroughs in science and technology transformed daily life and entertainment.
		***Lesson 1:* Democratic Reform and Activism** SE/TG pp. 860-865 **Lesson Opener** **The Big Idea** Spurred by the demands of the people, Great Britain and France underwent democratic reforms. **Why It Matters Now** During this period, Britain and France were transformed into the democracies they are today. **Lesson Enrichment** TG p. 859b **Lesson Assessment** TG pp. 865-865a	**Why It Matters Now** Canada, Australia, and New Zealand are strong democracies today, while Ireland is divided. **Lesson Enrichment** TG p. 865d **Lesson Assessment** TG pp. 874-874a	**Why It Matters Now** The 20th-century movements to ensure civil rights for African Americans and others are a legacy of this period. **Lesson Enrichment** TG p. 874d **Lesson Assessment** TG pp. 880-880a	**Why It Matters Now** Electric lights, telephones, cars, and many other conveniences of modern life were invented during this period. **Lesson Enrichment** TG p. 880d **Lesson Assessment** TG pp. 891-891a

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	Day 1	Day 2	Day 3	Day 4	Day 5
WEEK 25	**Module 22 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 882–893b **Multimedia Connection** SE/TG pp. 893MC1-893MC2	***Module 23:* The Age of Imperialism** **Essential Question** SE/TG p. 894 **Video** SE/TG p. 894 **Timeline** SE/TG p. 895	***Lesson 2:* Imperialism in Africa: Case Study: Nigeria** SE/TG pp. 904–913 **Lesson Opener** **The Big Idea** Europeans embarked on a new phase of empire building that affected both Africa and the rest of the world.	***Lesson 3:* Europeans Claim Muslim Lands** SE/TG pp. 914–919 **Lesson Opener** **The Big Idea** European nations expanded their empires by seizing territories from Muslim states.	***Lesson 4:* British Imperialism in India** SE/TG pp. 920–924 **Lesson Opener** **The Big Idea** As the Mughal Empire declined, Britain seized Indian territory and soon controlled almost the whole subcontinent. **Why It Matters Now** India, the second most populated nation in the world, has its political roots in this colony. **Lesson Enrichment** TG p. 919d **Lesson Assessment** TG pp. 924–924a
		***Lesson 1:* The Roots of Imperialism** SE/TG pp. 896-903 **Lesson Opener** **The Big Idea** Ignoring the claims of African ethnic groups, kingdoms, and city-states, Europeans established colonies. **Why It Matters Now** African nations continue to feel the effects of the colonial presence more than 100 years later. **Lesson Enrichment** TG p. 895b **Lesson Assessment** TG pp. 903–903a	**Why It Matters Now** Many former colonies have political problems that are the result of colonial rule. **Lesson Enrichment** TG p. 903d **Lesson Assessment** TG pp. 913-913a	**Why It Matters Now** Political events in this vital resource area are still influenced by actions from the imperialistic period. **Lesson Enrichment** TG p. 913d **Lesson Assessment** TG pp. 919-919a	***Lesson 5:* European Claims in Southeast Asia** SE/TG pp. 925–928 **Lesson Opener** **The Big Idea** Demand for Asian products drove Western imperialists to seek possession of Southeast Asianlands. **Why It Matters Now** Southeast Asian independence struggles in the 20th century have their roots in this period of imperialism. **Lesson Enrichment** TG p. 924d **Lesson Assessment** TG pp. 928–928a

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	Day 1	Day 2	Day 3	Day 4	Day 5
WEEK 26	***Lesson 6:* U.S. Economic Imperialism** SE/TG pp. 929–939 **Lesson Opener** **The Big Idea** The United States followed an imperialist policy in the Pacific Islands and also put increasing economic and political pressure on Latin America during the 19th century.	**Module 23 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 940-941a	***Module 24:* Transformations Around the Globe** **Essential Question** SE/TG p. 942 **Video** SE/TG p. 942 **Timeline** SE/TG p. 943	***Lesson 2:* Modernization in Japan** SE/TG pp. 952–959 **Lesson Opener** **The Big Idea** Japan followed the model of Western powers by industrializing and expanding its foreign influence.	***Lesson 3:* Turmoil and Change in Mexico** SE/TG pp. 960–967 **Lesson Opener** **The Big Idea** Political, economic, and social inequalities in Mexico triggered a period of revolution and reform.
	Why It Matters Now This policy set the stage for 20th-century relations between Latin America and the United States and encouraged U.S. imperialism in the Pacific Islands. **Lesson Enrichment** TG p. 928d **Lesson Assessment** TG pp. 939-939a		***Lesson 1:* China Resists Outside Influence** SE/TG pp. 944–951 **Lesson Opener** **The Big Idea** Western economic pressure forced China to open to foreign trade and influence. **Why It Matters Now** China has become an increasingly important member of the global community. **Lesson Enrichment** TG p. 943b **Lesson Assessment** TG pp. 951–951a	**Why It Matters Now** Japan's continued development of its own way of life has made it a leading world power. **Lesson Enrichment** TG p. 951d **Lesson Assessment** TG pp. 957	**Why It Matters Now** Mexico has moved toward political democracy and is a strong economic force in the Americas. **Lesson Enrichment** TG p. 959b **Lesson Assessment** TG pp. 967-967a

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	Day 1	Day 2	Day 3	Day 4	Day 5
WEEK 27	**Module 24 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 968-969b **Multimedia Connection** SE/TG pp. 969MC1-969MC2	**BENCHMARK ASSESSMENT 3**	***Module 25:* World War I** **Essential Question** SE/TG p. 970 **Video** SE/TG p. 970 **Timeline** SE/TG p. 971	***Lesson 2:* Europe Plunges into War** SE/TG pp. 978–985 **Lesson Opener** **The Big Idea** One European nation after another was drawn into a large and industrialized war that resulted in many casualties.	***Lesson 3:* A Global Conflict** SE/TG pp. 986–992 **Lesson Opener** **The Big Idea** World War I spread to several continents and required the full resources of many governments.
			***Lesson 1:* Marching Toward War** SE/TG pp. 972–977 **Lesson Opener** **The Big Idea** In Europe, nationalistic feelings, ethnic conflicts, territorial disputes, and rival alliances helped set the stage for a continental war. **Why It Matters Now** Ethnic conflict in the Balkan region, which helped ignite the war, continued to erupt in that area in the 1990s. **Lesson Enrichment** TG p. 971b **Lesson Assessment** TG pp. 977-977a	**Why It Matters Now** Much of the technology of modern warfare, such as fighter planes and tanks, was introduced in World War I. **Lesson Enrichment** TG p. 977d **Lesson Assessment** TG pp. 985-985a	**Why It Matters Now** The war propelled the United States to a new position of international power, which it holds today. **Lesson Enrichment** TG p. 985d **Lesson Assessment** TG pp. 992-992a

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	Day 1	Day 2	Day 3	Day 4	Day 5
WEEK 28	***Lesson 4:* A Flawed Peace** SE/TG pp. 993–997 **Lesson Opener** **The Big Idea** After winning the war, the Allies dictated a harsh peace settlement that left many nations feeling betrayed.	**Module 25 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 998–999b **Multimedia Connections** SE/TG pp. 999MC1-999MC2	***Module 26:* Revolution and Nationalism** **Essential Question** SE/TG p. 1000 **Video** SE/TG p. 1000 **Timeline** SE/TG p. 1001	***Lesson 2:* Totalitarianism: Case Study: Stalinist Russia** SE/TG pp. 1012–1021 **Lesson Opener** **The Big Idea** After Lenin died, Stalin seized power and transformed the Soviet Union into a totalitarian state	***Lesson 3:* Imperial China Collapses** SE/TG pp. 1022–1027 **Lesson Opener** **The Big Idea** After the fall of the Qing dynasty, nationalist and communist movements struggled for power. **Why It Matters Now** The seeds of China's late-20th-century political thought, communism, were planted at this time. **Lesson Enrichment** TG p. 1021d **Lesson Assessment** TG pp. 1027-1027a
	Why It Matters Now Hard feelings left by the peace settlement helped cause World War II. **Lesson Enrichment** TG p. 992d **Lesson Assessment** TG pp. 997-997a		***Lesson 1:* Revolutions in Russia** SE/TG pp. 1002–1011 **Lesson Opener** **The Big Idea** Long-term social unrest in Russia exploded in revolution and ushered in the first communist government. **Why It Matters Now** The Communist Party controlled the Soviet Union until the country's breakup in 1991. **Lesson Enrichment** TG p. 1001b **Lesson Assessment** TG pp. 1011–1011a	**Why It Matters Now** More recent dictators have used Stalin's tactics for seizing total control over individuals and the state. **Lesson Enrichment** TG p. 1011d **Lesson Assessment** TG pp. 1021-1021a	***Lesson 4:* Nationalism in Southwest Asia** SE/TG pp. 1028–1033 **Lesson Opener** **The Big Idea** Nationalism triggered independence movements to overthrow colonial powers. **Why It Matters Now** These independent nations—Turkey, Iran, and Saudi Arabia—are key players on the world stage today. **Lesson Enrichment** TG p. 1027d **Lesson Assessment** TG pp. 1033-1033a

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	Day 1	Day 2	Day 3	Day 4	Day 5
WEEK 29	**Module 26 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 1034-1035b	***Module 27:* Years of Crisis** **Essential Question** SE/TG p. 1036 **Video** SE/TG p. 1036 **Timeline** SE/TG p. 1037	***Lesson 2:* A Worldwide Depression** SE/TG pp. 1048–1057 **Lesson Opener** **The Big Idea** An economic depression in the United States spread throughout the world and lasted for a decade.	***Lesson 3:* Fascism Rises in Europe** SE/TG pp. 1058–1065 **Lesson Opener** **The Big Idea** In response to political turmoil and economic crises, Italy and Germany turned to totalitarian dictators.	***Lesson 4:* Aggressors Invade Nations** SE/TG pp. 1066–1073 **Lesson Opener** **The Big Idea** As Germany, Italy, and Japan conquered other countries, the rest of the world did nothing to stop them.
		***Lesson 1:* Postwar Uncertainty** SE/TG pp. 1038–1047 **Lesson Opener** **The Big Idea** The postwar period was one of loss and uncertainty but also one of invention, creativity, and new ideas. **Why It Matters Now** Postwar trends in physics, psychiatry, art, literature, communication, music, and transportation still affect our lives. **Lesson Enrichment** TG p. 1037b **Lesson Assessment** TG pp. 1045–1047	**Why It Matters Now** Many social and economic programs introduced worldwide to combat the Great Depression are still operating. **Lesson Enrichment** TG p. 1047b **Lesson Assessment** TG pp. 1057-1057a	**Why It Matters Now** These dictators changed the course of history, and the world is still recovering from their abuse of power. **Lesson Enrichment** TG p. 1057d **Lesson Assessment** TG pp. 1065-1065a	**Why It Matters Now** Many nations today take a more active and collective role in world affairs, as in the United Nations. **Lesson Enrichment** TG p. 1065d **Lesson Assessment** TG pp. 1073-1073a

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	Day 1	Day 2	Day 3	Day 4	Day 5
WEEK 30	**Module 27 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 1074–1075b	***Module 28:* World War II** **Essential Question** SE/TG p. 1076 **Video** SE/TG p. 1076 **Timeline** SE/TG p. 1077	***Lesson 2:* Japan's Pacific Campaign** SE/TG pp. 1086–1092 **Lesson Opener** **The Big Idea** Japan attacked Pearl Harbor in Hawaii and brought the United States into World War II.	***Lesson 3:* The Holocaust** SE/TG pp. 1093–1099 **Lesson Opener** **The Big Idea** During the Holocaust, Hitler's Nazis killed six million Jews and five million other "non-Aryans."	***Lesson 4:* The Allied Victory** SE/TG pp. 1100–1109 **Lesson Opener** **The Big Idea** Led by the United States, Great Britain, and the Soviet Union, the Allies scored key victories and won the war.
		***Lesson 1:* Hitler's Lightning War** SE/TG pp. 1077–1085 **Lesson Opener** **The Big Idea** Using the sudden mass attack called the blitzkrieg, Germany overran much of Europe and North Africa. **Why It Matters Now** Hitler's actions set off World War II. The results of the war still affect the politics and economics of today's world. **Lesson Enrichment** TG p. 1077b **Lesson Assessment** TG pp. 1085–1085a	**Why It Matters Now** World War II established the United States as a leading player in international affairs. **Lesson Enrichment** TG p. 1085d **Lesson Assessment** TG pp. 1092-1092a	**Why It Matters Now** The violence against Jews during the Holocaust led to the founding of Israel after World War II. **Lesson Enrichment** TG p. 1092d **Lesson Assessment** TG pp. 1099-1099a	**Why It Matters Now** The Allies' victory in World War II set up conditions for both the Cold War and today's post-Cold War world. **Lesson Enrichment** TG p. 1099d **Lesson Assessment** TG pp. 1109-1109a

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	Day 1	Day 2	Day 3	Day 4	Day 5
WEEK 31	***Lesson 5:* Europe and Japan in Ruins** SE/TG pp. 1110–1115 **Lesson Opener** **The Big Idea** World War II cost millions of human lives and billions of dollars in damages. It left Europe and Japan in ruins.	**Module 28 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 1116–1117b **Multimedia Connection** SE/TG 1117MC1-1117MC2	***Module 29:* Cold War Conflicts** **Essential Question** SE/TG p. 1118 **Video** SE/TG p. 1118 **Timeline** SE/TG p. 1119	***Lesson 2:* Communists Take Power in China** SE/TG pp. 1130–1135 **Lesson Opener** **The Big Idea** After World War II, Chinese Communists defeated Nationalist forces and two separate Chinas emerged.	***Lesson 3:* Wars in Korea and Vietnam** SE/TG pp. 1136–1143 **Lesson Opener** **The Big Idea** In Asia, the Cold War flared into actual wars supported mainly by the superpowers.
	Why It Matters Now The United States survived World War II undamaged, allowing it to become a world leader. **Lesson Enrichment** TG p. 1109d **Lesson Assessment** TG pp. 1115-1115a		***Lesson 1:* Cold War: Superpowers Face Off** SE/TG pp. 1120–1129 **Lesson Opener** **The Big Idea** The opposing economic and political philosophies of the United States and the Soviet Union led to global competition. **Why It Matters Now** The conflicts between the United States and the Soviet Union played a major role in reshaping the modern world. **Lesson Enrichment** TG p. 1119b **Lesson Assessment** TG pp. 1129–1129a	**Why It Matters Now** China remains a Communist country and a major power in the world. **Lesson Enrichment** TG p. 1129d **Lesson Assessment** TG pp. 1135-1135a	**Why It Matters Now** Today, Vietnam is a Communist country, and Korea is split into Communist and non-Communist nations. **Lesson Enrichment** TG p. 1135d **Lesson Assessment** TG pp. 1143-1143a

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	Day 1	Day 2	Day 3	Day 4	Day 5
WEEK 32	***Lesson 4:*** **The Cold War Divides the World** SE/TG pp. 1144-1151 **Lesson Opener** **The Big Idea** The superpowers supported opposing sides in Latin American and Middle Eastern conflicts.	***Lesson 5:*** **The Cold War Thaws** SE/TG pp. 1151–1157 **Lesson Opener** **The Big Idea** The Cold War began to thaw as the superpowers entered an era of uneasy diplomacy	**Module 29 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 1158–1519b **Multimedia Connection** SE/TG pp. 1159MC1-1159MC2	***Module 30:*** **The Colonies Become New Nations** **Essential Question** SE/TG p. 1160 **Video** SE/TG p. 1160 **Timeline** SE/TG p. 1161	***Lesson 2:*** **Southeast Asian Nations Gain Independence** SE/TG pp. 1175–1185 **Lesson Opener** **The Big Idea** Former colonies in Southeast Asia worked to build new governments and economies
	Why It Matters Now Many of these areas today are troubled by political, economic, and military conflict and crisis. **Lesson Enrichment** TG p. 1143d **Lesson Assessment** TG pp. 1151-1151a	**Why It Matters Now** The United States and the countries of the former Soviet Union continue to cooperate and maintain a cautious peace. **Lesson Enrichment** TG p. 1151d **Lesson Assessment** TG pp. 1157-1157a		***Lesson 1:*** **The Indian Subcontinent Achieves Freedom** SE/TG pp. 1162–1174 **Lesson Opener** **The Big Idea** New nations emerged from the British colony of India. **Why It Matters Now** India today is the largest democracy in the world. **Lesson Enrichment** TG p. 1161b **Lesson Assessment** TG pp. 1174-1174a	**Why It Matters Now** The power and influence of the Pacific Rim nations are likely to expand during the next century. **Lesson Enrichment** TG p. 1174d **Lesson Assessment** TG pp. 1185-1185a

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	Day 1	Day 2	Day 3	Day 4	Day 5
WEEK 33	***Lesson 3:*** **New Nations in Africa** SE/TG pp. 1186–1193 **Lesson Opener** **The Big Idea** After World War II, African leaders threw off colonial rule and created independent countries.	***Lesson 4:*** **Conflicts in the Middle East** SE/TG pp. 1194–1203 **Lesson Opener** **The Big Idea** Division of the Palestine Mandate after World War II made the Middle East a hotbed of competing nationalist movements.	***Lesson 5:*** **Central Asia Struggles** SE/TG pp. 1204–1209 **Lesson Opener** **The Big Idea** Lands controlled or influenced by the Soviet Union struggle with the challenges of establishing new nations.	**Module 30 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 1210–1211b	***Module 31:*** **Struggles for Democracy** **Essential Question** SE/TG p. 1212 **Video** SE/TG p. 1212 **Timeline** SE/TG p. 1213
	Why It Matters Now Today, many of those independent countries are engaged in building political and economic stability. **Lesson Enrichment** TG p. 1185d **Lesson Assessment** TG pp. 1193-1193a	**Why It Matters Now** The Arab-Israeli conflict is one of several conflicts in the region today. **Lesson Enrichment** TG p. 1193d **Lesson Assessment** TG pp. 1203-1203a	**Why It Matters Now** The security issues in these nations pose a threat to world peace and security. **Lesson Enrichment** TG p. 1203d **Lesson Assessment** TG pp. 1209-1209a		***Lesson 1:*** **Democracy: Case Study: Latin American Democracies** SE/TG pp. 1214–1226 **Lesson Opener** **The Big Idea** In Latin America, economic problems and authoritarian rule delayed democracy. **Why It Matters Now** By the mid-1990s, almost all Latin American nations had democratic governments **Lesson Enrichment** TG p. 1213b **Lesson Assessment** TG pp. 1226–1226b

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	Day 1	Day 2	Day 3	Day 4	Day 5
WEEK 34	***Lesson 2:*** **The Challenge of Democracy in Africa** SE/TG pp. 1227–1234 **Lesson Opener** **The Big Idea** As the recent histories of Nigeria and South Africa show, ethnic and racial conflicts can hinder democracy.	***Lesson 3:*** **The Collapse of the Soviet Union** SE/TG pp. 1235–1242 **Lesson Opener** **The Big Idea** Democratic reforms brought important changes to the Soviet Union.	***Lesson 4:*** **Changes in Central and Eastern Europe** SE/TG pp. 1243–1252 **Lesson Opener** **The Big Idea** Changes in the Soviet Union led to changes throughout Central and Eastern Europe.	***Lesson 5:*** **China: Reform and Reaction** SE/TG pp. 1253–1261 **Lesson Opener** **The Big Idea** In response to contact with the West, China's government has experimented with capitalism but has rejected calls for democracy.	**Module 31 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 1262–1263b
	Why It Matters Now In 1996, as Nigeria struggled with democracy, South Africa adopted a bill of rights that promotes racial equality. **Lesson Enrichment** TG p. 1226d **Lesson Assessment** TG pp. 1234-1234b	**Why It Matters Now** Russia continues to struggle to establish democracy. **Lesson Enrichment** TG p. 1234d **Lesson Assessment** TG pp. 1242-1242b	**Why It Matters Now** Many Eastern European nations that overthrew communist governments are still struggling with reform. **Lesson Enrichment** TG p. 1242d **Lesson Assessment** TG pp. 1252-1252a	**Why It Matters Now** After the 1997 death of Chinese leader Deng Xiaoping, President Jiang Zemin seemed to be continuing Deng's policies. **Lesson Enrichment** TG p. 1252d **Lesson Assessment** TG pp. 1259, 1261a	

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WEEK 35	***Module 32:* Global Interdependence** **Essential Question** SE/TG p. 1264 **Video** SE/TG p. 1264 **Timeline** SE/TG p. 1265	***Lesson 2:* Global Economic Development** SE/TG pp. 1272–1283 **Lesson Opener** **The Big Idea** The economies of the world's nations are so tightly linked that the actions of one nation affect others	***Lesson 3:* Global Security Issues** SE/TG pp. 1284–1294 **Lesson Opener** **The Big Idea** Since 1945, nations have used collective security efforts to solve problems.	***Lesson 4:* Terrorism: Case Study: September 11, 2001** SE/TG pp. 1295–1304 **Lesson Opener** **The Big Idea** Terrorism threatens the safety of people all over the world.	***Lesson 5:* Environmental Challenges** SE/TG pp. 1305–1318 **Lesson Opener** **The Big Idea** Technology, population growth, and industrialization have created environmental challenges that affect the entire world.
	***Lesson 1:* Science and Technology Transform Life** SE/TG pp. 1266–1271 **Lesson Opener** **The Big Idea** Advances in technology after World War II led to increased global interaction and improved quality of life. **Why It Matters Now** Advances in science and technology affect the lives of people around the world. **Lesson Enrichment** TG p. 1265b **Lesson Assessment** TG pp. 1271-1271a	**Why It Matters Now** Every individual is affected by the global economy and the environment **Lesson Enrichment** TG p. 1271d **Lesson Assessment** TG pp. 1283-1283b	**Why It Matters Now** Personal security of the people of the world is tied to security within and between nations. **Lesson Enrichment** TG p. 1283d **Lesson Assessment** TG pp. 1294-1294b	**Why It Matters Now** People and nations must work together against the dangers posed by terrorism. **Lesson Enrichment** TG p. 1294d **Lesson Assessment** TG pp. 1304-1304b	**Why It Matters Now** Failure to solve environmental problems will threaten the health of the planet. **Lesson Enrichment** TG p. 1304d **Lesson Assessment** TG pp. 1318-1318b

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	Day 1	Day 2	Day 3	Day 4	Day 5
WEEK 36	***Lesson 5:* Environmental Challenges** SE/TG pp. 1305–1318 **Lesson Opener** **The Big Idea** Technology, population growth, and industrialization have created environmental challenges that affect the entire world.	***Lesson 6:* Cultures Blend in a Global Age** SE/TG pp. 1319–1325 **Lesson Opener** **The Big Idea** Technology has increased contact among the world's people, changing their cultures.	**Module 32 Close** **DBI, Parts 1 & 2** **Essential Question Essay** **Module Assessment** TG pp. 1326–1327b **World Religions and Ethical System Print Assessment** TG p. 1327c	**BENCHMARK ASSESSMENT 4**	**End of Year Assessment**
	Why It Matters Now Failure to solve environmental problems will threaten the health of the planet. **Lesson Enrichment** TG p. 1304d **Lesson Assessment** TG pp. 1318-1318b	**Why It Matters Now** Globalization of culture has changed the ways people live, their perceptions, and their interactions. **Lesson Enrichment** TG p. 1318d **Lesson Assessment** TG pp. 1325-1325a			

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Exhibit 11

WCS Student Code of Conduct

*The Wright Community School Code of Student Conduct**

2025-2026

*

DeKalb County School District

THE WRIGHT COMMUNITY SCHOOL

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.

*Adapted from Dekalb County School District Code of Conduct

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2025-2026 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 *WCS/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 *2025-2026 WCS/DCSD Code of Student Conduct* during the 2025-2026 school year and all summer programs following the 2025-2026 school year. I further understand that I am immediately subject to the Levels of Consequences listed in the *2025-2026 WCS/* if I am found in violation of any infraction during the 2025-2026 school year and all 2025 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 *WCS/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 ကိၢ်ရၣ်ခီးထံဉ်ကွဲလိၢ်ကဝိၤဟ့ဉ်လိၤတၢ်ကျိးထံ DeKalb ကိၢ်ရၣ်ခီးထံဉ်ကွဲလိၢ်ကဝိၤပှၤကွဲဖိတၢ်သိဉ်တၢ်သိတၢ်ဘျ, တၢ်သံဉ်စူးဆဲးလၤလ၊ ပှၤမၤလိအဲကလံးကျိာ်ဝဲၤကျိၤ (English Learners Department) နၣ်လိၤ. တၢ်ယ့ထိဉ်တၢ်ကျိးထံအကွဲးဒိတဖဉ်ဆူကွဲခိဉ် မ့တမ့၊ တၢ်မၤနၣ်လ၊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 ప్రిన్సిపాల్‌కు 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 *WCS/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 *WCS/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 *WCS/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 *WCS/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 *WCS/DCSD Code of Student Conduct* is authorized pursuant to Board Policy JCD.

PURPOSE OF THE CODE OF STUDENT CONDUCT

The *WCS/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 *WCS/DCSD Code of Student Conduct*. Individual schools and classroom teachers may impose campus or classroom rules in addition to those found in this *WCS/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 *WCS/DCSD Code of Student Conduct*. The determination of whether a student has violated the *WCS/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 *WCS/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 *WCS/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

WCS/DCSD Code of Student Conduct is distributed to all schools and centers. Prior to the distribution of the *WCS/DCSD Code of Student Conduct*, it is reviewed with the faculty and staff before school begins and students arrive to ensure their understanding.

The *WCS/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 *WCS/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 *WCS/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 *WCS/DCSD Code of Student Conduct*. As with the initial teaching, teachers are required to conduct a more thorough review of the *WCS/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 *WCS/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 *WCS/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 *WCS/DCSD Code of Student Conduct* applies at the following times and places:

- On school grounds at any Student 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 *WCS/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 *WCS/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.

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Overview of WCS Student Code of Conduct

The Wright Community School (WCS) Student Code of Conduct serves as a comprehensive guide outlining the rules of student behavior, the disciplinary approach adopted, and the procedures for imposing discipline consequences on students who violate these rules. Adapted from the Dekalb County School District (DCSD) Student Code of Conduct, WCS ensures a safe and positive learning environment for all its stakeholders.

The purpose of the WCS Student Code of Conduct is to foster a safe and positive environment that promotes learning, with an emphasis on community-centered and restorative justice initiatives. The code is designed to guide students in adhering to strict standards of acceptable behavior, ensuring the best interests of all students within the school district.

Adapted from the DCSD Code of Student Conduct, the WCS code identifies rules of student behavior, the disciplinary approach to promote positive behaviors, and procedures for imposing consequences on rule violations. The adaptation involves aligning the code with the WCS community-centered approach and incorporating restorative justice principles.

In overview, the WCS Student Code of Conduct is a set of guidelines that outlines expected student behavior, disciplinary approaches, and procedures for consequences. It emphasizes a positive, safe, and inclusive learning environment while incorporating restorative justice principles. The code addresses behavioral expectations, rights, and responsibilities, focusing on promoting positive behavior, correcting misconduct, and supporting students' social and emotional well-being.

The disciplinary actions outlined in the code are administered based on factors such as the severity of the behavior, its impact on the school environment, the student's age, developmental disabilities, grade level, context, and previous discipline history. The approach prioritizes reassignment of disruptive students to alternative educational settings over suspension or expulsion, following Georgia law.

The WCS/DCSD Code of Student Conduct recognizes that students' misconduct can be influenced by various factors, including trauma, mental health, disabilities, discrimination, and chronic stress. Responses to misconduct address root causes and involve student support services, consultations, evaluations, and the development of prevention and intervention strategies.

Parental notification and involvement are essential components, and the effectiveness of the code relies on collaboration between parents, teachers, and school administrators. The code is authorized pursuant to Board Policy JCD, reinforcing the commitment to maintaining a positive and safe learning environment at WCS.

In summary, the WCS Student Code of Conduct, adapted from the DCSD Code, is a set of guidelines designed to create a positive, safe, and inclusive learning environment by promoting positive behavior, addressing misconduct, and supporting students' overall well-being.

WCS Mission

At The Wright Community School, we empower our students to become the P.I.L.OT.S (Proactive, Innovative, Literate, Organized, & Tenacious Scholars) of their own lives by fostering a strong sense of community and providing them with an individualized education enriched with support and leadership.

WCS Vision

At The Wright Community School, we aim to break down barriers, provide equitable opportunities, and empower all students to grow and make informed choices. We cultivate an environment that fosters personal development and self-determination, extending our impact beyond the classroom and shaping a future where all can reach their potential and the community soars to new heights.

The WRIGHT Core Values

W - Wholeness: We value the holistic development of our students, acknowledging that success extends beyond academics. Our commitment to wholeness emphasizes nurturing the physical, emotional, and social well-being of every individual within our community.

R - Resilience: Resilience is a core value that guides our approach to challenges and setbacks. We instill in our students the strength to bounce back from adversity, fostering the resilience needed for lifelong success.

I - Inclusivity: Inclusivity is at the core of our values. We strive to create an environment that embraces diversity, where every student feels a sense of belonging. Our commitment to inclusivity extends beyond the classroom, promoting a community that celebrates differences.

G - Growth: We believe in continuous growth, both academically and personally. Our focus on growth extends beyond the classroom, empowering students to evolve into lifelong learners, adaptable individuals, and contributors to society.

H - Hope: Hope is a driving force at WCS. We instill a sense of optimism and belief in the potential of every student. Our community inspires hope for a brighter future, encouraging individuals to aspire, dream, and achieve.

T - Tenacity: Tenacity is a cornerstone of our values. We encourage students to be persistent in the pursuit of their goals, instilling the determination needed to overcome obstacles and succeed in their educational journey and beyond.

Overview of WCS Restorative Justice Principles

Before discussing how WCS Restorative Justice principles within our Community Focus Culture can become more restorative in nature, it is important to understand some of the overall principles and goals of restorative justice. There are numerous articles and books devoted to describing the restorative justice model. Therefore, this will provide a brief synopsis of the concept and the processes at WCS:

Background

Restorative justice outlines an alternative philosophy for addressing behavior. When viewed from a restorative lens, negative behavior can harm people and relationships – the relationships between the the student responsible and his or her family, friends, affected persons, and the community – as opposed to merely an act against the state. In essence, restorative justice focuses on repairing harm and rebuilding relation-ships through a process that involves stakeholders in an active and respectful way, while emphasizing the community's role in problem solving. From a practical perspective, it requires the juvenile justice system to respond to behavior by devoting attention to:

- Enabling students to understand the harm caused by their behavior and to make amends to their affected persons and communities.
- Building on studentss' strengths and increasing students' competencies.
- Giving affected persons an opportunity to participate in justice processes.
- Building community through a process in which the individual affected persons, the community, and students are all active stakeholders.

Stakeholders and Goals of Restorative Justice

There are three primary stakeholders and three primary goals of restorative justice. Primary stakeholders are the affected persons, student responsible, and the community. Goals of restorative justice include accountability, competency development, and community protection. The role that these stakeholders take within restorative justice framework and the manner in which these goals are achieved differ slightly in practice among programs.

The emphasis on affected persons' roles in restorative justice is about choice. Restorative justice cannot exist without giving victims the opportunity to participate in the justice process and making every effort to respond to their needs and desire for participation. The level of their participation may vary (e.g., providing written impact statements, providing oral statement, participating in a mediation, giving their suggestions related to consequences, etc.).

In restorative justice, the emphasis for the student responsible is on change. The goal is to hold offenders accountable by providing opportunities for them to understand the effect their actions have on others and to assist the responsible student in enhancing and developing skills that will make them more productive and competent P.I.L.O.T.S. by identifying and building on their strengths. Competency development is fundamentally about changing the role of the responsible student from passive recipient of services to an active role that allows him or her to be a resource to others.

For the community, the emphasis in restorative justice is on bonding and building relationships. Communities are also affected by behavior.

The WCS Community will offer opportunities for students to be held accountable for their actions (including educating on the impact of their behavior), while at the same time giving them the chance to connect and contribute to their communities and establish or rebuild broken relationships.

Principles of Restorative Justice

It is important to understand that restorative justice is not a program. Essentially, restorative justice is a set of principles that guided our response to discipline. Some key principles that serve:

Repair: Behavior results in harm to affected student, communities, and student responsible and creates an obligation to make things right. Essentially, justice requires healing or repairing harm and rebuilding broken relationships.

Involvement: All parties, including the affected person (if he or she wishes), the community, and the student responsible should be provided with opportunities for input and participation in the restorative justice process.

Justice System Facilitation: Repairing harm requires that the respective roles of WCS and community be rethought in terms of how to respond to behavior. In other words, restorative justice-based practices change the role of the school from being an "expert" in a case-driven response to behavior toward the restorative justice system acting in a facilitative role that focuses more on problem-solving and community capacity-building.

TSC and TCC

Aligning The Transformative Student Coalition (TSC) and Transformative Community Coalition (TCC) with restorative justice-based practices is an ongoing process. There is no single "right way" to implement the restorative justice concept. How the principles are implemented will vary based on local resources, traditions, and cultures. Below is the descriptions and flow chart for TSC and TCC:

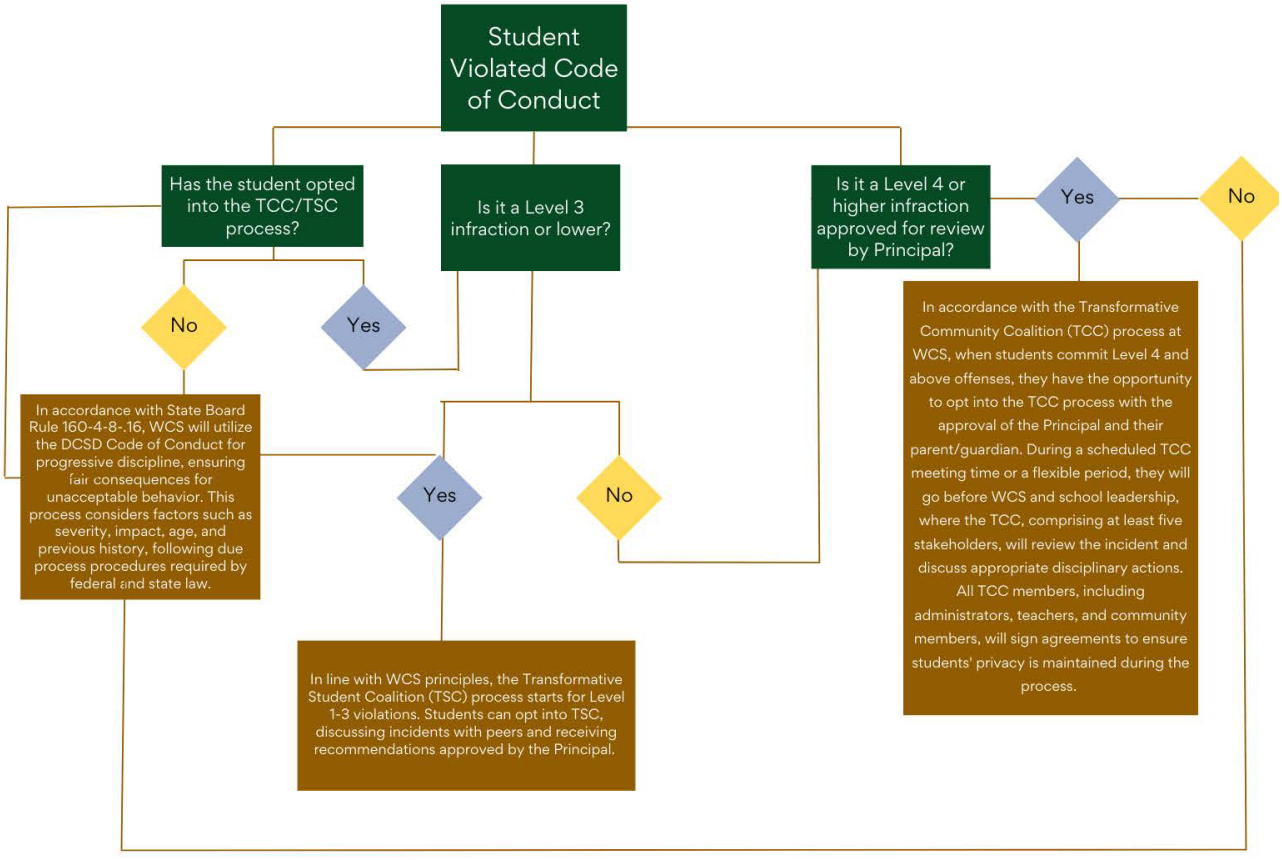
Transformative Student Coalition (TSC): TSC is a student-led initiative that empowers students to be active participants in the restorative justice process. Comprising no fewer than five students, TSC is supervised by the Principal and includes student representatives from various grades and backgrounds. Students selected for TSC undergo comprehensive training in Restorative Justice principles. This training is part of an elective Restorative Justice class offered at WCS. To qualify for TSC, students must pass all classes, receive recommendations from teachers and peers, and demonstrate a commitment to the values of restorative justice. TSC members are actively involved in addressing Level 1-3 infractions through restorative justice processes. Their role is to ensure that students engaging in harmful behaviors have an opportunity to understand the impact of their actions and work towards positive resolutions. The outcomes of the process are provided on the same day of the review, fostering a quick and effective resolution. TSC operates within a one-academic-year limit, providing opportunities for different students to engage in this transformative experience.

Transformative Community Coalition (TCC): TCC is a cornerstone of our restorative justice approach to student discipline at WCS. Comprising no fewer than five stakeholders, including administrators, teachers, and community members, TCC is supervised by the Principal. TCC members are actively involved in addressing Level 4 or higher infractions through restorative justice processes approved by the Principal. The diverse composition of TCC ensures a well-rounded and equitable perspective in decision-making. Annual training in Restorative Justice principles is mandatory for TCC members, with monthly refresher sessions to ensure ongoing proficiency. This training equips members with the skills and knowledge necessary to facilitate restorative processes effectively. TCC members are required to complete a conflict of interest form, ensuring that their participation in disciplinary processes is fair, unbiased, and centered on the best interests of the student. This commitment to transparency and fairness is integral to the success of TCC. Similar to TCC, TSC operates on a voluntary basis. The outcomes of the process are provided within 24 hours of the review, fostering a quick and effective resolution. Both TCC and TSC embody our commitment to restorative justice practices, transforming disciplinary processes into opportunities for growth, learning, and community building. Through these coalitions, WCS creates an environment where every student is supported, accountable, and empowered to contribute positively to the school community.

Table 1: TSC/TCC Chart

Coalition	Purpose	Members	Supervision	Training	Selection Process	Length of Term	Voluntary Basis	Review Process	Outcome Timeline
TSC (Transformative Student Coalition)	Empower students to be active participants in the restorative justice process	At least five students, including representatives from various grades	Supervised by the Principal	Comprehensive training in Restorative Justice principles; part of an elective class	Pass all classes, teacher and peer recommendations, commitment to restorative justice values	One academic year	Yes	Addresses Level 1-3 infractions	Outcomes provided on the same day
TCC (Transformative Community Coalition)	Restorative justice approach to student discipline	At least five stakeholders, including administrators, teachers, and community members	Supervised by the Principal	Annual training in Restorative Justice principles; monthly refresher sessions	Required completion of a conflict of interest form	Not specified	Yes	Reviews Level 4 infractions and higher	Outcomes provided within 24 hours

WCS Student Code of Conduct
TCC/TSC FLOWCHART



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DEKALB COUNTY SCHOOL DISTRICT 2025-2026 CHARACTER

*"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

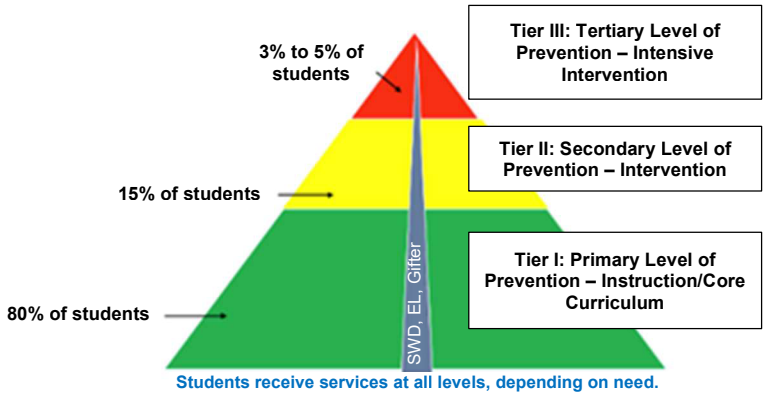
Character Traits Found in the *WCS/DCSD Code of Student Conduct*

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

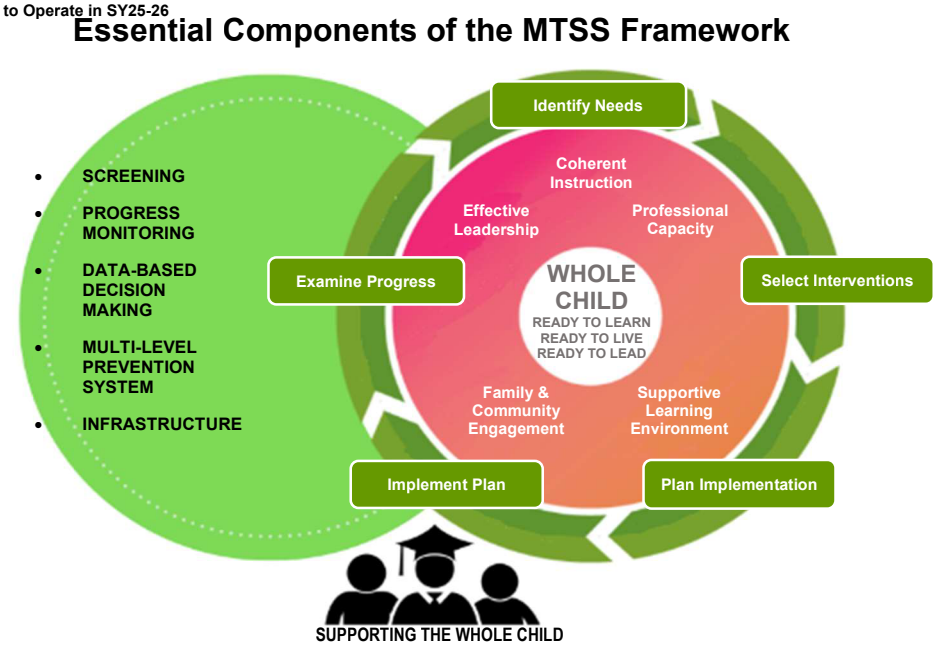
Students sometimes need help with learning or behavior, beyond what is routinely offered by a teacher in a general education classroom. In Georgia, General Education includes system with three levels of academic and social-emotional-behavioral supports for students who may struggle with learning or behavior. 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.



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.

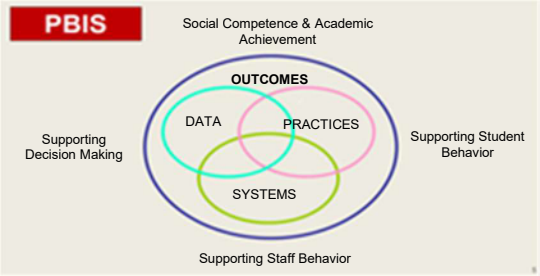
Parents: You can help with the MTSS-RTI process by actively participating in your child's education and being a partner in the success of the teaching and learning in school. You can also read the Georgia Standards of Excellence for your child's grade or course by going to the parent page of www.GeorgiaStandards.org., 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 *WCS/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.

Each violation in the *WCS/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).** ***Examples of behaviors that may impact only the student*** ▪ Calling out in class ▪ Inappropriate Noise ▪ Chewing gum ▪ Tapping pencils ▪ Writing on self ▪ Writing on desk ▪ Not in seat ▪ Not prepared for class ▪ Off-tasks behaviors ▪ Drawing instead of working ▪ Tardy to class ▪ Criticizing teacher one on one ▪ Whining ▪ Wearing a hat in school, minor deviation from dress code ▪ Eating food when not allowed **Strategies for Managing Behaviors: Conference with student and other individuals as needed; Build relationships that support academic achievement; Discussion about expectations; Review classroom procedures and expectations; Eye contact; Proximity; High levels of supervision; Verbal warning; and Pre-teaching of expectations.** **Disciplinary Options may include 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** **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. ***Examples of behaviors that interfere with the learning of others:*** ▪ Touching ▪ Poking ▪ Standing on furniture ▪ Constant talking ▪ Out of seat and interfering with others learning ▪ Inappropriate chair manners ▪ Consistently not following directions ▪ Unauthorized electronic device usage including but not limited to cell phones and iPods ▪ Running away and leaving the classroom ▪ Throwing items in classroom ▪ Disrespectful language to adult ▪ Yelling at teacher ▪ Moving or kicking furniture in an angry way/tantrum ▪ Bus misbehavior ▪ Gambling ▪ Dress code violations that noticeably affect safety or respect for self and others **Strategies for Managing Behaviors: Build relationships that support academic achievement; Discussion about expectations; Review classroom procedures and expectations; Eye contact; Proximity; High levels of supervision; Verbal warning; Pre-teaching of expectations; Mentoring; Consultation with grade level teams/school counselor/school psychologist for classroom/individual behavior management ideas; Restorative practices; Teach Pro-Social behaviors; and Use of safe place for students to retreat to help self-regulate.** **Disciplinary Options may include 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. ***Examples of behaviors that affect an orderly environment:*** ▪ Any level 1 or 2 that takes excessive teacher time and takes away from student learning. ▪ Talking back to adult ▪ Throwing items in classroom at others ▪ Lying ▪ Cheating ▪ Forgery ▪ Fighting (Simple Battery) ▪ Inappropriate language ▪ Pushing ▪ School disturbance ▪ Bullying, Harassment, Hazing ▪ Disrespect to peers/adults ▪ Leaving room without permission ▪ Banging on window ▪ Vandalizing school property ▪ Unauthorized electronic device usage including but not limited to cell phones and iPods ▪ Conduct outside of school hours or away from school ▪ Unsafe action ▪ Dress code violations that noticeably affect safety or respect for self and others **Strategies for Managing Behaviors: Behavior Contract; Detention; In-School Intervention; Mediation; Mentoring; Discipline Warning Letter to Parents; Referral Process; Restorative Practice; Shadowing; Substance Abuse Education; and Violence Education.** **Disciplinary Options may include 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.**

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. ***Examples of behaviors that affect an orderly environment:*** ▪ Any level 1, 2 or 3 behavior that takes excessive teacher time and takes away from student learning. ▪ Talking back to adult ▪ Throwing items in classroom at others ▪ Lying ▪ Cheating ▪ Forgery ▪ Fighting (Simple Battery) ▪ Inappropriate language ▪ School disturbance ▪ Bullying, Harassment, Hazing ▪ Disrespect to peers/adults ▪ Leaving room without permission ▪ Banging on window ▪ Vandalizing school property ▪ Unauthorized electronic device usage including but not limited to cell phones and iPods ▪ Conduct outside of school hours or away from school ▪ Unsafe action ▪ Dress code violations that noticeably affect safety or respect for self and others **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.**

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. ***Examples of Harmful and Illegal Behaviors:*** ▪ Intentional/Unintentional Violence against school employees ▪ Stealing ▪ Fighting (Simple Battery) ▪ Battery ▪ Drugs ▪ Weapons ▪ School disturbance ▪ Biting ▪ Bullying, Harassment, Hazing ▪ Throwing furniture or other objects ▪ Stealing ▪ Threatening to do injury to person or property ▪ Sexual harassment ▪ Sexual behaviors ▪ Alcohol **Disciplinary Options must include: School-based review of previous strategies and interventions implemented; Participation in GRIP Program (Growing Responsibly, Increasing Possibilities).** **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)**. ***Examples of Harmful and Illegal Behaviors:*** ▪ Intentional/Unintentional Violence against school employees ▪ Stealing ▪ Fighting (Simple Battery) ▪ Battery ▪ Aggravated Assault ▪ Aggravated Battery ▪ Bystander Battery ▪ Drugs ▪ Weapons ▪ School disturbance ▪ Biting ▪ Bullying, Harassment, Hazing ▪ Throwing furniture or other objects ▪ Threatening to do injury to person or property ▪ Sexual harassment ▪ Sexual behaviors ▪ Alcohol **Consequence: Long-Term Suspension. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 82-85.**

LEVEL 7	Level 7 violations include infractions which are of a serious and aggravated nature such that the student shall be removed from class and will be subject to a required 10-day suspension served by the student and a District due process hearing that may result in additional consequences, to include, but not limited to 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)**. ***Examples of Harmful and Illegal Behaviors:*** ▪ Intentional/Unintentional Violence against school employees ▪ Stealing ▪ Fighting (Simple Battery) ▪ Battery ▪ Aggravated Assault ▪ Aggravated Battery ▪ Bystander Battery ▪ Drugs ▪ Weapons ▪ School disturbance ▪ Biting ▪ Bullying, Harassment, Hazing ▪ Throwing furniture or other objects ▪ Threatening to do injury to person or property ▪ Sexual harassment ▪ Sexual behaviors ▪ Alcohol **Consequence: Expulsion. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 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.

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
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:
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 1 - Conference 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.

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:
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.

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.

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.**

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 *WCS/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.

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 6 – Long-Term Suspension** **Maximum: Level 7 – Expulsion** **A required 10-day suspension must be served and a District due process hearing held for Level 6-7.**

B. Possession/Use/Under the Influence of Drugs

Students will not possess, use, attempt to use, or be under the influence of drugs or substances represented or believed by the student to be drugs. Students will not cause, invite, or induce any person to possess, use, attempt to use, or be under the influence of drugs or substances represented or believed by the student to be drugs. Students will not deliberately smell, inhale, or ingest any legal substances or will not cause, invite, or induce any person to smell, inhale or ingest any legal substances in a manner other than for its intended purpose, including but not limited to, fingernail polish, model airplane glue, hand sanitizer, etc.

ELEMENTARY SCHOOL 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 5 – Suspension of 6-10 days with a contract** **Level 6 – Long-Term Suspension** **Maximum: Level 7 – Expulsion** **A required 10-day suspension must be served and a due process hearing held for Level 6-7.**

NOTE: The principal may request a referral to a District Due Process Hearing from the Superintendent/Designee for a possible long-term suspension/expulsion for any student whose presence may constitute a clear threat to the safety of others.

1st Offense: The student is suspended for 10 school days with a contract. If the parents/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 *WCS/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.**

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.

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.

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.

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.

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.

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.

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.

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.

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.**

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 WCS/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.

2025-2026 Attendance Protocol ***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* ***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.

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* *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.

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 1 - Conference** **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.**

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: **Minimum: 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.**

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.

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 *WCS/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 *WCS/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 *WCS/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:	
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.	

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:	
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.	

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 Be watchful of traffic Wait for Driver directions	Arrive 10 minutes early Line up appropriately Wait in a quiet and orderly manner	Keep hands, feet and objects to self and out of aisle Stay off private property
Entering the Bus	Allow bus to stop completely Board bus in an orderly manner Hold the handrail	Be seated quickly and slide over Remain seated	Greet the bus driver Be respectful of others and their property Use inside voice
Riding the Bus	Stay seated at all times Keep aisles and emergency exits clear Keep self and objects inside the bus Silence at railroad crossings	Keep food and drink in your bag Keep bus clean Follow Driver directions Practice orderly conduct	Keep hands, feet and objects to self and out of aisle Ask permission to open windows Use appropriate language and topics Use inside voice
Exiting the Bus	Remain seated until bus stops Leave bus in an orderly manner Cross in front of bus Hold the handrail	Leave at your assigned bus stop Take belongings with you 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 Listen for directions from Driver Leave belongings on bus	Follow Driver directions 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 *WCS/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 *WCS/DCSD Code of Student Conduct* if the student assists, plans, participates, advises, incites, counsels, and/or encourages other individuals to violate the *WCS/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 *WCS/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 greater due process than the law requires. The procedures are described in the following sections.

SCHOOL ADMINISTRATIVE DUE PROCESS FOR SUSPENSION

School administrative due process for suspension is held before a student is given in-school suspension, out-of-school suspension, or bus suspension up to ten (10) days or other appropriate consequences. If the violation warrants further suspension beyond the ten (10) days, it must be referred by the school principal with a recommendation for long-term suspension or expulsion.

At the school administrative due process for suspension meeting, the student is informed verbally of the offense with which 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 *WCS/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 *WCS/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 *WCS/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 *WCS/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.

WCS/DCSD Code of Student Conduct

The *WCS/DCSD Code of Student Conduct* makes it very clear to all students that weapons cannot be brought to school. The *WCS/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 *WCS/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 *WCS/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 *WCS/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 *WCS/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 *WCS/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 *WCS/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 *WCS/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. • Wear a shirt of opaque (non-see through) fabric that covers all undergarments including during any movement while sitting or standing. • Wear bottoms of opaque (non-see through) fabric that covers all undergarments including during any movement while sitting or standing. • Wear clothing that corresponds with the demands and purpose of the activity in which the student participates. • Wear protective clothing, headgear, eyewear, etc. required for specific programs, classes, or activities. • 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. • Wear house shoes, bedroom slippers of any kind, or footwear that interferes with freedom, movement, or safety. • Wear headgear of any kind (religious practices, medical conditions, disabilities, specific school activities are excluded). • 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. • 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. • 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. ➢ You may also have the records interpreted or explained to you. ➢ You may request to have something in the record changed or removed if you feel it should not be in your child's record. ➢ You have the right to add information, comments, data or any other relevant written material to your child's record. ➢ You may ask for and receive copies of the Individualized Education Program (IEP) and/or any of your child's records. The school district may charge a fee for the copies but may not charge a fee for searching for and retrieving documents. ➢ With your written permission, you may have a person acting on your behalf inspect and review the records.	➢ 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. ➢ You have the right to have your child assessed in all areas of the suspected disability. ➢ The school district must test your child according to procedures outlined in the IDEA and Georgia Special Education Rules. ➢ Evaluations must consist of more than one test, and those tests must be given in the language that the child normally uses, unless the parent and school agree otherwise, and at least once every three years. ➢ Your will be involved in the decision about eligibility and what programs and services your child needs during the re-evaluation.
CONFIDENTIALITY OF INFORMATION:	**LEAST RESTRICTIVE ENVIRONMENT:**
➢ Your child's educational records are private. ➢ You can ask to have copies of only your child's records. ➢ School employees involved with your child may see your child's records and do not require your permission. ➢ No one else may see the results of your child's records without your permission.	➢ 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. ➢ School district personnel must make accommodations and modifications so that your child can participate in all school programs and activities to the greatest extent appropriate.
INDEPENDENT EVALUATION:	**SURROGATE PARENTS:**
➢ If you disagree with the school's evaluation, you may have your child tested by a professional evaluator not employed by the school district, at public or private expense. Contact the school system to find out the procedures for accessing this right. ➢ Upon request, the school district must provide you a list of independent evaluators so that you may choose one to test your child. ➢ The school district must consider the results of an independent evaluator.	➢ When the school cannot find the child's parents of the child is a ward of the state, the school system will assign a surrogate (substitute) parent who will represent the child regarding the child's rights and interests for any evaluation, meeting, or educational decisions for special education services. ➢ Surrogate parents will receive special training and will act as the parent by giving consent and participating in IEP/other meetings.

- The 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: ➢ If you decide to place your child in a private school, you must inform school officials at the last IEP meeting you attend of your intent and explain your concerns about the public program. ➢ The school system is not required to pay for the private school if the school district offered a free appropriate public education to meet a child's educational needs that have been identified through the educational evaluation and are included in the IEP.	**CONTACTS:** ➢ When you have concerns about your child's education, it is important to tell the school principal or special education director. ➢ If you need further help, there are parent or advocacy groups from whom you may obtain help. Ask the school for information or a list of names. You also can contact Parent to Parent of Georgia which keeps an active list for referrals or other information. Call 1-800-229-2038 or go to www.p2pga.org. ➢ You may also contact the Division for Special Education Services and Supports at 404-656-3963 or 1-800-311-3627 or go to the Georgia Department of Education website at www.gadoe.org to help find other helpful resources.

APPENDIX

PARENTS' RIGHT-TO-KNOW (ESSA)

In compliance with the requirements of the Every Students Succeeds Act (ESSA), parents may request information about the professional qualifications of their child's teacher(s) and/ or paraprofessional(s). The following information may be requested:

1) Whether the student's teacher -
    - has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    - is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    - is teaching in the field of discipline of the certification of the teacher.
2) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you wish to request information concerning your child's teacher's and/ or paraprofessional's qualifications, please contact the school principal.

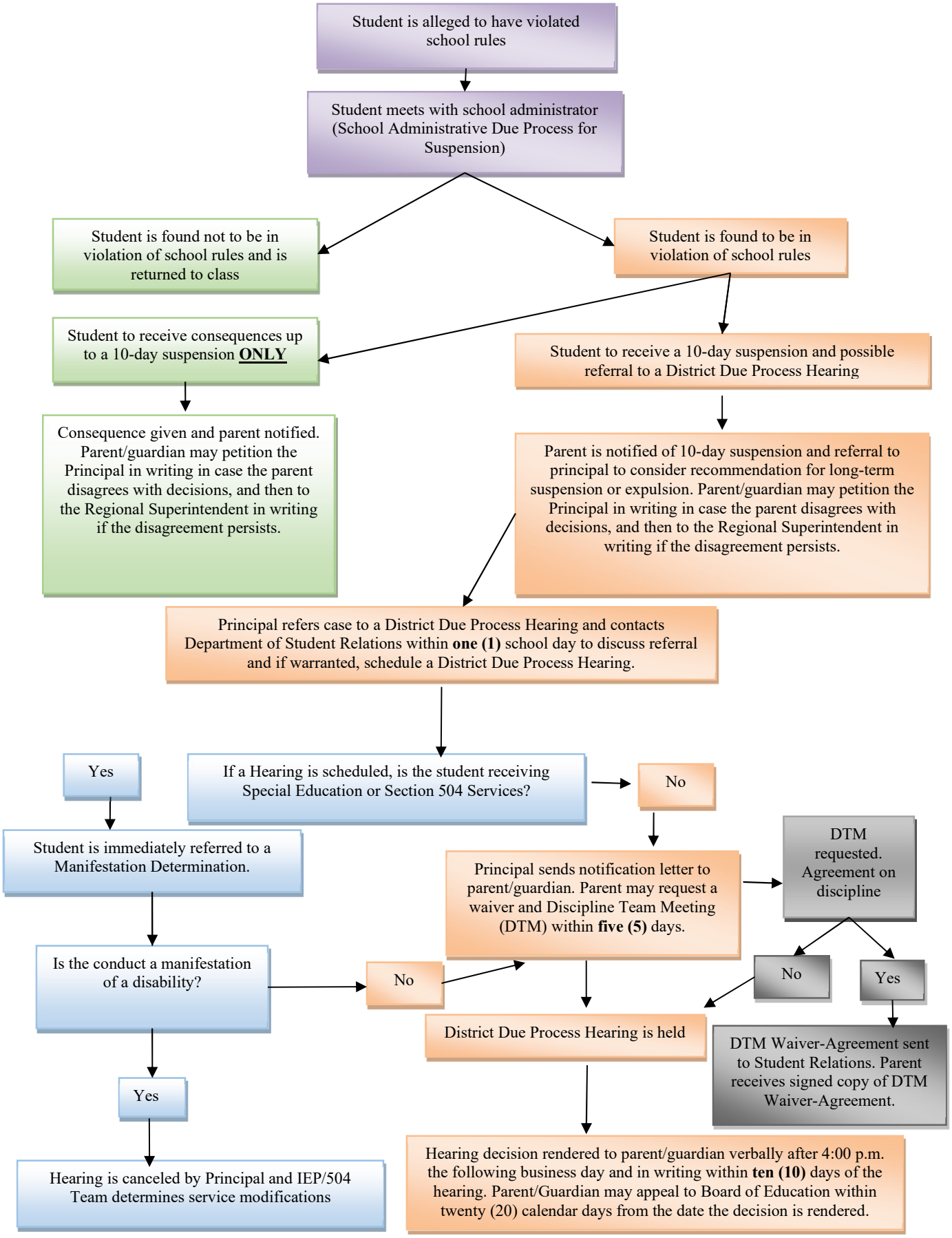
NON-DISCRIMINATION STATEMENT

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:

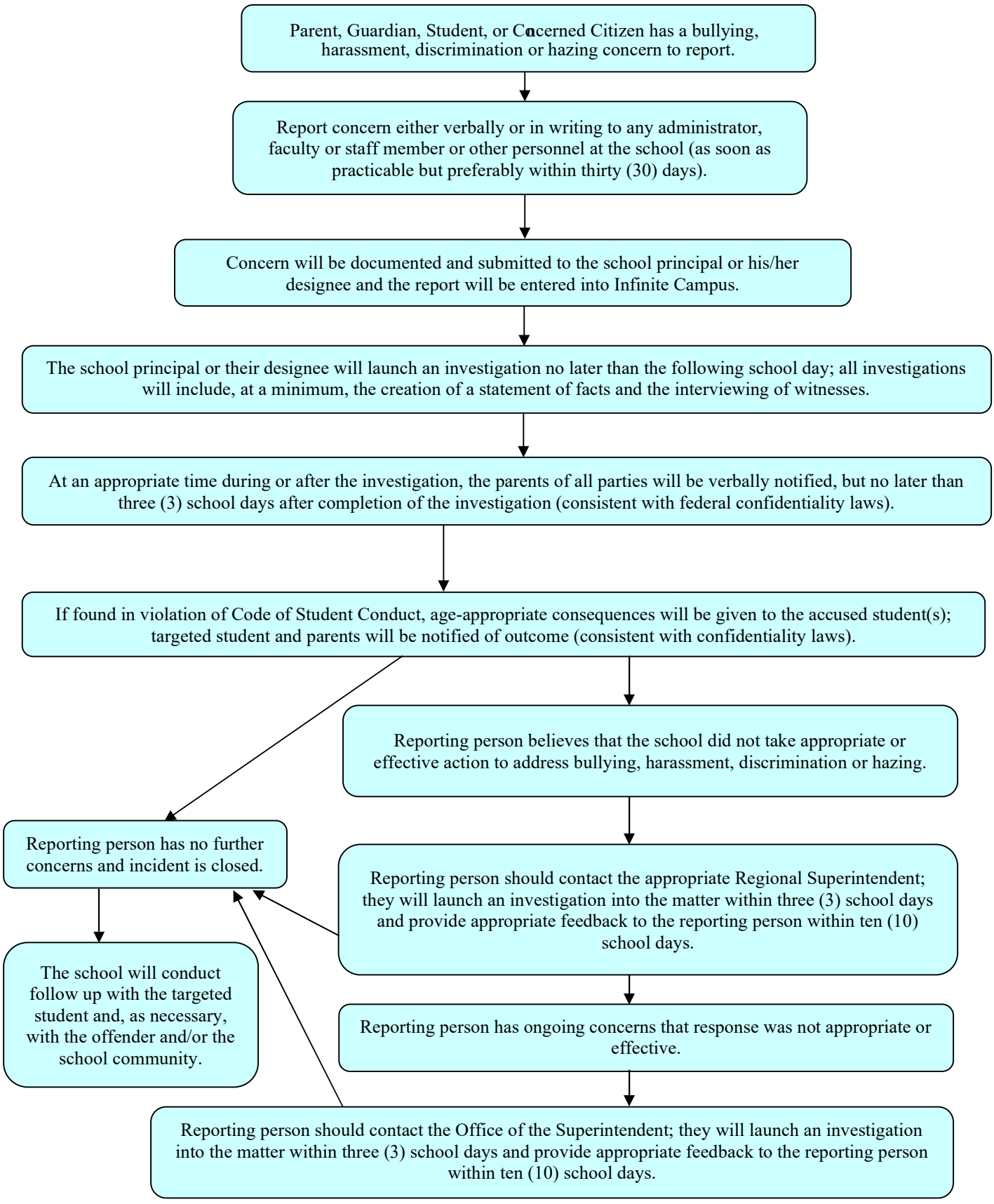
DeKalb County School District
Employee Relations
1701 Mountain Industrial Boulevard
Stone Mountain, GA 30083
678-676-0107

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



2025-2026
BULLYING/HARASSMENT/HAZING REPORTING FLOWCHART



2025-2026
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.

Exhibit 12
WCS Student Discipline Policy & Procedures (Including PBIS)

The Wright Community School
*Student Discipline Policy and Procedures**

2025-2026

*

DeKalb County School District

THE WRIGHT COMMUNITY SCHOOL

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.

*Adapted from Dekalb County School District Code of Conduct

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Overview of WCS Student Code of Conduct

The Wright Community School (WCS) Student Code of Conduct serves as a comprehensive guide outlining the rules of student behavior, the disciplinary approach adopted, and the procedures for imposing discipline consequences on students who violate these rules. Adapted from the Dekalb County School District (DCSD) Student Code of Conduct, WCS ensures a safe and positive learning environment for all its stakeholders.

The purpose of the WCS Student Code of Conduct is to foster a safe and positive environment that promotes learning, with an emphasis on community-centered and restorative justice initiatives. The code is designed to guide students in adhering to strict standards of acceptable behavior, ensuring the best interests of all students within the school district.

Adapted from the DCSD Code of Student Conduct, the WCS code identifies rules of student behavior, the disciplinary approach to promote positive behaviors, and procedures for imposing consequences on rule violations. The adaptation involves aligning the code with the WCS community-centered approach and incorporating restorative justice principles.

In overview, the WCS Student Code of Conduct is a set of guidelines that outlines expected student behavior, disciplinary approaches, and procedures for consequences. It emphasizes a positive, safe, and inclusive learning environment while incorporating restorative justice principles. The code addresses behavioral expectations, rights, and responsibilities, focusing on promoting positive behavior, correcting misconduct, and supporting students' social and emotional well-being.

The disciplinary actions outlined in the code are administered based on factors such as the severity of the behavior, its impact on the school environment, the student's age, developmental disabilities, grade level, context, and previous discipline history. The approach prioritizes reassignment of disruptive students to alternative educational settings over suspension or expulsion, following Georgia law.

The WCS/DCSD Code of Student Conduct recognizes that students' misconduct can be influenced by various factors, including trauma, mental health, disabilities, discrimination, and chronic stress. Responses to misconduct address root causes and involve student support services, consultations, evaluations, and the development of prevention and intervention strategies.

Parental notification and involvement are essential components, and the effectiveness of the code relies on collaboration between parents, teachers, and school administrators. The code is authorized pursuant to Board Policy JCD, reinforcing the commitment to maintaining a positive and safe learning environment at WCS.

In summary, the WCS Student Code of Conduct, adapted from the DCSD Code, is a set of guidelines designed to create a positive, safe, and inclusive learning environment by promoting positive behavior, addressing misconduct, and supporting students' overall well-being.

WCS Mission

At The Wright Community School, we empower our students to become the P.I.L.OT.S (Proactive, Innovative, Literate, Organized, & Tenacious Scholars) of their own lives by fostering a strong sense of community and providing them with an individualized education enriched with support and leadership.

WCS Vision

At The Wright Community School, we aim to break down barriers, provide equitable opportunities, and empower all students to grow and make informed choices. We cultivate an environment that fosters personal development and self-determination, extending our impact beyond the classroom and shaping a future where all can reach their potential and the community soars to new heights.

The WRIGHT Core Values

W - Wholeness: We value the holistic development of our students, acknowledging that success extends beyond academics. Our commitment to wholeness emphasizes nurturing the physical, emotional, and social well-being of every individual within our community.

R - Resilience: Resilience is a core value that guides our approach to challenges and setbacks. We instill in our students the strength to bounce back from adversity, fostering the resilience needed for lifelong success.

I - Inclusivity: Inclusivity is at the core of our values. We strive to create an environment that embraces diversity, where every student feels a sense of belonging. Our commitment to inclusivity extends beyond the classroom, promoting a community that celebrates differences.

G - Growth: We believe in continuous growth, both academically and personally. Our focus on growth extends beyond the classroom, empowering students to evolve into lifelong learners, adaptable individuals, and contributors to society.

H - Hope: Hope is a driving force at WCS. We instill a sense of optimism and belief in the potential of every student. Our community inspires hope for a brighter future, encouraging individuals to aspire, dream, and achieve.

T - Tenacity: Tenacity is a cornerstone of our values. We encourage students to be persistent in the pursuit of their goals, instilling the determination needed to overcome obstacles and succeed in their educational journey and beyond.

Overview of WCS Restorative Justice Principles

Before discussing how WCS Restorative Justice principles within our Community Focus Culture can become more restorative in nature, it is important to understand some of the overall principles and goals of restorative justice. There are numerous articles and books devoted to describing the restorative justice model. Therefore, this will provide a brief synopsis of the concept and the processes at WCS:

Background

Restorative justice outlines an alternative philosophy for addressing behavior. When viewed from a restorative lens, negative behavior can harm people and relationships – the relationships between the the student responsible and his or her family, friends, affected persons, and the community – as opposed to merely an act against the state. In essence, restorative justice focuses on repairing harm and rebuilding relation-ships through a process that involves stakeholders in an active and respectful way, while emphasizing the community's role in problem solving. From a practical perspective, it requires the juvenile justice system to respond to behavior by devoting attention to:

- Enabling students to understand the harm caused by their behavior and to make amends to their affected persons and communities.
- Building on studentss' strengths and increasing students' competencies.
- Giving affected persons an opportunity to participate in justice processes.
- Building community through a process in which the individual affected persons, the community, and students are all active stakeholders.

Stakeholders and Goals of Restorative Justice

There are three primary stakeholders and three primary goals of restorative justice. Primary stakeholders are the affected persons, student responsible, and the community. Goals of restorative justice include accountability, competency development, and community protection. The role that these stakeholders take within restorative justice framework and the manner in which these goals are achieved differ slightly in practice among programs.

The emphasis on affected persons' roles in restorative justice is about choice. Restorative justice cannot exist without giving victims the opportunity to participate in the justice process and making every effort to respond to their needs and desire for participation. The level of their participation may vary (e.g., providing written impact statements, providing oral statement, participating in a mediation, giving their suggestions related to consequences, etc.).

In restorative justice, the emphasis for the student responsible is on change. The goal is to hold offenders accountable by providing opportunities for them to understand the effect their actions have on others and to assist the responsible student in enhancing and developing skills that will make them more productive and competent P.I.L.O.T.S. by identifying and building on their strengths. Competency development is fundamentally about changing the role of the responsible student from passive recipient of services to an active role that allows him or her to be a resource to others.

For the community, the emphasis in restorative justice is on bonding and building relationships. Communities are also affected by behavior.

The WCS Community will offer opportunities for students to be held accountable for their actions (including educating on the impact of their behavior), while at the same time giving them the chance to connect and contribute to their communities and establish or rebuild broken relationships.

Principles of Restorative Justice

It is important to understand that restorative justice is not a program. Essentially, restorative justice is a set of principles that guided our response to discipline. Some key principles that serve:

Repair: Behavior results in harm to affected student, communities, and student responsible and creates an obligation to make things right. Essentially, justice requires healing or repairing harm and rebuilding broken relationships.

Involvement: All parties, including the affected person (if he or she wishes), the community, and the student responsible should be provided with opportunities for input and participation in the restorative justice process.

Justice System Facilitation: Repairing harm requires that the respective roles of WCS and community be rethought in terms of how to respond to behavior. In other words, restorative justice-based practices change the role of the school from being an "expert" in a case-driven response to behavior toward the restorative justice system acting in a facilitative role that focuses more on problem-solving and community capacity-building.

TSC and TCC

Aligning The Transformative Student Coalition (TSC) and Transformative Community Coalition (TCC) with restorative justice-based practices is an ongoing process. There is no single "right way" to implement the restorative justice concept. How the principles are implemented will vary based on local resources, traditions, and cultures. Below is the descriptions and flow chart for TSC and TCC:

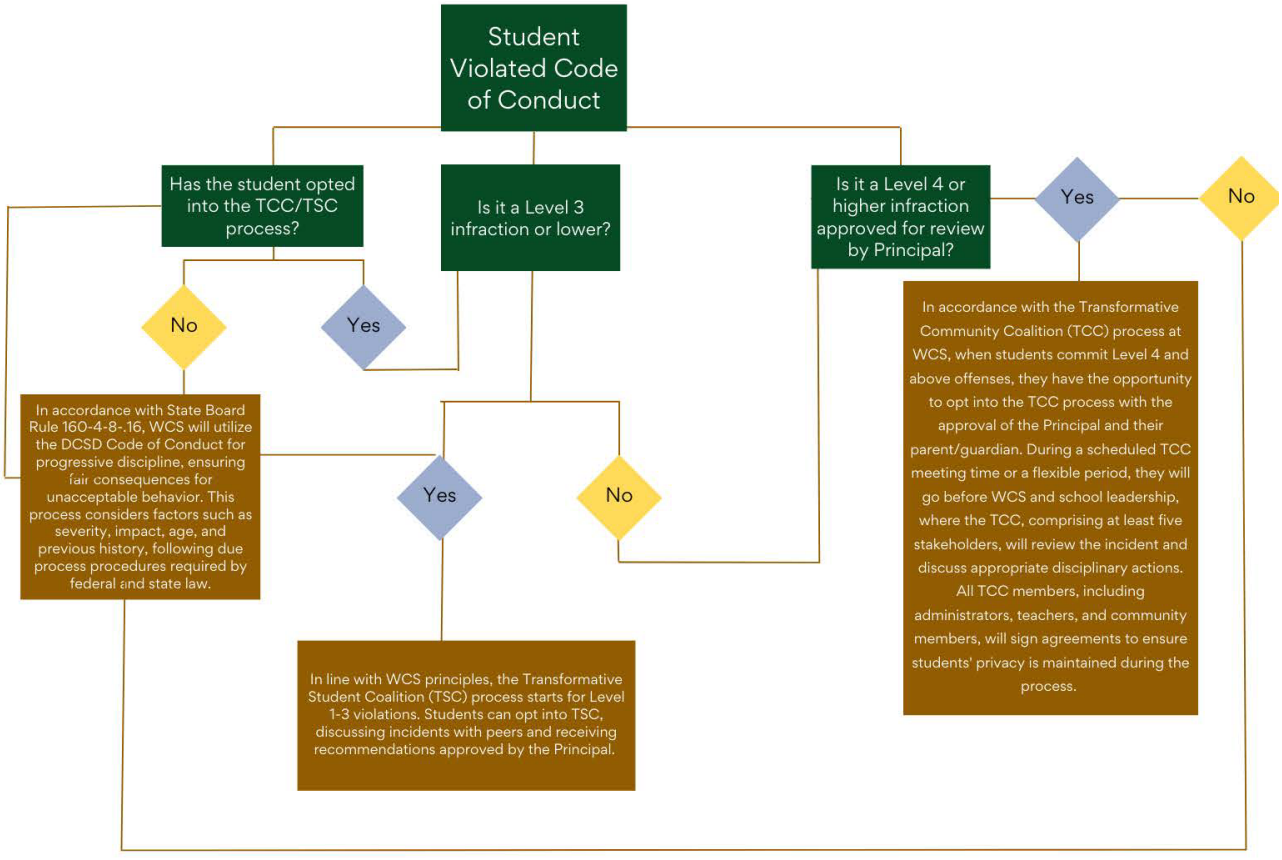
Transformative Student Coalition (TSC): TSC is a student-led initiative that empowers students to be active participants in the restorative justice process. Comprising no fewer than five students, TSC is supervised by the Principal and includes student representatives from various grades and backgrounds. Students selected for TSC undergo comprehensive training in Restorative Justice principles. This training is part of an elective Restorative Justice class offered at WCS. To qualify for TSC, students must pass all classes, receive recommendations from teachers and peers, and demonstrate a commitment to the values of restorative justice. TSC members are actively involved in addressing Level 1-3 infractions through restorative justice processes. Their role is to ensure that students engaging in harmful behaviors have an opportunity to understand the impact of their actions and work towards positive resolutions. The outcomes of the process are provided on the same day of the review, fostering a quick and effective resolution. TSC operates within a one-academic-year limit, providing opportunities for different students to engage in this transformative experience.

Transformative Community Coalition (TCC): TCC is a cornerstone of our restorative justice approach to student discipline at WCS. Comprising no fewer than five stakeholders, including administrators, teachers, and community members, TCC is supervised by the Principal. TCC members are actively involved in addressing Level 4 or higher infractions through restorative justice processes approved by the Principal. The diverse composition of TCC ensures a well-rounded and equitable perspective in decision-making. Annual training in Restorative Justice principles is mandatory for TCC members, with monthly refresher sessions to ensure ongoing proficiency. This training equips members with the skills and knowledge necessary to facilitate restorative processes effectively. TCC members are required to complete a conflict of interest form, ensuring that their participation in disciplinary processes is fair, unbiased, and centered on the best interests of the student. This commitment to transparency and fairness is integral to the success of TCC. Similar to TCC, TSC operates on a voluntary basis. The outcomes of the process are provided within 24 hours of the review, fostering a quick and effective resolution. Both TCC and TSC embody our commitment to restorative justice practices, transforming disciplinary processes into opportunities for growth, learning, and community building. Through these coalitions, WCS creates an environment where every student is supported, accountable, and empowered to contribute positively to the school community.

Table 1: TSC/TCC Chart

Coalition	Purpose	Members	Supervision	Training	Selection Process	Length of Term	Voluntary Basis	Review Process	Outcome Timeline
TSC (Transformative Student Coalition)	Empower students to be active participants in the restorative justice process	At least five students, including representatives from various grades	Supervised by the Principal	Comprehensive training in Restorative Justice principles; part of an elective class	Pass all classes, teacher and peer recommendations, commitment to restorative justice values	One academic year	Yes	Addresses Level 1-3 infractions	Outcomes provided on the same day
TCC (Transformative Community Coalition)	Restorative justice approach to student discipline	At least five stakeholders, including administrators, teachers, and community members	Supervised by the Principal	Annual training in Restorative Justice principles; monthly refresher sessions	Required completion of a conflict of interest form	Not specified	Yes	Reviews Level 4 infractions and higher	Outcomes provided within 24 hours

WCS Student Code of Conduct
TCC/TSC FLOWCHART



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DEKALB COUNTY SCHOOL DISTRICT 2025-2026 CHARACTER

*"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

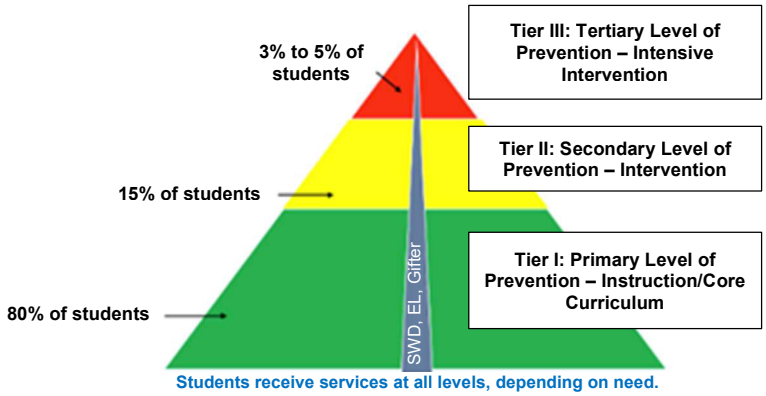
Character Traits Found in the *WCS/DCSD Code of Student Conduct*

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

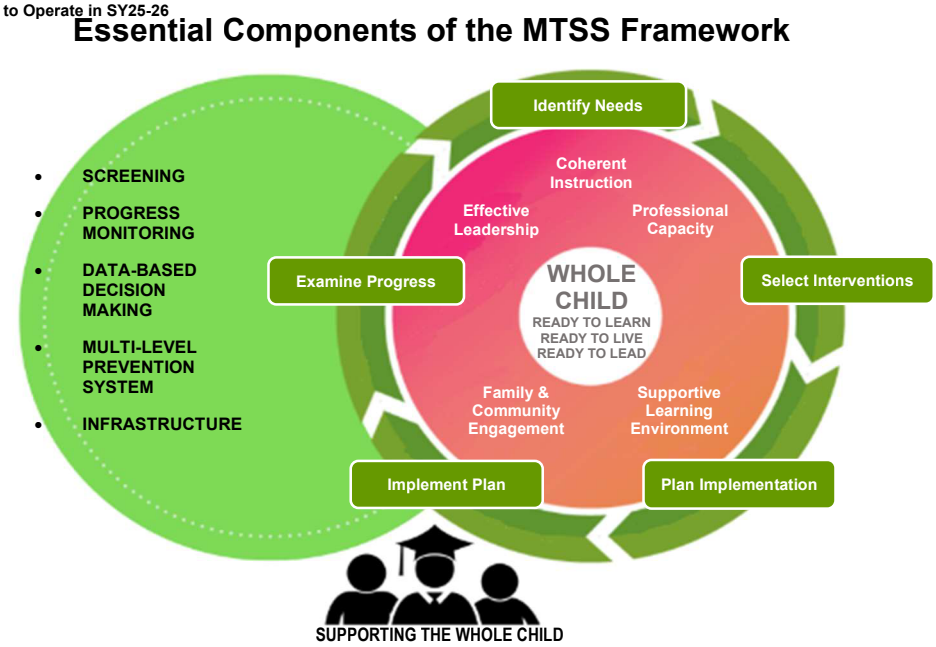
Students sometimes need help with learning or behavior, beyond what is routinely offered by a teacher in a general education classroom. In Georgia, General Education includes system with three levels of academic and social-emotional-behavioral supports for students who may struggle with learning or behavior. 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.



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.

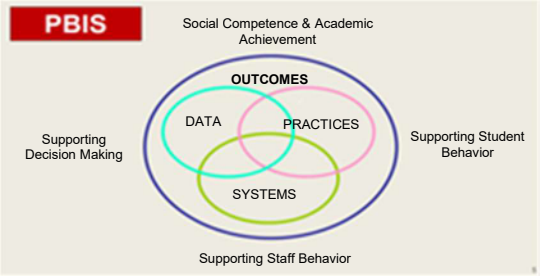
Parents: You can help with the MTSS-RTI process by actively participating in your child's education and being a partner in the success of the teaching and learning in school. You can also read the Georgia Standards of Excellence for your child's grade or course by going to the parent page of www.GeorgiaStandards.org., 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 *WCS/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.

Each violation in the *WCS/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).** ***Examples of behaviors that may impact only the student*** ▪ Calling out in class ▪ Inappropriate Noise ▪ Chewing gum ▪ Tapping pencils ▪ Writing on self ▪ Writing on desk ▪ Not in seat ▪ Not prepared for class ▪ Off-tasks behaviors ▪ Drawing instead of working ▪ Tardy to class ▪ Criticizing teacher one on one ▪ Whining ▪ Wearing a hat in school, minor deviation from dress code ▪ Eating food when not allowed **Strategies for Managing Behaviors: Conference with student and other individuals as needed; Build relationships that support academic achievement; Discussion about expectations; Review classroom procedures and expectations; Eye contact; Proximity; High levels of supervision; Verbal warning; and Pre-teaching of expectations.** **Disciplinary Options may include 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** **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. ***Examples of behaviors that interfere with the learning of others:*** ▪ Touching ▪ Poking ▪ Standing on furniture ▪ Constant talking ▪ Out of seat and interfering with others learning ▪ Inappropriate chair manners ▪ Consistently not following directions ▪ Unauthorized electronic device usage including but not limited to cell phones and iPods ▪ Running away and leaving the classroom ▪ Throwing items in classroom ▪ Disrespectful language to adult ▪ Yelling at teacher ▪ Moving or kicking furniture in an angry way/tantrum ▪ Bus misbehavior ▪ Gambling ▪ Dress code violations that noticeably affect safety or respect for self and others **Strategies for Managing Behaviors: Build relationships that support academic achievement; Discussion about expectations; Review classroom procedures and expectations; Eye contact; Proximity; High levels of supervision; Verbal warning; Pre-teaching of expectations; Mentoring; Consultation with grade level teams/school counselor/school psychologist for classroom/individual behavior management ideas; Restorative practices; Teach Pro-Social behaviors; and Use of safe place for students to retreat to help self-regulate.** **Disciplinary Options may include 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. ***Examples of behaviors that affect an orderly environment:*** ▪ Any level 1 or 2 that takes excessive teacher time and takes away from student learning. ▪ Talking back to adult ▪ Throwing items in classroom at others ▪ Lying ▪ Cheating ▪ Forgery ▪ Fighting (Simple Battery) ▪ Inappropriate language ▪ Pushing ▪ School disturbance ▪ Bullying, Harassment, Hazing ▪ Disrespect to peers/adults ▪ Leaving room without permission ▪ Banging on window ▪ Vandalizing school property ▪ Unauthorized electronic device usage including but not limited to cell phones and iPods ▪ Conduct outside of school hours or away from school ▪ Unsafe action ▪ Dress code violations that noticeably affect safety or respect for self and others **Strategies for Managing Behaviors: Behavior Contract; Detention; In-School Intervention; Mediation; Mentoring; Discipline Warning Letter to Parents; Referral Process; Restorative Practice; Shadowing; Substance Abuse Education; and Violence Education.** **Disciplinary Options may include 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.**

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. ***Examples of behaviors that affect an orderly environment:*** ▪ Any level 1, 2 or 3 behavior that takes excessive teacher time and takes away from student learning. ▪ Talking back to adult ▪ Throwing items in classroom at others ▪ Lying ▪ Cheating ▪ Forgery ▪ Fighting (Simple Battery) ▪ Inappropriate language ▪ School disturbance ▪ Bullying, Harassment, Hazing ▪ Disrespect to peers/adults ▪ Leaving room without permission ▪ Banging on window ▪ Vandalizing school property ▪ Unauthorized electronic device usage including but not limited to cell phones and iPods ▪ Conduct outside of school hours or away from school ▪ Unsafe action ▪ Dress code violations that noticeably affect safety or respect for self and others **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.**

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. ***Examples of Harmful and Illegal Behaviors:*** ▪ Intentional/Unintentional Violence against school employees ▪ Stealing ▪ Fighting (Simple Battery) ▪ Battery ▪ Drugs ▪ Weapons ▪ School disturbance ▪ Biting ▪ Bullying, Harassment, Hazing ▪ Throwing furniture or other objects ▪ Stealing ▪ Threatening to do injury to person or property ▪ Sexual harassment ▪ Sexual behaviors ▪ Alcohol **Disciplinary Options must include: School-based review of previous strategies and interventions implemented; Participation in GRIP Program (Growing Responsibly, Increasing Possibilities).** **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)**. ***Examples of Harmful and Illegal Behaviors:*** ▪ Intentional/Unintentional Violence against school employees ▪ Stealing ▪ Fighting (Simple Battery) ▪ Battery ▪ Aggravated Assault ▪ Aggravated Battery ▪ Bystander Battery ▪ Drugs ▪ Weapons ▪ School disturbance ▪ Biting ▪ Bullying, Harassment, Hazing ▪ Throwing furniture or other objects ▪ Threatening to do injury to person or property ▪ Sexual harassment ▪ Sexual behaviors ▪ Alcohol **Consequence: Long-Term Suspension. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 82-85.**

LEVEL 7	Level 7 violations include infractions which are of a serious and aggravated nature such that the student shall be removed from class and will be subject to a required 10-day suspension served by the student and a District due process hearing that may result in additional consequences, to include, but not limited to 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)**. ***Examples of Harmful and Illegal Behaviors:*** ▪ Intentional/Unintentional Violence against school employees ▪ Stealing ▪ Fighting (Simple Battery) ▪ Battery ▪ Aggravated Assault ▪ Aggravated Battery ▪ Bystander Battery ▪ Drugs ▪ Weapons ▪ School disturbance ▪ Biting ▪ Bullying, Harassment, Hazing ▪ Throwing furniture or other objects ▪ Threatening to do injury to person or property ▪ Sexual harassment ▪ Sexual behaviors ▪ Alcohol **Consequence: Expulsion. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 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.

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
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:
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 1 - Conference
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.

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:
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.

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.

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.

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 *WCS/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.

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 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a District due process hearing held for Level 6-7.

B. Possession/Use/Under the Influence of Drugs

Students will not possess, use, attempt to use, or be under the influence of drugs or substances represented or believed by the student to be drugs. Students will not cause, invite, or induce any person to possess, use, attempt to use, or be under the influence of drugs or substances represented or believed by the student to be drugs. Students will not deliberately smell, inhale, or ingest any legal substances or will not cause, invite, or induce any person to smell, inhale or ingest any legal substances in a manner other than for its intended purpose, including but not limited to, fingernail polish, model airplane glue, hand sanitizer, etc.

ELEMENTARY SCHOOL 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 5 – Suspension of 6-10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7.

NOTE: The principal may request a referral to a District Due Process Hearing from the Superintendent/Designee for a possible long-term suspension/expulsion for any student whose presence may constitute a clear threat to the safety of others.

1st Offense: The student is suspended for 10 school days with a contract. If the parents/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 *WCS/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.**

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.

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.

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.

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.

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.

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.

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.

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.

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.**

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 WCS/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.

2025-2026 Attendance Protocol ***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* ***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.

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* *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.

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 1 - Conference** **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.**

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: **Minimum: 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.**

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.

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 *WCS/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 *WCS/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 *WCS/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:	
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.	

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:	
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.	

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 Be watchful of traffic Wait for Driver directions	Arrive 10 minutes early Line up appropriately Wait in a quiet and orderly manner	Keep hands, feet and objects to self and out of aisle Stay off private property
Entering the Bus	Allow bus to stop completely Board bus in an orderly manner Hold the handrail	Be seated quickly and slide over Remain seated	Greet the bus driver Be respectful of others and their property Use inside voice
Riding the Bus	Stay seated at all times Keep aisles and emergency exits clear Keep self and objects inside the bus Silence at railroad crossings	Keep food and drink in your bag Keep bus clean Follow Driver directions Practice orderly conduct	Keep hands, feet and objects to self and out of aisle Ask permission to open windows Use appropriate language and topics Use inside voice
Exiting the Bus	Remain seated until bus stops Leave bus in an orderly manner Cross in front of bus Hold the handrail	Leave at your assigned bus stop Take belongings with you 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 Listen for directions from Driver Leave belongings on bus	Follow Driver directions 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 *WCS/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 *WCS/DCSD Code of Student Conduct* if the student assists, plans, participates, advises, incites, counsels, and/or encourages other individuals to violate the *WCS/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 *WCS/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 greater due process than the law requires. The procedures are described in the following sections.

SCHOOL ADMINISTRATIVE DUE PROCESS FOR SUSPENSION

School administrative due process for suspension is held before a student is given in-school suspension, out-of-school suspension, or bus suspension up to ten (10) days or other appropriate consequences. If the violation warrants further suspension beyond the ten (10) days, it must be referred by the school principal with a recommendation for long-term suspension or expulsion.

At the school administrative due process for suspension meeting, the student is informed verbally of the offense with which 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 *WCS/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 *WCS/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 *WCS/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 *WCS/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.

WCS/DCSD Code of Student Conduct

The *WCS/DCSD Code of Student Conduct* makes it very clear to all students that weapons cannot be brought to school. The *WCS/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

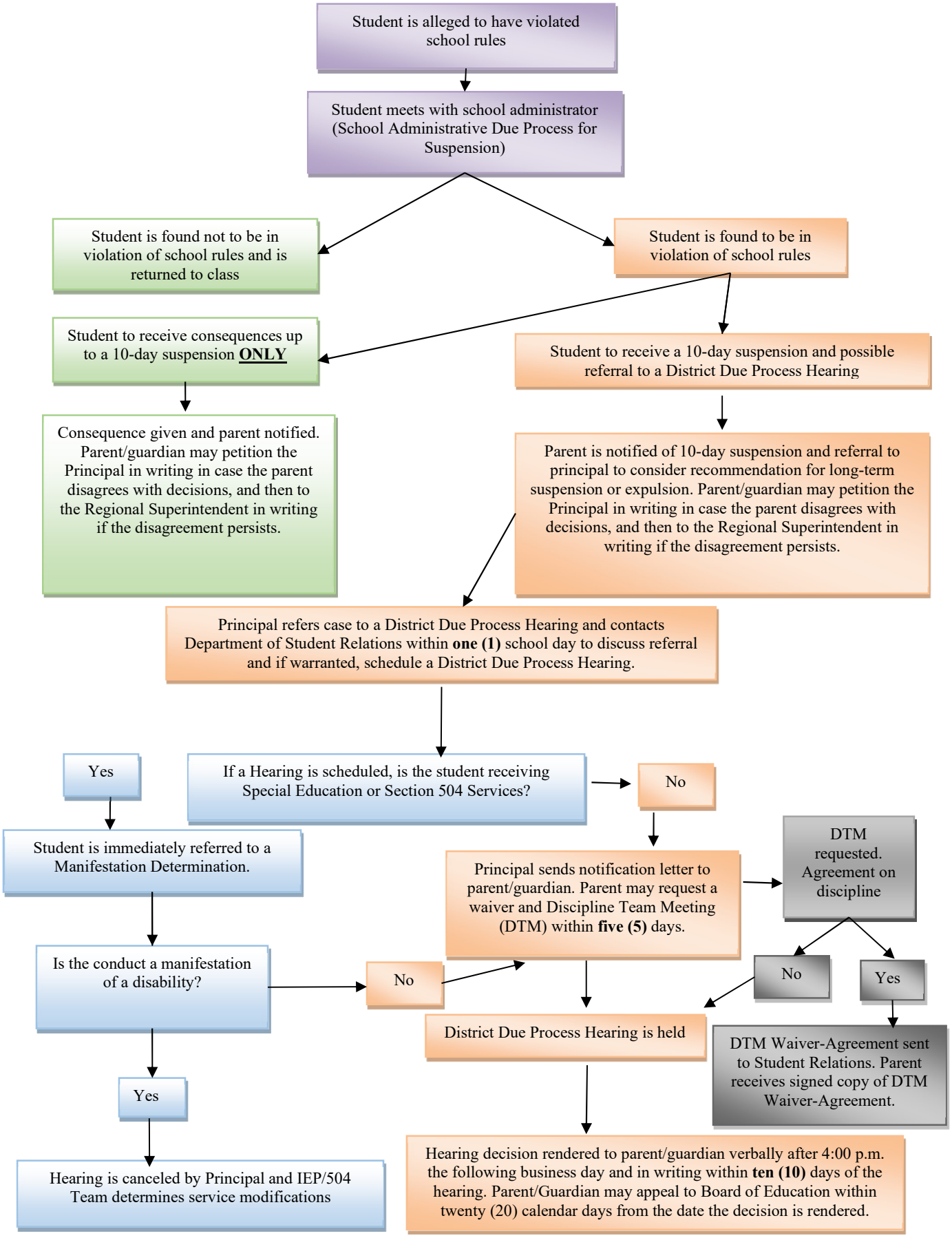
PREVENTION AND INTERVENTION

What are school districts doing to keep weapons out of schools? Several strategies are being used, such as:

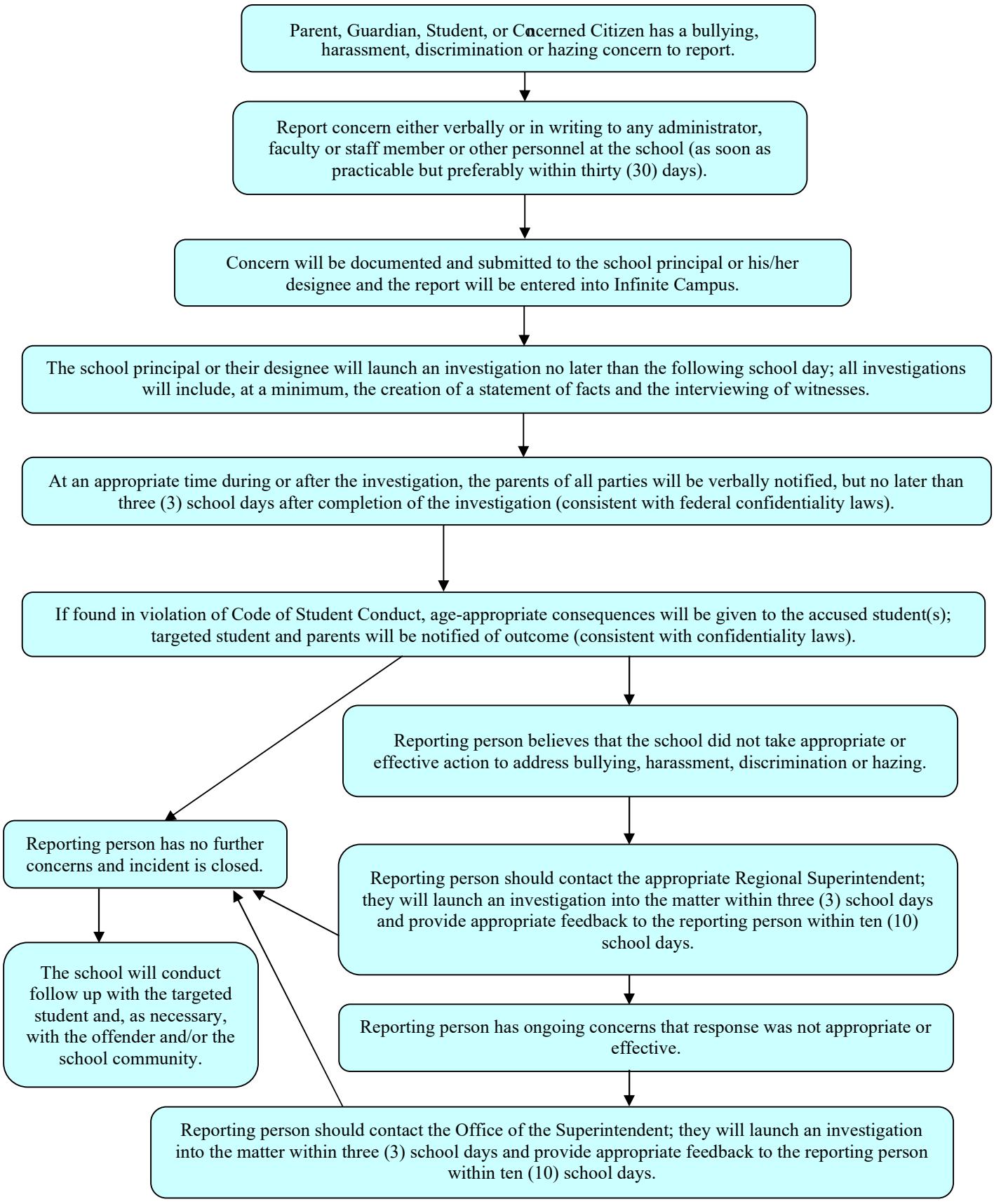
- Distributing the *WCS/DCSD Code of Student Conduct to* all students to let them know that weapons are against the law and against school rules;
- Informing students that lockers, desks, tables, vehicles, and personal belongings are subject to being searched by school officials;
- Informing parents 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.

DISCIPLINE DUE PROCESS FLOWCHART



2025-2026
BULLYING/HARASSMENT/HAZING REPORTING FLOWCHART



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 *WCS/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 *WCS/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 *WCS/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 *WCS/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. • Wear a shirt of opaque (non-see through) fabric that covers all undergarments including during any movement while sitting or standing. • Wear bottoms of opaque (non-see through) fabric that covers all undergarments including during any movement while sitting or standing. • Wear clothing that corresponds with the demands and purpose of the activity in which the student participates. • Wear protective clothing, headgear, eyewear, etc. required for specific programs, classes, or activities. • 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. • Wear house shoes, bedroom slippers of any kind, or footwear that interferes with freedom, movement, or safety. • Wear headgear of any kind (religious practices, medical conditions, disabilities, specific school activities are excluded). • 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. • 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. • 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. ➢ You may also have the records interpreted or explained to you. ➢ You may request to have something in the record changed or removed if you feel it should not be in your child's record. ➢ You have the right to add information, comments, data or any other relevant written material to your child's record. ➢ You may ask for and receive copies of the Individualized Education Program (IEP) and/or any of your child's records. The school district may charge a fee for the copies but may not charge a fee for searching for and retrieving documents. ➢ With your written permission, you may have a person acting on your behalf inspect and review the records.	➢ 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. ➢ You have the right to have your child assessed in all areas of the suspected disability. ➢ The school district must test your child according to procedures outlined in the IDEA and Georgia Special Education Rules. ➢ Evaluations must consist of more than one test, and those tests must be given in the language that the child normally uses, unless the parent and school agree otherwise, and at least once every three years. ➢ Your will be involved in the decision about eligibility and what programs and services your child needs during the re-evaluation.
CONFIDENTIALITY OF INFORMATION:	**LEAST RESTRICTIVE ENVIRONMENT:**
➢ Your child's educational records are private. ➢ You can ask to have copies of only your child's records. ➢ School employees involved with your child may see your child's records and do not require your permission. ➢ No one else may see the results of your child's records without your permission.	➢ 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. ➢ School district personnel must make accommodations and modifications so that your child can participate in all school programs and activities to the greatest extent appropriate.
INDEPENDENT EVALUATION:	**SURROGATE PARENTS:**
➢ If you disagree with the school's evaluation, you may have your child tested by a professional evaluator not employed by the school district, at public or private expense. Contact the school system to find out the procedures for accessing this right. ➢ Upon request, the school district must provide you a list of independent evaluators so that you may choose one to test your child. ➢ The school district must consider the results of an independent evaluator.	➢ When the school cannot find the child's parents of the child is a ward of the state, the school system will assign a surrogate (substitute) parent who will represent the child regarding the child's rights and interests for any evaluation, meeting, or educational decisions for special education services. ➢ Surrogate parents will receive special training and will act as the parent by giving consent and participating in IEP/other meetings.

➢ The 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: ➢ If you decide to place your child in a private school, you must inform school officials at the last IEP meeting you attend of your intent and explain your concerns about the public program. ➢ The school system is not required to pay for the private school if the school district offered a free appropriate public education to meet a child's educational needs that have been identified through the educational evaluation and are included in the IEP.	**CONTACTS:** ➢ When you have concerns about your child's education, it is important to tell the school principal or special education director. ➢ If you need further help, there are parent or advocacy groups from whom you may obtain help. Ask the school for information or a list of names. You also can contact Parent to Parent of Georgia which keeps an active list for referrals or other information. Call 1-800-229-2038 or go to www.p2pga.org. ➢ You may also contact the Division for Special Education Services and Supports at 404-656-3963 or 1-800-311-3627 or go to the Georgia Department of Education website at www.gadoe.org to help find other helpful resources.

Exhibit 13

WCS Grievances and Complaints Procedures

The Wright Community Complaints and Grievances Policy

2025-2026

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DeKalb County School District

THE WRIGHT COMMUNITY SCHOOL

MIDDLE HIGH

Wright Community School, as a district-approved charter school, is dedicated to upholding all district policies pertaining to grievances and complaints. In alignment with federal and state laws, including O.C.G.A. § 20-2-751.5 (17), O.C.G.A. § 20-2-1160, and Dekalb County School District Policy, our school ensures students' entitlement to a comprehensive Complaint Procedure for addressing discrimination, harassment, and bullying. This commitment extends to both informal and formal procedures, emphasizing the importance of reporting allegations promptly and following a detailed process for resolution. We adhere to mandated policies and procedures set forth by the State of Georgia and the United States, fostering a safe and inclusive learning environment for all. Students, parents, or guardians seeking to file a formal complaint are guided through a structured process, from initial reporting to potential appeals, with a focus on transparency and fairness. The school is resolute in promoting a culture where grievances are addressed with diligence and sensitivity, fostering a supportive community for every member.

*Adapted from Dekalb County School District Code of Conduct

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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 *WCS/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.

Exhibit 14

WCS Employee Policies and Procedures

Appendix I

Community Surveys

First Name	Last Name	Email	Phone	I am a...	[Overall Health and Safety ("programs, guidelines and procedures that protect the safety,	[College Prep Academics (program that prepares students for their future college coursework,	[Career Readiness Programs On a scale of 1-4 how important is each of these school elements in a	[Health & Wellness ProgramsOn a scale of 1-4 how important is each of these school elements in a	[Social & Emotional Learning ProgramsOn a scale of 1-4 how important is each of these school	[Community & Enrichment ProgramsOn a scale of 1-4 how important is each of these school elements in a	[Diversity & Inclusion Programs On a scale of 1-4 how important is each of these school elements in a	Equity for All Students On a scale of 1-4 how important is each of these school elements in a high school?	[Excellent Teachers]On a scale of 1-4 how important is each of these school elements in a high school?	[Partnerships with Parents]On a scale of 1-4 how important is each of these school elements in a	[Before School Programming] On a scale of 1-4 how important is each of these school	[After School Programming] On a scale of 1-4 how important is each of these school elements in a	[Counseling & Social Work Services]On a scale of 1-4 how important is each of these school elements in a	[School Location & Building]On a scale of 1-4 how important is each of these school elements in a	[Mentorships] On a scale of 1-4 how important is each of these school elements in a high school?	[Internships] On a scale of 1-4 how important is each of these school elements in a high school?	What are some key components of your community? (i.e. small businesses, access to	In your opinion, how can we improve the community?	What is the ONE key component of a great school?
CeZanne	Grant	cezannegrant1289@gmail.com	4049550515	Educator/School Based Staff	4 (Very Important)	2 (Somewhat Important)	3 (Important)	3 (Important)	3 (Important)	2 (Somewhat Important)	1 (Not Important At All)	3 (Important)	3 (Important)	3 (Important)	1 (Not Important At All)	2 (Somewhat Important)	3 (Important)	1 (Not Important At All)	2 (Somewhat Important)	3 (Important)			Joy and community
Nina	Drake	nina.drake00@gmail.com		Educator/School Based Staff	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	3 (Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)			Communication
James	Thornton	Jthornton4005@gmail.com	4043800188	Community Member	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	Diversity, Available Resources, Solid Transportation, etc	Better Resources	Well Equipped Staff
Josh	Stephens	jstephens@kippmetroatlanta.org	9102971546	Educator/School Based Staff	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	2 (Somewhat Important)	2 (Somewhat Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)			Strong, empathetic, community minded leadership
Micahiah	Drake	Micahiahdrake@yahoo.com	4047597165	Educator/School Based Staff	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)			Parent involvement as well as affective parent communication.
Teresa	Drake	jojapeach32@gmail.com	4044292663	Community Member	3 (Important)	4 (Very Important)	4 (Very Important)	3 (Important)	4 (Very Important)	3 (Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	3 (Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	Small businesses	Engaging with residents	Good resources. Parent involvement
Matthew	Graves	mgraves91@gmail.com	4042003123	Educator/School Based Staff	4 (Very Important)	3 (Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	3 (Important)	3 (Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)			Connection and response to community needs
Shay	Neil	Shalaiwahneil73@gmail.com		Educator/School Based Staff	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)			Effective leadership not micromanagers
Charlene	Minor	Charlene@baileyandhunter.com	770.912.6496	Parent/Guardian	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)			
CeZanne	Grant	cezannegrant1289@gmail.com	4049550515	Educator/School Based Staff	4 (Very Important)	2 (Somewhat Important)	3 (Important)	3 (Important)	3 (Important)	2 (Somewhat Important)	1 (Not Important At All)	3 (Important)	3 (Important)	3 (Important)	1 (Not Important At All)	2 (Somewhat Important)	3 (Important)	1 (Not Important At All)	2 (Somewhat Important)	3 (Important)			Joy and community
Nina	Drake	nina.drake00@gmail.com		Educator/School Based Staff	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	3 (Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)			Communication
Tyrae	Tanner	tyrae.bell@gmail.com	5109678529	Educator/School Based Staff	4 (Very Important)	4 (Very Important)	4 (Very Important)	3 (Important)	4 (Very Important)	3 (Important)	4 (Very Important)	4 (Very Important)	3 (Important)	4 (Very Important)	2 (Somewhat Important)	2 (Somewhat Important)	4 (Very Important)	4 (Very Important)	3 (Important)	3 (Important)			Strong Relationships
QSHEBRA	TAYLOR	Allqvizionz@gmail.com	478-569-6811	Community Member	4 (Very Important)	3 (Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	Entrepreneurship, Transportation Assistance, Community Awareness w/ Opportunities	Mentorship programs	Community And Parental Support(Engaging Activities)
Nicolas	Kemp	n.kemp@outlook.com	4048050886	Educator/School Based Staff	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	3 (Important)	4 (Very Important)	3 (Important)	4 (Very Important)	3 (Important)	3 (Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)			Strong Culture
Tyalor	Garcia	taylor.k.garcia.15@gmail.com	5019443776	Parent/Guardian	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	2 (Somewhat Important)	4 (Very Important)	4 (Very Important)	2 (Somewhat Important)	2 (Somewhat Important)	2 (Somewhat Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)			
Tracy	Lefebvre	tracy@readyforreboot.com	2034829972	Community member/Parent Guardian/Coach and Trainer	4 (Very Important)	3 (Important)	4 (Very Important)	3 (Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	3 (Important)	3 (Important)	4 (Very Important)	3 (Important)	3 (Important)	3 (Important)	small business, access to educational services, support of ADHD	providing parent support when parenting can be lonely	Equal support of parents/guardians alongside children
Alexis	Drake	alexiscdrake@gmail.com		Educator/School Based Staff	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	3 (Important)	2 (Somewhat Important)	4 (Very Important)	3 (Important)	3 (Important)	3 (Important)			Strong buy in from key stakeholders (ie. families, students, and staff)
Walter	Wright	Walterrawright@gmail.com	2022768648	Educator/School Based Staff	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)			Community Involvement
Reneka	Stephens	Nekastephens1@gmail.com	4046682255	Parent/Guardian	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)			
Ana	Alvear	analinda.aka@gmail.com	404-2885-1786	Parent/Guardian	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	4 (Very Important)	4 (Very Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)			
Shanteria	Dorns Sheppard	Shayshеppard06@yahoo.com	4705993006	Parent/Guardian	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)			
Ra'Chel	Ford	rachelcford@yahoo.com	4046307524	Community Member	4 (Very Important)	4 (Very Important)	4 (Very Important)	2 (Somewhat Important)	4 (Very Important)	3 (Important)	3 (Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	3 (Important)	3 (Important)	4 (Very Important)	4 (Very Important)	3 (Important)	3 (Important)	We are network of 11 public charter schools in metro Atlanta	I believe high schools can be the heart beat of a community - and can be the spark that lifts a community up or that burns it down.	A great school must have teachers who are able to connect and reach students at all levels.
Dr. Leah	Skinner	Isskinner01@gmail.com	678-584-3751	Educator/School Based Staff	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	3 (Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	2 (Somewhat Important)	4 (Very Important)	3 (Important)	4 (Very Important)	3 (Important)	3 (Important)			High academic standards/emotional support for students/extracurricular activities
Destinee	Coney	destineevarner1025@gmail.com		Parent/Guardian	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)			
Devon	White	clarnicole0811@gmail.com	4049889104	Parent/Guardian	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	2 (Somewhat Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)	3 (Important)			
Elesia	Herndon	Elesiaherndon@yahoo.com	4047231056	Parent/Guardian	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)	4 (Very Important)			

I am in the ...	Question 1 : I feel safe at my school.	Question 2: I like going to school.	Question 3: My school is preparing me for my future.	Question 4: I learn everyday at my school.	Question 5: I have fun at school.	Question 6: My school has trips.	Question 7: My school cares about me.	Question 8: My school has sports and after-school clubs.	What are things you believe all students should have in school to support them?	_____ a school that has internships.	_____ a school that has longer class times (90 minutes or more)	_____ a school that has mentors.	_____ a school that I can work and go to school.	_____ a school that will help set goals.	_____ a school that will help me have a great career.	_____ a school has less than 300 students.	_____ a school that I can walk to.	_____ a school that cares about my family and I.	_____ a school that helps me make a plan for my life.	Whats plans after graduation?	What are 2 -3 things you would change about your current school?	What are 2 -3 things you like about your current school and would like to see in other schools?	Where do you see yourself in next 5 years ?
8th Grade	Yes	Sometimes	Yes	Sometimes	Yes	Yes	Sometimes	Yes		I don't know if I want	I do not want	I want	I want	I want	I do not want	I want	I want	I want	I want				
8th Grade	I don't know	I don't know	I don't know	I don't know	I don't know	Sometimes	I don't know	I don't know		I don't know if I want	I don't know if I want	I don't know if I want	I don't know if I want	I don't know if I want	I don't know if I want	I don't know if I want	I don't know if I want	I don't know if I want	I don't know if I want				
8th Grade	Sometimes	Yes	Yes	Sometimes	Yes	Yes	I don't know	Yes		I want	I do not want	I want	I want	I want	I don't know if I want	I do not want	I don't know if I want	I want	I want				
8th Grade	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		I want	I do not want	I want	I want	I want	I want	I do not want	I want	I want	I want				
8th Grade	Sometimes	No	Yes	Yes	Sometimes	Yes	Yes	Yes		I want	I do not want	I want	I want	I want	I want	I don't know if I want	I do not want	I want	I want				
8th Grade	Sometimes	No	Sometimes	Yes	Sometimes	Yes	No	I don't know		I don't know if I want	I do not want	I want	I want	I want	I want	I don't know if I want	I want	I want	I do not want				
8th Grade	Sometimes	Yes	Sometimes	Yes	Sometimes	Yes	Yes	Yes		I want	I want	I want	I want	I want	I want	I don't know if I want	I do not want	I want	I want				
8th Grade	Sometimes	No	No	Sometimes	Sometimes	Sometimes	I don't know	Yes		I want	I do not want	I want	I want	I want	I want	I want	I want	I want	I want				
8th Grade	Sometimes	Sometimes	Yes	Sometimes	Sometimes	Sometimes	Yes	I don't know		I want	I do not want	I want	I want	I want	I want	I don't know if I want	I want	I want	I want				
8th Grade	Yes	Sometimes	I don't know	Sometimes	Sometimes	Sometimes	I don't know	Yes		I don't know if I want	I do not want	I want	I want	I want	I want	I want	I want	I want	I want				
8th Grade	Yes	No	Sometimes	Yes	Yes	Yes	Yes	Yes		I want	I want	I want	I want	I want	I want	I do not want	I want	I want	I want				
8th Grade	Yes	Sometimes	Yes	Yes	Yes	Yes	Yes	Yes		I want	I do not want	I want	I want	I want	I want	I want	I want	I want	I want				
8th Grade	Sometimes	Sometimes	I don't know	Sometimes	Yes	Yes	I don't know	Yes		I want	I do not want	I want	I want	I want	I want	I don't know if I want	I don't know if I want	I want	I want				
8th Grade	Yes	Sometimes	I don't know	Sometimes	Yes	Yes	Sometimes	Yes		I want	I do not want	I don't know if I want	I don't know if I want	I don't know if I want	I want	I want	I want	I want	I want				
8th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Sometimes	I don't know	Sometimes	Sometimes	I don't know	I don't know	I don't know		I don't know if I want	I don't know if I want	I want	I want	I want	I want	I don't know if I want	I don't know if I want	I don't know if I want	I want				
8th Grade in an Alternative Program	Home School: I don't know | Alternative School: I don't know	No	Yes	Yes	No	No	I don't know	No		I want	I do not want	I don't know if I want	I want	I want	I want	I don't know if I want	I want	I do not want	I want				
8th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	No	Yes	Sometimes	Sometimes	Yes	Yes	No		I want	I do not want	I want	I don't know if I want	I don't know if I want	I want	I don't know if I want	I want	I want	I don't know if I want				
8th Grade in an Alternative Program	Home School: Sometimes | Alternative School: Yes	Yes	Yes	Yes	Yes	No	Yes	Yes		I want	I do not want	I want	I want	I want	I want	I don't know if I want	I want	I want	I want				
8th Grade in an Alternative Program	Home School: Sometimes | Alternative School: Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		I do not want	I do not want	I don't know if I want	I want	I want	I want	I don't know if I want	I want	I want	I want				
8th Grade in an Alternative Program	Home School: Sometimes | Alternative School: I don't know	Sometimes	Yes	Yes	Sometimes	No	I don't know	Yes		I want	I do not want	I want	I want	I want	I want	I do not want	I don't know if I want	I want	I want				
8th Grade in an Alternative Program	Home School: Yes | Alternative School: Sometimes	Sometimes	Yes	Yes	Yes	No	Sometimes	Yes		I don't know if I want	I do not want	I want	I want	I want	I want	I do not want	I want	I want	I want				
8th Grade in an Alternative Program	Home School: Sometimes | Alternative School: Yes	Sometimes	Yes	Yes	Yes	Sometimes	Yes	Yes		I don't know if I want	I do not want	I don't know if I want	I want	I want	I want	I do not want	I want	I want	I want				
8th Grade in an Alternative Program	Home School: Yes | Alternative School: Sometimes	Sometimes		Sometimes	Sometimes	Yes	Yes	Yes		I don't know if I want	I do not want	I don't know if I want	I want	I want	I want	I don't know if I want	I want	I want	I want				
8th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Sometimes	No	Sometimes	No	No	I don't know	Yes		I want	I do not want	I do not want	I want	I don't know if I want	I want	I do not want	I want	I do not want	I do not want				
8th Grade in an Alternative Program	Home School: I don't know | Alternative School: I don't know	No	Yes	Yes	No	No	I don't know	No		I want	I do not want	I don't know if I want	I want	I want	I want	I don't know if I want	I want	I do not want	I want				
8th Grade in an Alternative Program	Home School: Sometimes | Alternative School: I don't know	Sometimes	Yes	Yes	Sometimes	No	I don't know	Yes		I want	I do not want	I want	I want	I want	I want	I do not want	I don't know if I want	I want	I want				
8th Grade in an Alternative Program	Home School: Yes | Alternative School: Sometimes	Sometimes	Yes	Yes	Yes	No	Sometimes	Yes		I don't know if I want	I do not want	I want	I want	I want	I want	I do not want	I want	I want	I want				
8th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Sometimes	No	Sometimes	No	No	I don't know	Yes		I want	I do not want	I do not want	I want	I don't know if I want	I want	I do not want	I want	I do not want	I do not want				
8th Grade	Yes	Yes	Sometimes	I don't know	Yes	Yes	Yes	Yes		I don't know if I want	I do not want	I don't know if I want	I don't know if I want	I want	I want	I don't know if I want	I want	I want	I want				
8th Grade	Sometimes	Sometimes	Sometimes	Yes	Sometimes	Yes	Yes	Yes		I want	I do not want	I want	I do not want	I want	I want	I want	I want	I want	I do not want				
8th Grade	I don't know	Sometimes	I don't know	No	No	Sometimes	No	Yes		I want	I do not want	I don't know if I want	I do not want	I want	I want	I don't know if I want	I want	I don't know if I want	I want				

I am in the ...	Question 1 : I feel safe at my school.	Question 2: I like going to school.	Question 3: My school is preparing me for my future.	Question 4: I learn everyday at my school.	Question 5: I have fun at school.	Question 6: My school has trips.	Question 7: My school cares about me.	Question 8: My school has sports and after-school clubs.	What are things you believe all students should have in school to support them?	_____ a school that has internships.	_____ a school that has longer class times (90 minutes or more)	_____ a school that has mentors.	_____ a school that I can work and go to school.	_____ a school that will help set goals.	_____ a school that will help me have a great career.	_____ a school has less than 300 students.	_____ a school that I can walk to.	_____ a school that cares about my family and I.	_____ a school that helps me make a plan for my life.	Whats plans after graduation?	What are 2 -3 things you would change about your current school?	What are 2 -3 things you like about your current school and would like to see in other schools?	Where do you see yourself in next 5 years ?
5th Grade	Sometimes	Sometimes	Yes	Sometimes	No	Yes	No	Yes	Laptops, Counselor/Someone to talk to, Sports, After School Clubs, Tutoring, Healthy Food, More Food Options, Career Fair, College Fair, Mentors															
8th Grade	Yes	No	Yes	Yes	Yes	Yes	I don't know	Yes		I want	I do not want	I do not want	I don't know if I want	I want	I want	I do not want	I don't know if I want	I don't know if I want	I want					
5th Grade	Yes	Sometimes	Yes	Yes	Sometimes	Yes	Yes	Yes	More Food Options															
8th Grade	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Yes	I don't know	Yes	Laptops, Counselor/Someone to talk to, Sports, After School Clubs, Tutoring, Healthy Food, More Food Options, Mentors															
8th Grade	Yes	Sometimes	I don't know	Sometimes	Sometimes	Sometimes	Sometimes	No	Counselor/Someone to talk to															
5th Grade	Sometimes	No	Yes	Yes	Sometimes	Yes	Yes	Sometimes	Laptops, After School Clubs, More Food Options, Mentors															
5th Grade	Yes	Sometimes	Yes	Yes	Sometimes	Sometimes	I don't know	Yes	Laptops, Sports, After School Clubs, Tutoring, More Food Options, Mentors															
5th Grade	No	Sometimes	I don't know	Yes	No	Yes	I don't know	Yes	Laptops															
5th Grade	Yes	Sometimes	Yes	Yes	Sometimes	Yes	Yes	Yes	Laptops, Counselor/Someone to talk to, Sports, After School Clubs, More Food Options, Career Fair, College Fair, Mentors															
5th Grade	No	No	Yes	Yes	No	Yes	Yes	I don't know	Laptops, More Food Options, Mentors															
5th Grade	Sometimes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Laptops, Counselor/Someone to talk to, Sports, After School Clubs, Tutoring, More Food Options, Career Fair, College Fair, Mentors															
5th Grade	Yes	Sometimes	Yes	Yes	Sometimes	Yes	Yes	I don't know	Counselor/Someone to talk to, Tutoring, Mentors															
5th Grade	Sometimes	No	I don't know	Yes	Sometimes	Yes	Yes	Yes	After School Clubs															
5th Grade	Sometimes	No	I don't know	Sometimes	Sometimes	Yes	No	No	After School Clubs, Tutoring, More Food Options															
5th Grade	Sometimes	Sometimes	Yes	Yes	Yes	Yes	Yes	Yes	Laptops, Sports, After School Clubs, Tutoring, More Food Options, Career Fair															
5th Grade	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Laptops, Counselor/Someone to talk to, Sports, After School Clubs, Tutoring, Healthy Food, More Food Options, Mentors															

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5th Grade	Sometimes	Yes	Yes	Yes	Sometimes	Sometimes	I don't know	I don't know	Laptops, Sports, Healthy Food, More Food Options, Career Fair, Mentors														
5th Grade	Sometimes	Sometimes	Yes	Yes	Sometimes	Yes	Yes	Yes	Laptops, Counselor/Someone to talk to, Sports, After School Clubs, Tutoring, Healthy Food, More Food Options, Career Fair, College Fair, Mentors														
5th Grade	Yes	Sometimes	Yes	Yes	Sometimes	Yes	I don't know	I don't know	Counselor/Someone to talk to, Tutoring, More Food Options, Mentors														
5th Grade	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Counselor/Someone to talk to, After School Clubs, Tutoring, Mentors														
5th Grade	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Laptops, Counselor/Someone to talk to, Sports, After School Clubs, Tutoring, Healthy Food, More Food Options, Career Fair, College Fair, Mentors														
5th Grade	Sometimes	Sometimes	I don't know	Yes	Sometimes	Yes	Sometimes	Yes	Laptops, Counselor/Someone to talk to, Sports, After School Clubs, More Food Options														
5th Grade	Sometimes	Sometimes	Yes	Yes	Sometimes	Sometimes	I don't know	Yes	Laptops, Counselor/Someone to talk to, Sports, After School Clubs, Tutoring, Healthy Food, More Food Options, Career Fair, College Fair, Mentors														
5th Grade	Sometimes	Sometimes	Yes	Yes	Sometimes	Sometimes	I don't know	Yes	Laptops, After School Clubs, More Food Options														
5th Grade	Sometimes	Sometimes	Yes	Yes	I don't know	Sometimes	Yes	Yes	Counselor/Someone to talk to														
5th Grade	Yes	No	Sometimes	Yes	Sometimes	Yes	Yes	Yes	Laptops, Counselor/Someone to talk to, Sports, After School Clubs, Tutoring, Healthy Food, More Food Options, Career Fair, College Fair, Mentors														
5th Grade	Yes	Sometimes	Yes	Yes	Yes	Yes	Yes	Yes	Laptops, Counselor/Someone to talk to, Sports, After School Clubs, Tutoring, More Food Options, Career Fair, College Fair, Mentors														

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5th Grade	Yes	Sometimes	Yes	Yes	Sometimes	Yes	Yes	Yes	Laptops, Counselor/Someone to talk to, Sports, Healthy Food, More Food Options, College Fair, Mentors														
5th Grade	Sometimes	Sometimes	Yes	Yes	Sometimes	Yes	Yes	I don't know	Laptops, Counselor/Someone to talk to, Healthy Food														
5th Grade	No	Sometimes	Yes	Yes	Yes	Yes	Yes	Yes	Laptops, Counselor/Someone to talk to, Sports, After School Clubs, Tutoring, Healthy Food, More Food Options, Mentors														
5th Grade	No	Sometimes	Sometimes	Yes	Sometimes	Yes	Yes	Yes	Laptops, Counselor/Someone to talk to, Sports, After School Clubs, Tutoring, Healthy Food, More Food Options, Mentors														
5th Grade	Yes	Sometimes	Yes	Yes	Yes	Yes	Yes	Yes	Laptops, Sports, After School Clubs, Tutoring, More Food Options, Mentors														
5th Grade	Yes	Sometimes	Yes	Yes	Sometimes	Sometimes	I don't know	Yes	Counselor/Someone to talk to														
5th Grade	Yes	Sometimes	Yes	Yes	Yes	Yes	Yes	Yes	Laptops, Counselor/Someone to talk to, Sports, After School Clubs, Tutoring, Healthy Food, More Food Options, Career Fair, College Fair, Mentors														
5th Grade	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Laptops, Counselor/Someone to talk to, Sports, After School Clubs, Tutoring, Healthy Food, More Food Options, Career Fair, College Fair, Mentors														
5th Grade	Sometimes	Yes	Yes	Yes	Sometimes	Yes	I don't know	Yes	Counselor/Someone to talk to														
5th Grade	Sometimes	Yes	Yes	Yes	Yes	Yes	Yes	I don't know	Counselor/Someone to talk to, After School Clubs, Tutoring, More Food Options, Career Fair, College Fair, Mentors														
5th Grade	Sometimes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Laptops, Counselor/Someone to talk to, Sports, More Food Options														
5th Grade	Sometimes	Sometimes	Yes	Yes	Sometimes	Yes	Sometimes	Yes	Laptops, Sports, After School Clubs, More Food Options														

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5th Grade	Sometimes	Sometimes	Yes	Sometimes	Sometimes	Yes	Sometimes	Yes	Laptops, Sports, After School Clubs, Healthy Food, More Food Options, College Fair														
5th Grade	Yes	Yes	I don't know	Yes		Sometimes	Yes	Yes	Laptops, Counselor/Someone to talk to, Sports, After School Clubs, Tutoring, More Food Options														
5th Grade	Sometimes	No	Yes	Sometimes	Sometimes	Yes	Sometimes	Yes	Laptops, Counselor/Someone to talk to, Sports, After School Clubs, Tutoring, Healthy Food, More Food Options, Career Fair, College Fair, Mentors														
5th Grade	Yes	Sometimes	Yes	Yes	Sometimes	Sometimes	Yes	Yes	Sports, Healthy Food														
5th Grade	Sometimes	Sometimes	Yes	Yes	Sometimes	Yes	Yes	Yes	Sports														
5th Grade	Yes	Sometimes	Yes	Yes	Sometimes	Yes	Sometimes	No	After School Clubs, More Food Options														
5th Grade	Yes	Yes	Yes	Yes	Yes	Yes	Sometimes	Yes	Laptops, Counselor/Someone to talk to, Sports, After School Clubs, More Food Options														
5th Grade	Sometimes	Yes	Yes	Yes	Sometimes	Yes	I don't know	Yes	Counselor/Someone to talk to, More Food Options, Mentors														
5th Grade	Sometimes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Counselor/Someone to talk to, Sports, After School Clubs, More Food Options, Mentors														
5th Grade	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Sports, After School Clubs, College Fair, Mentors														
5th Grade	Yes	Yes	Yes	Yes	Sometimes	Yes	I don't know	Yes	Laptops, Sports, Healthy Food, More Food Options, Mentors														
5th Grade	Yes	Sometimes	Yes	Yes	Yes	Yes	Yes	Yes	Laptops, Counselor/Someone to talk to, Sports, More Food Options, College Fair														
5th Grade	Yes	Yes	Yes	Yes	Sometimes	Sometimes	Yes	Yes	Laptops, Counselor/Someone to talk to, Sports, Healthy Food, More Food Options, Career Fair, College Fair, Mentors														
5th Grade	Sometimes	Sometimes	Yes	Yes	Yes	Yes	Yes	Yes	Counselor/Someone to talk to														
5th Grade	Sometimes	Sometimes	Yes	Yes	Yes	Yes	Yes	Yes	Laptops, Sports, After School Clubs, Healthy Food, Mentors														
5th Grade	Sometimes	Sometimes	Yes	Yes	Sometimes	Yes	Sometimes	Yes	Counselor/Someone to talk to, After School Clubs, Tutoring, Mentors														

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5th Grade	Sometimes	Yes	Yes	Yes	Sometimes	Yes	I don't know	Yes	Counselor/Someone to talk to, Tutoring, More Food Options, Career Fair, Mentors														
5th Grade	I don't know	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Laptops, Sports, After School Clubs, Tutoring, More Food Options, College Fair														
5th Grade	Sometimes	Sometimes	Yes	Yes	Sometimes	Yes	Yes	Yes	College Fair														
5th Grade	Yes	Sometimes	Yes	Yes	Sometimes	Yes	Yes	I don't know	Laptops, Sports, After School Clubs, Tutoring, More Food Options, Career Fair, College Fair														
5th Grade	Sometimes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Counselor/Someone to talk to, Sports, After School Clubs, More Food Options, Career Fair, College Fair, Mentors														
5th Grade	No	No	Yes	Sometimes	Sometimes	Yes	No	Yes	Laptops														
5th Grade	Sometimes	Sometimes	Yes	Yes	Sometimes	Yes	Yes	Yes	College Fair														
5th Grade	Sometimes	No		Sometimes	Sometimes	Yes	No	I don't know	Laptops, Sports, More Food Options														
11th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	No												I am not sure	more classes, more students	fun friday and pe	I will be making more money and living a life of a king.
11th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Sometimes	Yes	Yes	Sometimes	Sometimes	I don't know	No												College/University	teachers, the norms and ranking system	school store, classes and building	rich in the bahamas
11th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Sometimes	Yes	Yes	Sometimes	Sometimes	Yes	No												I am not sure	I would like to change so things we should be able to do with our freedom as a FALCON at PEAK Academy. I would like to change our privileges. I would for it to be a way for us to leave early and go back to regular school if we act a certain way & show a change.	We follow a set of norms	Healthy & wealthy
11th Grade in an Alternative Program	Home School: Yes | Alternative School: Sometimes	No	Yes	No	No	Sometimes	No	No												College/University	the work we do, different teachers	have fun every friday if done what is need , 5 mins before and after class starts	at peace and having enough money to do whatever i want
12th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Sometimes	I don't know	Yes	Sometimes	Sometimes	I don't know	No												I am not sure	wearing uniforms and how we seperated and the food	how many classes	idk
12th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	No	No	Sometimes	No	No	I don't know	No												Trade or Technical Program	The work they teach. Individual attitudes.	Nothing	Wealthy, making 1 Million or more a year
11th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	No	Yes	Yes	Sometimes	Yes	Yes	No												College/University	the ac, the food, the staff	snack store, game room, water fountain	halfway rich
11th Grade in an Alternative Program	Home School: Yes | Alternative School: I don't know	No	Sometimes	Sometimes	Sometimes	No	Yes	No												Military	Privileges and Extracurricular	sports and clubs	navy
11th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	No	No	No	Sometimes	No	I don't know	No												College/University	Dress Code , Lunch	Free Time , Dismissal	Graduated from College , with a high paying job.

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11th Grade in an Alternative Program	Home School: I don't know | Alternative School: Sometimes	Sometimes	I don't know	Yes	No	Sometimes	I don't know	No												Military	My group of friends & learning envirmeant	My grades are good & its easy	A house and in the military
11th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	No	Yes	Yes	Sometimes	Yes	I don't know	Yes												College/University	nothing	nothing	a millionare.
7th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Yes	Yes	Yes	Sometimes	Sometimes	I don't know	No	Laptops, Sports, Healthy Food, More Food Options														
6th Grade in an Alternative Program	Home School: Sometimes | Alternative School: Yes	Yes	Yes	Sometimes	Yes	Yes	I don't know	I don't know	Laptops, Counselor/Someone to talk to, Sports, After School Clubs, Tutoring, Healthy Food, More Food Options, Career Fair, College Fair, Mentors														
10th Grade in an Alternative Program	Home School: I don't know | Alternative School: Yes	Sometimes	Sometimes	Sometimes	No	No	I don't know	No												College/University	better staff better rules	the work	making money.
9th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Sometimes	I don't know	Sometimes	Yes	Yes	Yes	No												College/University	Phones, and clothes	Nothing	At home
9th Grade in an Alternative Program	Home School: No | Alternative School: Yes	Sometimes	Yes	Yes	Sometimes	No	Yes	No												College/University	How small it is & how the kids act.	It's less distracting, and the work is easy.	A veterinarian with my own apartment
9th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	No	Yes	Yes	No	Sometimes	Yes	No												College/University	Wish their was more interactive time and not wear uniform.		On the forbes list
10th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Sometimes	Yes	Yes	Sometimes	I don't know	I don't know	No												College/University	phones,go outside everyday,go outside longer	easywork,popt art, my luh vibe	i see myself being a army athlete millionaire
10th Grade in an Alternative Program	Home School: Yes | Alternative School: No	No	No	No	No	No	No	No												College/University	uniform	i dont like it	college
9th Grade in an Alternative Program	Home School: I don't know | Alternative School: Yes	Sometimes	Sometimes	Yes	Sometimes	No	I don't know	Yes												College/University	i wouldn't change anything here but the food.	freedom,fun friday,and nice and understanding teachers	i mean I don't know where i would see myself because college usually takes 4 years and i'm just gonna be getting out.
9th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Yes	Yes	Yes	Yes	Yes	Yes	No												College/University	nothing	more filed tris	in college
10th Grade in an Alternative Program	Home School: Sometimes | Alternative School: Sometimes	No	Yes	Sometimes	Sometimes	Yes	Yes	No												College/University	Harder Work and not spending too much time on simple things.	No talking in class and timed bathroom breaks.	In Medical School
10th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Sometimes	Sometimes	No	No	No	I don't know	No												College/University	that we can't brings snacks or chapstick	nun	rich
10th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Sometimes	Yes	Sometimes	Sometimes	No	Yes	Yes												I am not sure	some of the teachers and the grade policy	vending machines and no uniforms	a rapper
10th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Sometimes	Yes	Yes	Sometimes	Sometimes	Yes	No												Military	The food, 5 minute timers and the learning structure	Fun Friday, How we talk about our future preparing us and how they give us notes for preparing us for our tests	I can see myself in the military or in Harvard University studying law school
9th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Sometimes	Yes	Yes	Yes	Yes	I don't know	No												Trade or Technical Program	Uniform,Different lunches	fun friday, field trips	work on having my own business.

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11th Grade in an Alternative Program	Home School: Yes | Alternative School: Sometimes	Yes	Sometimes	Sometimes	No	I don't know	I don't know	No												College/University	idk	idk	rich
9th Grade in an Alternative Program	Home School: Yes | Alternative School: No	Sometimes	Sometimes	Sometimes	No	Sometimes	No	No												Military	nothing	nothing	successful in what i do
9th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Yes	No	Yes	Sometimes	Yes	Yes	I don't know												make people happy by helping them	my beaver my grade	it is a good school in i wuold like to leam more about money	happy
10th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Sometimes		Yes	Sometimes	Sometimes	Yes	Yes												Rap	The way the classes are setup and the transition	Behavior and learning	Rich
10th Grade in an Alternative Program	Home School: Sometimes | Alternative School: Yes	Yes	Yes	No	No	Sometimes	I don't know	I don't know												Military	how they think of me and they football	i dont like my current school at all they find little thing and kick me out	gradschool
11th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Sometimes	I don't know	Sometimes	Sometimes	No	Yes	No												College/University	programs,activites,	not sure	sucessful
11th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes												money	nothing	notthing	rich
10th Grade in an Alternative Program	Home School: Sometimes | Alternative School: I don't know	Yes	Yes	Yes	Sometimes	Sometimes	Yes	Yes												College/University	dress code ruling and the vibe overall	none	working hard in the field of mechanical engineering
11th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes												College/University	nothing peak is amazing. Actually I would give Ms.fugerson a raise she is the best teacher by far.	it's ah good enviroment and everybody cool with everybody.	in college playing football.
10th Grade in an Alternative Program	Home School: I don't know | Alternative School: I don't know	Sometimes	Yes	Yes	Sometimes	No	Yes	I don't know												College/University	have phones, not wear uniform, and wear jewelry	we have fun Friday and we go outside	in college football or the NFL
10th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Sometimes	Yes	Yes	Yes	Sometimes	Yes	No												ima be a gamer	nothing	nothing	rich in a big house
10th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Yes	Yes	Yes	Yes	I don't know	Yes	Yes												College/University	grades , anger & attention	activies & credits	college n being a nurse
10th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Sometimes	Sometimes	Yes	Sometimes	No	Sometimes	Yes												College/University	How loud people are and for them to have a class teaching how to own businesses	Teachers caring about the students and pushing students to do better in life not letting them go on the wrong track in life	doing good with my clothing brand business
10th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Yes	Yes	Sometimes	Yes	Sometimes	Yes	Sometimes												Military	money	money	rich
9th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Yes	Yes	Yes	Sometimes	I don't know	Yes	No												College/University	award ceremony and group work	care about education and care about us	in college living life
12th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Yes	Yes	Yes	Yes	Yes	Yes	I don't know												College/University	I wouldn't change nothing because this school exceeded my expectations.	I would want other schools to be similar to Peak Academy in every way. I believe schools should be as fun as Peak. i love the environment.	Being successful
11th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	No	Sometimes	Yes	No	I don't know	I don't know	I don't know												College/University	nothing	nothing	Being a nurse
12th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	No	Yes	Yes	Sometimes	Yes	Yes	No												I am not sure	More sport/ clubs	Game room	Rich

I am in the ...	Question 1 : I feel safe at my school.	Question 2: I like going to school.	Question 3: My school is preparing me for my future.	Question 4: I learn everyday at my school.	Question 5: I have fun at school.	Question 6: My school has trips.	Question 7: My school cares about me.	Question 8: My school has sports and after-school clubs.	What are things you believe all students should have in school to support them?	_____ a school that has internships.	_____ a school that has longer class times (90 minutes or more)	_____ a school that has mentors.	_____ a school that I can work and go to school.	_____ a school that will help set goals.	_____ a school that will help me have a great career.	_____ a school has less than 300 students.	_____ a school that I can walk to.	_____ a school that cares about my family and I.	_____ a school that helps me make a plan for my life.	Whats plans after graduation?	What are 2 -3 things you would change about your current school?	What are 2 -3 things you like about your current school and would like to see in other schools?	Where do you see yourself in next 5 years ?
11th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Yes	Yes	Yes	Sometimes	I don't know	Yes	I don't know												College/University	n/a	n/a	maybe getting ready to finsh college, hopefully im moved out of ga +
7th Grade in an Alternative Program	Home School: Sometimes | Alternative School: Sometimes	Sometimes	Sometimes	No	Sometimes	I don't know	I don't know	Yes	Laptops, Counselor/Someone to talk to, After School Clubs, More Food Options														
7th Grade in an Alternative Program	Home School: Sometimes | Alternative School: Sometimes	Sometimes	I don't know	Sometimes	Yes	Yes	Yes	No	Counselor/Someone to talk to, Sports, Healthy Food, Career Fair, College Fair														
7th Grade in an Alternative Program	Home School: No | Alternative School: Sometimes	Sometimes	Yes	I don't know	Sometimes	Yes	Sometimes	Yes	Laptops, Counselor/Someone to talk to, Sports, After School Clubs, Tutoring, More Food Options, Career Fair, College Fair, Mentors														
7th Grade in an Alternative Program	Home School: No | Alternative School: No	No	No	No	Sometimes	Sometimes	I don't know	Yes	Laptops, Sports, Tutoring, More Food Options, Mentors														
10th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Sometimes	No	No	Yes	Sometimes	Yes	No												College/University	I would add more course difficulty options for students that are more advanced.	There's nothing about my current school that I would like to see in other schools.	Studying in a university.
10th Grade in an Alternative Program	Home School: Sometimes | Alternative School: Yes	Yes	Yes	Yes	Yes	I don't know	Sometimes	Yes												College/University	the food the dresscode	fun friday	in college
10th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Sometimes	Yes	Yes	Yes	Yes	Yes	No												I am not sure	The uniform rules	It helps me more	Being successful
9th Grade in an Alternative Program	Home School: Sometimes | Alternative School: Yes	Sometimes	Yes	Yes	Yes	I don't know	Yes	Yes												College/University	dress code	irdk	successful
9th Grade in an Alternative Program	Home School: Sometimes | Alternative School: I don't know	Sometimes	Yes	Yes	Sometimes	I don't know	No	Yes												College/University	the lunch,the dresscode.	the football games and basketball games	successful
9th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Yes	Yes	Yes	Yes	I don't know	Yes	Yes												I am not sure	Nothing	I dont know	Better than now
9th Grade in an Alternative Program	Home School: No | Alternative School: Yes	Sometimes	Sometimes	No	Sometimes	Sometimes	No	No												I am not sure	i would make the upper school staff (principal, vice principal, counselors) treat people nicely and handle situations properly	the healthcare training classes	working in a national park as a ranger
10th Grade in an Alternative Program	Home School: I don't know | Alternative School: Yes	Sometimes	Yes	Sometimes	Sometimes	Yes	Yes	Yes												Trade or Technical Program	Make everyone have phones, dress code change, and that's pretty much it	Not so much homework and simple classwork	Making money
10th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Sometimes	Yes	Yes	Yes	Sometimes	Yes	I don't know												I am not sure	nothing the school is fine	getting to dress up every day	at home chilling
10th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	No	Yes	Sometimes	Sometimes	No	I don't know	I don't know												I am not sure	everything	nothing	my house
9th Grade in an Alternative Program	Home School: Sometimes | Alternative School: I don't know	No	Yes	Sometimes	Yes	I don't know	No	Yes												I am not sure	all the cameras and the food	nothing	im not sure
9th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Sometimes	Yes	Yes	Yes	Yes	Yes	Yes												I am not sure	how strict it is	i get to enter school a lil later	working

I am in the ...	Question 1 : I feel safe at my school.	Question 2: I like going to school.	Question 3: My school is preparing me for my future.	Question 4: I learn everyday at my school.	Question 5: I have fun at school.	Question 6: My school has trips.	Question 7: My school cares about me.	Question 8: My school has sports and after-school clubs.	What are things you believe all students should have in school to support them?	_____ a school that has internships.	_____ a school that has longer class times (90 minutes or more)	_____ a school that has mentors.	_____ a school that I can work and go to school.	_____ a school that will help set goals.	_____ a school that will help me have a great career.	_____ a school has less than 300 students.	_____ a school that I can walk to.	_____ a school that cares about my family and I.	_____ a school that helps me make a plan for my life.	Whats plans after graduation?	What are 2 -3 things you would change about your current school?	What are 2 -3 things you like about your current school and would like to see in other schools?	Where do you see yourself in next 5 years ?
10th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Yes	Yes	Yes	Yes	No	Yes	No												I am not sure	na	na	na
10th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Sometimes	I don't know	Sometimes	Sometimes	Yes	I don't know	No												I am not sure	i dont know	i dont know	rich
9th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	No	Yes	Yes	Yes	No	Yes	No												Military	nothing this school is ok.	discipline	i do not know
10th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	No	Yes	Yes	Yes	Yes	I don't know	I don't know												I am not sure	i dont know	i dont know	i dont know
9th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	No	Yes	I don't know	Sometimes	No	Sometimes	No												Trade or Technical Program	admin	fun stuff	idk
5th Grade	Sometimes	Sometimes	I don't know	Yes	Sometimes	Yes	Yes	Yes	More Food Options														
5th Grade	Sometimes	No	Yes	Yes	No	I don't know	I don't know	Yes	Laptops, After School Clubs, Healthy Food, More Food Options, Career Fair, College Fair														
5th Grade	Sometimes	No	Yes	No	No	I don't know	I don't know	Yes	Laptops, After School Clubs, More Food Options, Career Fair, College Fair														
12th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	Yes	Yes	Yes	Yes	Yes	Yes	I don't know												College/University	I wouldn't change nothing because this school exceeded my expectations.	I would want other schools to be similar to Peak Academy in every way. I believe schools should be as fun as Peak. i love the environment.	Being successful
11th Grade in an Alternative Program	Home School: Yes | Alternative School: Yes	No	Sometimes	Yes	No	I don't know	I don't know	I don't know												College/University	nothing	nothing	Being a nurse
5th Grade	Sometimes	Yes	I don't know	Yes	Sometimes	Yes	Yes	Yes	Sports, More Food Options, Career Fair														
5th Grade	Sometimes	Sometimes	Yes	Yes	Sometimes	Yes	Yes	Yes	Laptops, Counselor/Someone to talk to, Sports, After School Clubs, Tutoring, Healthy Food, More Food Options, Career Fair, College Fair, Mentors														
8th Grade	Sometimes	Sometimes	Yes	Yes	Sometimes	Sometimes	Sometimes	Yes	Laptops, Counselor/Someone to talk to, Sports, After School Clubs, Tutoring, More Food Options, Mentors														
5th Grade	Sometimes	No	Yes	Sometimes	No	Yes	Yes	Yes	Laptops, Counselor/Someone to talk to, Sports, After School Clubs, Tutoring, More Food Options, Mentors														

Appendix J

Petition Signatures

Chantel Harris

4185 Panola Road, Stonecrest, GA 30038
mtchr415@gmail.com
443-985-1323

***Education**:* ***Columbia College**:* Bachelor of Arts, Elementary Education
Notre Dame University of Maryland: Masters of Arts, Leadership in Teaching with Administration and Supervision Certification

Work Experiences:

July 2020 - Present ***KIPP Woodson Park Academy,*** *1605 Donald Lee Hollowell Pkwy, NW Atlanta, GA- Math Foundations Teacher*

July 2017-May 2020 ***KIPP STRIVE Academy,*** *1444 Lucille Ave, SW Atlanta, GA-Grade 6 Mathematics*

August 2013- June 2017 ***Woodholme Elementary**, 300 Mt. Wilson Lane, Pikesville, MD —Grade 5 Gifted Math/Science Teacher-Grade Level Chair*

July 2012- June 2013 ***Harlem Village Academies Elementary**, 35 W 124th Street, NY —Director of Student and Family Affairs*

- Student Discipline
- Assist teachers with classroom culture
- Observe teachers and give feedback
- Work/Assist parents as needed

June 2011- May 2012 ***KIPP: WAYS Academy**, 80 Joseph E. Lowery Blvd, NW, Atlanta —Grades 5, 6, & 7 Mathematics Support/Dept. Chair*

- Assist Math instructors with the implementation of their mathematics standards
- Check Lesson Plans/Give Lesson Plan Feedback
- Conduct One on One Meetings with Math department teachers
- Conduct weekly classroom observations and debrief meetings
- Model lessons/ team teach when necessary
- Teach a math intervention classes to 5th, 6th, and 7th graders five days a week
- Address any concerns teachers may have with the Math Intervention Program
- Update teachers of students' weekly progress

June 2009- June 2011 ***KIPP: WAYS Academy**, 80 Joseph E. Lowery Blvd, NW, Atlanta —Dean of Culture*

- Assistant to the School leader
- Handled all culture and discipline issues
- Organized field lessons for grade levels
- Handled transportation
- Planned events for parents, teachers and students
- Planned professional development for teachers
- Managed grade level chairs and fine arts department
- Held weekly meetings and one-on-ones with teachers/chairs
- Led Saturday school
- Managed the Saturday School budget
- Taught a 6th grade math intervention class

June 2007- June 2009 ***KIPP: WAYS Academy**, 80 Joseph E. Lowery Blvd, NW, Atlanta, GA —Grade 5 Math Teacher*

- Grade level chair for the 5th grade team
- Implemented the 5th grade math curriculum
- Held tutorials 3 days a week
- Facilitated a math club during Saturday School
- Held grade level meetings 3 times/week
- Held student grade level meetings twice/month

August 1999- June 2007 ***Owings Mills Elementary School****, 10824 Reisterstown Road, Maryland —Grades 2, 4& 5 Teacher*

- Grade level chair for the 4th and 2nd grade teams
- Taught reading, writing, mathematics, science and social studies
- Taught a reading intervention program, Fluency Formula
- Taught an after school math tutorial 2 days/week
- Held weekly grade level meetings

August 1996- June 1999 ***South Kilbourne Elementary School****, 1400 S. Kilbourne Road, South Carolina —Grade, 4 Teacher*

- Grade level chair for the 4th grade team
- Held weekly grade level meetings
- Runner up-Teacher of the Year, 1998
- Taught reading, writing, mathematics, science and social studies
- Taught a reading intervention program, Dibels
- Ran and organized after school homework club

References: Dwight Ho-Sang, Former Principal, (404) 775- 1183
Kimberly Karacalidis, Former Principal, (404) 964-1220
Suzanne DeWese, Former Assistant Principal/Manager, (410) 598- 8396

Dr. Jason D. Andrews

Smyrna, Georgia 30082 · 678-770-3327
jdandrewsassoc@gmail.com

Executive Summary

Experienced executive financial professional, strategist, entrepreneur, educator, and change management enthusiast with a passion for building business and redesigning processes for Fortune 500 companies, small business, and non-profit organizations. A proven record of generating and building relationships, champion of continual process improvements from conception to completion, designing education strategies and coaching individuals to success. Adept at building cross-functional teams, demonstrating exceptional communication skills and making critical decisions during challenges.

Expertise includes:

- Executive Leadership
- Process Improvement
- Project/Change Management
- Financial/Budget Analysis
- Clinical Operations
- Central Administration Management
- Grant Administration
- Contract Management Experience
- Strategic Planning/Implementation
- Client Management
- Diversity Recruitment
- Employee Relations Management

Professional Experience

Morehouse School of Medicine, Atlanta, Georgia ***08/2017 – Present***
Known for its graduation of medical professionals, Morehouse School of Medicine through its vision of Translating Discovery into Health Equity, Building Bridges Between Healthcare and Health and Preparing Future Learners and Leaders is among the nation's leading educators of primary care physicians.

Senior Director of Finance and Operations II, Department of Academic Financial Services
Reporting to the Executive Vice President and Dean and Associate Vice President; served as senior administrative leader supporting and advising the dean and VP on key decisions involving the planning and direction of the financial, budgeting, administrative, process improvement, and operational activities of the medical practice and school. Responsible for providing high-level advice/counsel to the dean, associate deans, departmental heads, and administrative and financial officers, regarding budget, finance, space planning, contracts, and business-related policy matters; overseeing day-to-day financial operations of the Dean's Office and monitoring spend rates of all funds; directing and managing the annual budget planning process; managing budget allocations and overseeing the preparation and submission of school general budgets and fund volume requests; preparing staffing, finance, and space analysis studies; establishing metrics to measure and manage key performance indicators; driving process improvement teams and initiatives and drafting written policies; senior advisor on medical school practice contract; representing the dean in deliberations and negotiations associated with contract management, staffing allocations, and faculty compensation plan school-wide initiative; and other project and duties as directed. Responsible for safeguarding the assets of the unit by maintaining an effective system of internal controls that is compliant with the standardization and policies and procedures. Responsible for maintaining alignment of financial and operational practices across MSM. Manage department P&L (when created), run proformas, reconciliations, manage budget to actuals and ultimately accountable for coming in on budget.

Senior Director of Administration and Finance II, Department of Academic Financial Services
Reporting to the Executive Vice President and Dean and Associate Vice President; served as senior administrative leader supporting and advising the dean and VP on key decisions involving the planning and direction of the financial, budgeting, administrative, process improvement, and operational activities of the medical practice and school. Responsible for providing high-level advice/counsel to the dean, associate deans, departmental heads, and administrative and financial officers, regarding budget, finance, space planning, contracts, and business-related policy matters; overseeing day-to-day financial operations of the Dean's Office and monitoring spend rates of all funds; directing and managing the annual budget planning process; managing

SCHOOL SAFETY PLAN TEMPLATE

FOR GEORGIA PUBLIC SCHOOLS

Georgia Emergency Management and Homeland Security Agency

Georgia Department of Education

GEORGIA EMERGENCY MANAGEMENT ★ HOMELAND SECURITY

GaDOE
Georgia Department of Education

PURPOSE

During an emergency, schools face unusual demands while having to maintain day-to-day operations. They must adapt to unexpected and unpredictable circumstances. By Georgia law, each public school in the state is required to develop a School Safety Plan "to help curb the growing incidence of violence in schools, to respond effectively to such incidents, and to provide a safe learning environment for Georgia's children, teachers, and other school personnel. Such plan shall also address preparedness for natural disasters, hazardous materials or radiological accidents, acts of violence, and acts of terrorism" (Official Code of Georgia Annotated (O.C.G.A.) § 20-2-1185). This guide provides recommendations to schools in the development of their School Safety Plan.

This template is designed to be used as a resource tool to help schools develop their School Safety Plan. Each school is encouraged to use the recommendations provided in conjunction with local resources and policies to develop its own School Safety Plan. The Georgia Department of Education and the Georgia Emergency Management and Homeland Security Agency staff are available to review School Safety Plans and provide site risk assessments, along with other technical assistance regarding school safety and security procedures.

Please contact the Georgia Emergency Management and Homeland Security Agency at gema-schoolsafety@gema.ga.gov for additional information.

GEORGIA CODE O.C.G.A. § 20-2-1185 https://law.justia.com/codes/georgia/2010/title-20/chapter-2/article-27/20-2-1185

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YOUR SCHOOL SAFETY PLAN

The School Safety Plan is a document that will be used to create a culture of emergency preparedness and disaster response when emergencies occur at a school. Local emergency management agencies (EMAs), community stakeholders, school administrators, staff, and students should be aware of the document's contents and the roles they play in the plan. Consistent training and awareness are strongly encouraged to create and sustain a high level of emergency preparedness and the ability to respond.

This template has been designed as a tool to help schools document and share their emergency preparedness plan. Schools are not required to use this template, but it does detail safety features/challenges unique to the school in an effort to prevent and mitigate safety issues. After the template has been completed, the final document will be your school's safety plan.

PREPARING TO COMPLETE THE SCHOOL SAFETY PLAN TEMPLATE

The following preliminary steps will help you successfully and efficiently complete the template.

1. School personnel involved in the planning process of the School Safety Plan should review the template.
2. When developing your School Safety Plan, it is recommended that you collaborate with stakeholders (e.g., local EMA, public safety, law enforcement, community partners, etc.). Schools should maintain a current list of stakeholders and their contact information within the plan. (See the *School Safety Plan Development Team* within this template.)
3. To facilitate the planning process, stakeholders should gather relevant documents and information, such as blueprints of your school, emergency checkout procedures, and maps of evacuation routes.

COMPLETING THE SCHOOL SAFETY PLAN TEMPLATE

Planning stakeholders should be prepared to dedicate time to completing the School Safety Plan Template. An effective plan will contain and reference many details. It is suggested that planning stakeholders are thorough in their preparation and completion of the template.

The information provided within this template corresponds with the accompanying guide and is intended to provide context and descriptions to aid planning stakeholders in the development of the School Safety Plan.

SCHOOL SAFETY PLAN DEVELOPMENT TEAM

Name of School System _____

School Address _____

Principal's Name _____

The following persons participated in the development of this School Safety Plan:

NAME	ORGANIZATION	CONTACT INFORMATION (Phone & Email Address)

SCHOOL CRISIS PLAN ROLES, RESPONSIBILITIES, AND DESIGNATED LOCATIONS

SCHOOL PERSONNEL ROLES AND RESPONSIBILITIES

1. School Site Safety Coordinator (Name & Title): _____

   Dates of Training: _____

   Responsibilities: _____

   - *Overall day-to-day monitoring of safety and security of the school, along with the coordination of response activities in the event of an emergency such as designating central command location and other safety response tasks.*

2. Alternate School Site Safety Coordinator: _____

3. School Personnel to Conduct the following Emergency Response Tasks:

   - Dial 911 (anyone recognizing the emergency)
     - Call Central/Superintendent's Office: _____
       - Number: (____)____-_____
   - Call Adjacent School Emergency Team: _____
     - Number: (____)____-_____
   - Manage Incoming Phone Calls:

     _____
   - Coordinate Staff Members Training in First Aid and/or CPR:

     _____
   - Get Emergency Evacuation Kits:

     _____
   - Get First Aid Kits: _____
   - Meet Emergency Vehicles and Personnel:

     _____
   - Accompany Emergency First Responders and Other Emergency Personnel:

     _____
   - Coordination of Students with Disabilities.
     (include a description of required medications, equipment, assistive devices, etc.).

     _____

     _____

- Evaluate Crisis Scene/Situation: _____
- Manage Student Rosters: _____
- Signal to Staff and Students (lockdown or evacuation): _____

  _____
- Retrieve Communication Devices (radios, cellphones, etc.) :

  _____

4. School Personnel Responsible for the following Safety Activities:
   - Update Media: _____
   - Update Parents/Guardians: _____
   - Releasing Students to Parents/Guardians: _____
   - Utilities Shut Off (if necessary): _____
   - Directing Traffic: _____
   - Serving as Runners to Support the Crisis Response Team: _____

     _____
   - Accompanying Students to the Hospital: _____
   - Retrieve a Copy of the School Safety Plan: _____

DESIGNATED LOCATIONS

1. Have multiple locations available for the **Central Command Post** – Location options to be determined by working with local EMA and law enforcement agencies.

   _____

2. Location for **Media Personnel** – Location options to be determined by Unified Command and School Site Safety Coordinator based on circumstances.

   _____

3. Location of **Reception Area for Parents/Guardians and the General Public**:

   _____

4. If students need to be **Moved Off Campus**, they will be transported to the following locations:

   (1) First Choice Site: _____

   (2) Second Choice Site: _____

CRISIS RESPONSE TEAM

School has established a Crisis Response Team that includes the following individuals:

NAME	POSITION	CONTACT INFORMATION (Phone & Email)

EMERGENCY KIT MAINTENANCE

List school personnel responsible for maintaining contents and revising documents within all emergency kits.
(*Kit maintenance includes making sure equipment is working, charged, and operational.*)

NAME	POSITION	LOCATION

OTHER EMERGENCY RELATED KITS

List school personnel responsible for maintaining contents and revising documents within all other emergency related kits.
(*Kit maintenance includes making sure equipment is working, charged, and operational.*)

NAME	POSITION	LOCATION

TRAINING, PRACTICE, AND DRILL RECORD

TRAINING

**Instruction received from an authorized individual or training program, CPR, First Aid, Stop the Bleed, etc. List below.*

PERSON TRAINED	TRAINING TYPE	DATES OF TRAINING		

PRACTICE

**Teachers and students have practiced safety tasks throughout the school year. List below.*

PRACTICE TYPE	DATES OF PRACTICE		

DRILL

**School personnel, teachers, students, and community partners have participated in scheduled severe weather, fire, and other emergency preparedness drills such as table-top exercises throughout the school year. List below.*

DRILL TYPE	DATES OF DRILL		

EMERGENCY EVACUATION PROTOCOL

This section is referenced on pages 13–14 of the School Safety Plan Guide.

Use the space after the checklist to type in or copy/paste your emergency evacuation protocol. In the event of an emergency, access the protocol. Use the checklist to develop the protocol.

Check the boxes to indicate items included in your emergency evacuation protocol.

- ☐ Identify an assembly area and alternative assembly area communicated with school personnel. The location should be at least 1,000 feet away from the school in the event it becomes necessary to evacuate the school (e.g., baseball field).
- ☐ Direct students and school personnel back into the school from athletic fields/playground areas.
- ☐ An evacuation plan that includes evacuation routes to the assembly area(s) has been developed and distributed with alternative evacuation routes also available.
- ☐ An evacuation transportation plan for persons with disabilities has been developed and distributed to school personnel.
- ☐ Physical copies of the current evacuation plan, along with a plan for persons with disabilities, are available for all school personnel and emergency response officials.
- ☐ Initiate monitoring of school premises to determine if a return to normal operations is feasible.
- ☐ Periodically test the public address system as the primary means of notifying building occupants and other methods of communicating with school personnel.
- ☐ Post maps and evacuation routes within eye level of students that indicates primary and secondary evacuation routes in all classrooms and common areas.
- ☐ Teachers are instructed to bring their "Go Kit" with them to the assembly area(s).
- ☐ Teachers are instructed to verify that students are out of the classrooms, restrooms, and workrooms.
- ☐ Instruct teachers to guide students to the designated assembly area(s).

- ☐ Teachers are instructed to verify the presence of all students at the assembly area(s) and immediately report students who are not present to school administrators.
- ☐ Teachers should remain with their students until administrators sound the all-clear signal.
- ☐ School personnel should collect critical information to manage and monitor students at the assembly area(s).
- ☐ Designate school personnel to take the emergency kit(s) to the assembly area(s).
- ☐ School personnel assigned to collect lists of unaccounted for students from teachers, compare with the daily attendance absentee lists, and share it with emergency response personnel. (*If possible, include photos of students*).
- ☐ Communicate and confirm that the building has been cleared.
- ☐ Maintain contact with police/fire department(s) to stay informed about the conditions at the school site.
- ☐ Reverse Evacuation Procedures: Remove all students/personnel from assembly area(s) and back into the school, if applicable. Evacuation routes are identified and are posted at student eye level.
- ☐ Inform the local fire department, law enforcement agencies, and first responders of the number of students and school personnel in the school and provide a copy of the school floor plan with additional copies available.

Please add your emergency evaluation protocol here. Either insert PDF documents, paste your information, or print the template and add printed information.

Insert Emergency Evaluation Protocol Here

EMERGENCY KITS AND DEVICES

This section is referenced on pages 15–18 of the School Safety Plan Guide.

Check the boxes below to indicate which kits and devices are in place.

- ☐ Emergency Evacuation Kit
- ☐ First Aid Kit
- ☐ Go Kit
- ☐ Stop the Bleed Kit
- ☐ Automated External Defibrillator (AED)
- ☐ Other Devices:
  Please use this space to describe other devices.
  _____
  _____
  _____

Please include any additional information regarding your emergency kits and devices here. Either insert PDF documents, paste your information, or print the template and add printed information.

Insert Emergency Kits and Devices Information Here

FAMILY ASSISTANCE PROTOCOL

This section is referenced on page 19 of the School Safety Plan Guide.

Use the space after the checklist to type in or copy/paste your family assistance protocol. In the event of an emergency, access the protocol. Use this checklist in the development of the protocol.

Check the boxes below to indicate which plans and procedures are included in your family assistance protocol.

- ☐ Direct parents/guardians to the assembly area(s) to pick up students and to verify their guardianship, along with signing for the release of the students.
- ☐ Instruct parents/guardians on leaving the site to make room for others once they have signed their student out.
- ☐ Notify school transportation to begin routing school buses to assembly area(s).
- ☐ Notify local law enforcement/emergency agencies of the incident and inform them of traffic-routing procedures for school buses.
- ☐ Identify a news media area and provide detailed instructions to be read to the public in order to direct concerned relatives to the assembly area(s).
- ☐ Maintain a manifest for each school bus to account for all students riding buses.
- ☐ Check the school bus manifest to account for every student.
- ☐ Assemble school personnel and students in designated assembly area(s).
- ☐ Monitor students who are being picked up by authorized individuals.
- ☐ Inform the local fire department, law enforcement agencies, and first responders of the number of students and school personnel in the school and provide a copy of the school floor plan with additional copies available.

Please include any additional information regarding your family assistance protocols here. Either insert PDF documents, paste your information, or print the template and add printed information.

Insert Family Assistance Protocol Here

ACCIDENT OR ILLNESS

This section is referenced on pages 20-21 of the School Safety Plan Guide.

Use the space after the checklist to type in or copy/paste your accident or illness procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.

Check the boxes below to indicate items included in your accident or illness procedures.

- ☐ The names and location of staff members certified or currently trained in First Aid, CPR, Stop the Bleed, AED, and any other accident- or illness-related trainings should be made available to every school employee in the building. *Schools should consider adding signage to classroom doors indicating if school personnel are trained in First Aid, CPR, AED, and other emergency response training. Specific school personnel names should not be included on signage.*
- ☐ List school personnel below with training and their location in the building.

NAME	POSITION	TRAINING TYPE	CONTACT INFORMATION (PHONE & EMAIL ADDRESS)	LOCATION
Lucy Weil	Media Specialist	CPR	(555) 555-5555 LW@123SSS.org	Media Room

RESPONSE

- ☐ **Immediately call 911 and appropriate emergency personnel.**
- ☐ Maintain readily available AED and fully stocked First Aid, Go, and Stop the Bleed kits in different areas of the school building.

- ☐ Contact staff trained in First Aid and CPR.
  Schools should consider adding signage to classroom doors indicating if school personnel are trained in First Aid, CPR, AED, and other emergency response training. Specific school personnel names should not be included on signage.

- ☐ The school nurse should identify the nature of the student's illness to determine if isolation and/or contacting the local public health department is necessary.

- ☐ Control access to the area where the impacted student(s) is receiving assistance.

- ☐ Contact the parents/guardians or other family members of the impacted student.

- ☐ Initiate emergency check-out procedures for parents/guardians to check students out of school during the emergency or crisis.

- ☐ Prepare a written statement by school administrative staff to be sent home with students or through social media to inform parents of the incident, when appropriate.

- ☐ The school nurse should provide documentation regarding any illness and/or injury of students or school personnel.

Please include any additional information regarding your accident or illness protocols here. Either insert PDF documents, paste your information, or print the template and add printed information.

Insert Accident or Illness Protocol Here

BOMB THREAT/BOMB

This section is referenced on pages 22-23 of the School Safety Plan Guide.

Use the space after the checklist to type in or copy/paste your bomb threat/bomb procedure. In the event of an emergency, access the procedure. Use this checklist in the development of the procedure.

Check the boxes below to indicate items included in your bomb threat/bomb procedure.

DAILY PRECAUTIONS

- ☐ Routinely check school areas for any suspicious items.
- ☐ Provide training to school personnel on what to do if a suspicious item is found. *(School personnel should be informed that the suspicious item should never be moved or touched.)*
- ☐ Establish notification procedures for school administrators to contact law enforcement when a suspicious item is found on the premises.
- ☐ Isolate the suspicious item until law enforcement personnel have assessed it.
- ☐ Implement the lockdown of classrooms and other rooms when not in use.
- ☐ Implement lockdown of all doors after cleaning classrooms and other areas.
- ☐ Provide detailed procedures on how school personnel should respond to a bomb threat.
- ☐ Implement a special evacuation plan that accounts for the needs of persons with disabilities.
- ☐ Initiate emergency check-out procedures for parents/guardians to check students out of school during the emergency or crisis.
- ☐ Call and update the district central office.
- ☐ Administrative staff and/or the public information officer should prepare a written statement to be sent home with students or through social media to inform parents of the incident, when appropriate.

THREAT RESPONSE

- ☐ **Call 911 immediately.**
- ☐ Activate the emergency evacuation protocol.
- ☐ Move students and school personnel to predetermined locations and/or barriers.
- ☐ Redirect students to alternative locations, if the predetermined routes pass near the location of the bomb or device.
- ☐ Ensure school personnel and students have left the building, including checks of hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums to confirm that the building has been cleared.
- ☐ Take the emergency evacuation kit to the predetermined locations.
- ☐ Account for all students by checking with teachers in the predetermined locations.
- ☐ School personnel and students should remain in the designated predetermined locations until the all-clear signal is sent or unless the area is deemed unsafe.
- ☐ Contact local public safety/law enforcement personnel for bomb threats. Have a copy of the Bomb Threat Assessment Questionnaire–Call Checklist (located on the following page) next to each school phone.

Please include any additional information regarding your bomb threat/bomb protocols here. Either insert PDF documents, paste your information, or print the template and add printed information.

Insert Threat Response Protocol Here

BOMB THREAT ASSESSMENT QUESTIONNAIRE

Date:_____ **Time:**_____ **Incoming phone number:**_____

Ask the Caller:

1. Where is the bomb right now?
2. What will cause the bomb to explode?
3. When is the bomb going to explode?
4. What kind of bomb is it?
5. What does the bomb look like?
6. Who placed the bomb?
7. Why was the bomb placed?
8. How do you know this information?
9. What is your name?

Exact Wording of Bomb Threat?

Caller Information	Caller's Voice	Background Sounds:	Threat Language:
Sex: _____ Race: _____ Age: _____ Length of Call: _____	Calm, Soft, Stuttered, Excited, Laughter Nasal, Angry, Lisp, Loud, Slow Slurred, Whispered, Accent, Disguised, Cracking Familiar :(Who did it sound like?) _____	Traffic, Music, Clear, Factory Noises, PA System Voices, Static, Machinery Noises, Long Distance, Crowd/Others Other Information about background: _____	Well Spoken Offensive Words Taped Incoherent Message Read Irrational

Agencies Notified:
911/ Law Enforcement/Fire ☐
Superintendent's Office ☐
Emergency Management Agency ☐
GEMHSA School Safety Coordinator☐

Call Received by:
Name:_____
Title/Position: _____

Additional Information:

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GEMA/Homeland Security
School Safety Unit
PO Box 18055, Atlanta, GA 30316
(404) 635-7000 or GEMA-SchoolSafety@gema.ga.gov
www.gema.ga.gov

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School Safety Unit

SUSPICIOUS PACKAGE

This section is referenced on page 24 of the School Safety Plan Guide.

Use the space after the checklist to type in or copy/paste your suspicious package procedure. In the event of an emergency, access the procedure. Use this checklist in the development of the procedure.

Check the boxes below to indicate items included in your suspicious package procedure.

- ☐ Immediately call 911. School personnel should be aware of how to handle mail and packages and how to recognize suspicious letters or packages. Training should emphasize that the suspicious package should never be touched.
- ☐ Conduct a credibility assessment together with local public safety personnel, followed by a threat assessment.
- ☐ Perform routine checks of school areas for any suspicious packages.
- ☐ Conduct all steps for handling suspicious packages if a suspicious item is found. *(The suspicious item should never be moved or touched.)*
- ☐ When a suspicious item has been located on school premises, school administrators should immediately informed and they should call 911 to notify law enforcement.
- ☐ Isolate the area until law enforcement personnel have assessed the suspicious package(s).

Please add your suspicious package procedure here. Either insert PDF documents, paste your information, or print the template and add printed information.

Insert Suspicious Package Protocol Here

SHELTER-IN-PLACE

This section is referenced on pages 25-26 of the School Safety Plan Guide.

Use the space after the checklist to type in or copy/paste your shelter-in-place procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.

Check the boxes below to indicate items included in your shelter-in-place procedures.

PRECAUTIONS BEFORE THE SCHOOL DAY

- ☐ Instruct school personnel on where to find school closure information (e.g., social media, TV station, radio) and tell them to look for text messages with information about school closures.
- ☐ Notify parents/guardians of school closures.

CLOSURE DURING THE SCHOOL DAY

- ☐ Check on the condition of buildings and surrounding neighborhoods.
- ☐ Notify the central office about building, neighborhood, and weather conditions.
- ☐ Keep students and staff away from possible hazardous conditions (e.g., iced, slippery, blocked sidewalks, steps, walkways, etc.).
- ☐ Inform parents/guardian of early school closures.
- ☐ Contact school bus drivers regarding the pickup of students during the school day.
- ☐ Ensure all students and school personnel have left the building.
- ☐ Secure the building and grounds.

SHELTER-IN-PLACE (STUDENTS REMAIN IN THE BUILDING OVERNIGHT)

- ☐ Monitor and provide updates on weather conditions that may create the necessity for overnight housing.
- ☐ Secure the building and limit student movement during overnight housing.
- ☐ Prepare for implementing shelter-in-place procedures.

- ☐ Ensure access to food, water, medical supplies, sleeping areas, communications, utilities, and First Aid kits.

- ☐ Notify your local emergency management agency and public safety personnel.

- ☐ Contact the central office and the news media. School personnel should refer to the local school system media protocols regarding predetermined news media access to information.

- ☐ Contact HVAC and other system control points that are centralized by contacting the Service Center to ensure the school's climate control system is **not** turned off. Make additional accommodations regarding power outages (e.g., identify supplies needed for overnight housing such as generators, cots, and food).

- ☐ Initiate contact with parent/guardian family members.

- ☐ Secure designated areas of the building to house students and school personnel during the shelter-in-place timeframe.

- ☐ Set up an indoor security perimeter and designate areas of the building that are off limits for students to ensure safety. Assign school personnel supervision duties and shifts during the night to account for and supervise all students.

Please add your shelter-in-place procedures here. Either insert PDF documents, paste your information, or print the template and add printed information.

Insert Shelter-In-Place Protocol Here

OUTAGE/UTILITY FAILURE

This section is referenced on page 27 of the School Safety Plan Guide.

Use the space after the checklist to type in or copy/paste your outage/utility failure procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.

Check the boxes below to indicate the items included in your outage/utility failure procedures.

- ☐ Contact appropriate school administration and appropriate utility companies immediately upon learning of the outage.
- ☐ Ensure school personnel are aware of how to find the power shut off and turn it off when an emergency occurs.
- ☐ Secure the affected area and keep students away.
- ☐ Contact designated emergency officials and/or law enforcement.

Please add your outage/utility failure procedures here. Either insert PDF documents, paste your information, or print the template and add printed information.

Insert Outage/Utility Failure Protocol Here

DEATH AT SCHOOL

This section is referenced on page 28 of the School Safety Plan Guide.

Use the space after the checklist to type in or copy/paste your death at school procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.

Check the boxes below to indicate the plans and items included in your death at school procedures.

- ☐ Contact appropriate school administration, law enforcement, and other first responders immediately upon learning of the death of a staff member or student.
- ☐ Maintain a current list of names and location of school personnel trained in suicide awareness. Ensure the list is available to all school employees in the building.
- ☐ Contact emergency responders and/or law enforcement personnel.
- ☐ Secure the area and keep all students away.
- ☐ Implement lockdown procedures by school personnel (refer to *Attachment A: Lockdown Recommendation* or *https://riskmanagementservices.gsba.com/wp-content/uploads/2018/11/Lockdown-Procedures.pdf*)
- ☐ Include notification protocol in procedures.
- ☐ Notify school personnel and immediately contact the central office.
- ☐ Manage internal and external communications, including the news media. The school should follow the local system's procedures for media contact.
- ☐ Communicate, respond to, and monitor student/staff reactions and coordinate with counseling staff for grief and fear resources.

Please add your death at school procedures here. Either insert PDF documents, paste your information, or print the template and add printed information.

Insert Death at School Protocol Here

THREAT OR OCCURRENCE OF SUICIDE AT SCHOOL

This section is referenced on pages 29–30 of the School Safety Plan Guide.

Use the space after the checklist to type in or copy/paste your threat or occurrence of suicide at school procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.

Check the boxes below to indicate the plans and items included in your threat or occurrence of suicide at school procedures.

- ☐ Implement the coordination of response activities to a threat of suicide or occurrence at school and lockdown procedures.
- ☐ Contact appropriate school administration, law enforcement, and other first responders immediately upon learning of the suicide or threat of suicide.
- ☐ School personnel with Suicide Awareness training should be on standby.
  It is recommended that each school access the After a Suicide Toolkit for Schools, which can be found at https://sprc.org/sites/default/files/resource-program/AfteraSuicideToolkitforSchools.pdf.
- ☐ Document the names and location of school personnel currently trained in Suicide Awareness, and make the list available to every school employee in the building.
- ☐ Contact emergency responders and law enforcement personnel.
- ☐ Secure the area and keep all students away.
- ☐ Ensure contact with parents/guardians or other family members to inform them of the student/staff suicide or threat of suicide.
- ☐ Notify appropriate school personnel and immediately contact the central office.
- ☐ Communicate, respond to, and monitor student and staff reactions to the threat of suicide or occurrence of suicide in order to coordinate with counseling staff.
- ☐ Implement emergency check-out procedures, which includes requiring identification and using student attendance logs.

- ☐ Collect appropriate resources necessary to respond to students/staff grief and fear. *It is recommended that each school access the After a Suicide Toolkit for Schools, which can be found at https://sprc.org/sites/default/files/resource-program/AfteraSuicideToolkitforSchools.pdf)*

Please add your threat or occurrence of suicide at school procedures here. Either insert PDF documents, paste your information, or print the template and add printed information.

Insert Threat or Occurrence of Suicide at School Procedures Here

FIRE

This section is referenced on pages 31-32 of the School Safety Plan Guide.

Use the space after the checklist to type in or copy/paste your fire protocol. In the event of an emergency, access the protocol. Use this checklist in the development of the protocol.

Check the boxes below to indicate procedures included in your fire protocol:

PREPAREDNESS

- ☐ Ensure all school personnel and students have practiced fire drills and evacuation procedures at least once a month. Include the use of alternative evacuation routes as a part of preparedness best practices.
- ☐ Ensure the fire alarm system is inspected and operational.
- ☐ Make sure school personnel have received training on how to use a fire extinguisher.
- ☐ Monitor all fire extinguisher locations and ensure these locations are clearly marked and regularly inspected.
- ☐ Account for all students by checking with teachers in the assembly area(s).
- ☐ Survey students at the assembly area(s) to check for injuries or trauma.
- ☐ All school personnel and students should remain in the assembly area(s) until the all-clear signal/message is sent.
- ☐ Initiate emergency check-outs of students, which includes requiring identification and using student attendance logs.

RESPONSE

- ☐ Call 911 immediately.
- ☐ Initiate the emergency evacuation protocol.
- ☐ Initiate the emergency evacuation of persons with disabilities through the designated evacuation routes and plans.
- ☐ Conduct building checks by monitoring hallways, restrooms, lounges, cafeterias, auditoriums, gymnasiums, and all other applicable facilities.
- ☐ Take the Emergency Evacuation Kit, First Aid Kit, AED, and all other appropriate emergency kits/devices to the assembly area(s).

Please add your fire protocol here. Either insert PDF documents, paste your information, or print the template and add printed information.

Insert Fire Protocol Here

HAZARDOUS MATERIAL THREAT/ACCIDENT

This section is referenced on pages 33-35 of the School Safety Plan Guide.

Use the space after the checklist to type in or copy/paste your hazardous material threat/accident procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.

Check the boxes below to indicate the response recommendations included in your hazardous material threat/accident procedures:

PREPARATION – INSIDE AND OUTSIDE THE BUILDING

- ☐ Identify potential hazardous material sites and share this information with local emergency management (e.g., above-ground industrial storage containers, railroad tracks, etc.).
- ☐ Determine evacuation routes for building occupants during an emergency evacuation due to hazardous materials.
- ☐ Assemble school buses for an emergency evacuation.
- ☐ Establish safe routes and assembly areas for staff and students **inside** and **outside** of the building.
- ☐ Assist persons with a disability through the evacuation.
- ☐ Identify all chemicals located within the building and ensure they are properly stored with details included in each school's Safety Data Sheets.
- ☐ Initiate emergency check-out procedures that include an orderly process requiring identification and using student attendance logs.
- ☐ Prepare a written statement to be sent home with students or through social media to inform parents/guardians of the incident when appropriate.

PREPARATION – INSIDE THE BUILDING

- ☐ Immediately call 911.
- ☐ Immediately remove students and school personnel from the area.
- ☐ Initiate an emergency evacuation following the designated emergency evacuation routes and plans.

- ☐ Assist persons with a disability through the evacuation.
- ☐ Seal off the area(s) around and near the accident.
- ☐ Avoid any contact with the hazardous material.
- ☐ Immediately shut down air-conditioning and ventilation units.
- ☐ Provide emergency responders with a list of chemicals in the building including the schools Safety Data Sheets.
- ☐ Decontaminate students and school personnel, if necessary.

PREPARATION – OUTSIDE THE BUILDING

- ☐ Remove all students and school personnel from athletic fields and playground areas and back into the school.
- ☐ Implement dismissal procedures to minimize staff and student exposure due to hazardous conditions.
- ☐ Have school personnel account for all students.
- ☐ Contact transportation to keep school buses out of the hazardous material accident/threat area.
- ☐ Inform school personnel that precautionary measures are being taken due to a report of an incident near the school.
- ☐ Close all windows and outside doors.
- ☐ Shut down air-conditioning and ventilation units or contact the facilities director to do so. Prepare to move students away from windows and doors.
- ☐ Quickly evacuate the facility, based on the directions of emergency personnel.
- ☐ Have school personnel trained in First Aid on alert.
- ☐ Remain in lockdown mode until the all-clear signal/message is received from emergency personnel.
- ☐ Inspect the building after the incident for any contamination.

PREPARATION – BIOLOGICAL THREAT

- ☐ Immediately recognize unusual packages or letters, as the school may be the recipient of or threat to receive a bacteria- or micro-organism-laced letter, box, container, or envelope. (For example, look for excess postage on a small package or letter, which 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"; or leaks, stains, or sharp points).

- ☐ Students and volunteers are NOT allowed to open or handle school mail.

- ☐ Call 911 to report a suspicious package.

- ☐ Isolate the letter or package and leave the area.

- ☐ Evacuate and seal off the area of building *(refer to **Emergency Evacuation Protocol**)*.

- ☐ School personnel should actively prevent others from entering the area.

- ☐ Isolate and identify victims (name, address, and telephone numbers) who have come in contact with the letter or package for first responders, health officials, and local EMA.

- ☐ Determine if the school is safe to return to normal operations in coordination with local EMA.

- ☐ Notify school personnel and parents/guardians about the status of the school in consultation with local law enforcement personnel.

Please add your hazardous material threat/accident procedures here. Either insert PDF documents, paste your information, or print the template and add printed information.

Insert Hazardous Material Threat/Accident Protocol Here

INTRUDER/SUSPICIOUS PERSON

This section is referenced on page 36 of the School Safety Plan Guide.

Use the space after the checklist to type in or copy/paste your intruder/suspicious person procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.

Check to indicate which of the following are included in your intruder/suspicious person procedures:

- ☐ Call 911, if deemed necessary.
- ☐ Immediately order a lockdown, if necessary, upon notice of intruder/suspicious persons.
- ☐ Lock exterior doors and have signs that provide directions to visitors advising them to use the main entrance.
- ☐ Designated school personnel are required to periodically check all exterior doors to ensure they are secured. (*Note: Schools may NOT use chains to secure exterior doors; they must be accessible as emergency exits).*
- ☐ Conduct measures to prevent unauthorized direct access to school facilities. Procedures should include measures for visitors to provide identification and having visitations only permissible by scheduled appointments to prevent intruders and suspicious person from the campus at all times.
- ☐ Implement a visitor identification name-tag system. Visitor tags should be disposable.
- ☐ Monitor the location of the intruder/suspicious person using surveillance cameras, monitors, and walkie-talkies in communicating with law enforcement.

Please add your intruder/suspicious person procedures here. Either insert PDF documents, paste your information, or print the template and add printed information.

Insert Intruder/Suspicious Person Procedures Here

HOSTAGE/BARRICADE

This section is referenced on page 37 of the School Safety Plan Guide.

Use the space after the checklist to type in or copy/paste your hostage/barricade procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.

Check to indicate the items included in your hostage/barricade procedures:

- ☐ Call 911.
- ☐ Do not open locked doors for persons trying to enter the building from outside.
- ☐ Immediately order a lockdown.
- ☐ Notify school personnel on playgrounds/athletic fields of the lockdown and provide them with instructions.
- ☐ Notify school bus drivers to remain away from the school.
- ☐ Notify school personnel and students to remain in classrooms until the all-clear signal is given.
- ☐ School personnel and students should remain calm and quiet.
- ☐ If not in a classroom, seek protection in a nearby classroom when lockdown procedures are initiated *(refer to Attachment A: Lockdown Recommendation or https://riskmanagementservices.gsba.com/wp-content/uploads/2018/11/Lockdown-Procedures.pdf*).
- ☐ Monitor the location of the hostage taker using surveillance cameras, monitors, and walkie-talkies in communicating with law enforcement.
- ☐ Remain in lockdown mode until the all-clear signal/message is received.
- ☐ Initiate emergency check-out procedures that include an orderly check-out process requiring identification and using student attendance logs.
- ☐ Ensure consistent communication with parents/guardians.

Please add your hostage/barricade procedures here. Either insert PDF documents, paste your information, or print the template and add printed information.

Insert Hostage/Barricade Protocol Here

STUDENT DISRUPTION/CIVIL DISTURBANCE

This section is referenced on pages 38-39 of the School Safety Plan Guide.

Use the space after the checklist to type in or copy/paste your student disruption/civil disturbance procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.

Check to indicate the items included in your student disruption/civil disturbance procedures:

- ☐ Provide training to school personnel on the three levels of disturbance.
- ☐ Instruct school personnel to call 911 for Level 2 or 3 disturbances.
- ☐ Provide training to school personnel on how to report disturbances.
- ☐ Instruct school personnel on how to isolate the disruption.
- ☐ Provide training to school personnel on how to clear the immediate area, including restrooms and hallways.
- ☐ Immediately order a lockdown for Level 2 or 3 disturbances.
- ☐ Assemble staff members trained in CPR and First Aid, if needed.
- ☐ Provide training to school personnel on how to de-escalate angry students or a crowd of students without endangering their safety.
- ☐ Provide training to school personnel on how to prevent students from going to their lockers during or after a disturbance.
- ☐ Closely supervise students during dismissal and boarding of buses after a disturbance.
- ☐ Coordinate with police to ensure adequate protection of students and school personnel following a Level 2 or 3 disturbance until everyone has left the premises.
- ☐ Initiate emergency check-out procedures that include an orderly check-out process requiring identification and using student attendance logs.
- ☐ Prepare a written statement by school administration to be sent home with students or through social media to inform parents of the incident when appropriate.

Please add your student disruption/civil disturbance procedures here. Either insert PDF documents, paste your information, or print the template and add printed information.

Insert Student Disruption/Civil Disturbance Protocol Here

STUDENT RUNAWAY/ABDUCTION/MISSING STUDENT

This section is referenced on pages 40-41 of the School Safety Plan Guide.

Use the space after the checklist to type in or copy/paste your student runaway/abduction/missing student procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.

Check to indicate the items included in your student runaway, abduction, or missing student procedures:

PREPARATION

- ☐ Account for every student during the school day.
- ☐ Ensure attendance tracking is conducted by school personnel for daily attendance and notification of parents when students are absent.
- ☐ Maintain field-trip student rosters on each bus and a copy at the school.
- ☐ Account for all students at the field-trip destination upon arrival and prior to departure.
- ☐ Report any suspicious persons loitering on or near the school campus.
- ☐ Limit access to the building and require identification and accountability procedures for adults who enter the school.
- ☐ Initiate emergency check-out procedures for releasing students to parents or guardians.

RESPONSE

- ☐ Call **911**.
- ☐ Implement procedures by school personnel on how to handle a missing child or abduction.
- ☐ Provide a description or picture of the missing student immediately to law enforcement.
- ☐ Notify the parents/guardians of the situation.
- ☐ Notify transportation if the student normally rides the bus.
- ☐ Conduct a room-by-room search for the student and other potential hiding areas.

- ☐ Survey students from the missing student's class for information.
- ☐ Closely monitor siblings of the missing student.
- ☐ Notify other schools if siblings of the missing student attend a different school.
- ☐ Secure the perimeter of the building.
- ☐ Curtail outside activities until the situation has stabilized.
- ☐ Initiate emergency check-out procedures that include an orderly check-out process requiring identification and using student attendance logs.
- ☐ Prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

Please add your student runaway/abduction/missing student procedures here. Either insert PDF documents, paste your information, or print the template and add printed information.

Insert Student Runaway/Abduction/Missing Student Protocol Here

REPORT OF A WEAPON ON CAMPUS

This section is referenced on pages 42-43 of the School Safety Plan Guide.

Use the space after the checklist to type in or copy/paste your report of a weapon on campus procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.

Check to indicate the items included in your report of a weapon on campus procedures:

- ☐ Immediately inform the school resource officer or call 911 if a weapon is suspected on a student.
- ☐ Contact the school resource officer or other law enforcement officer with information about the student, location of the student, and the possible weapon.
- ☐ Immediately contact the school resource officer or other law enforcement officer, along with an administrator, to escort the suspected student.
- ☐ School personnel will carry all of the student's belongings at a safe distance.
- ☐ The student always walks in front of the escort; never allow the student to walk behind any member of the escort.
- ☐ Ensure 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.
- ☐ School personnel are instructed to allow the school resource officer or other law enforcement officers to follow their procedures for search and seizure.
- ☐ School personnel should never attempt to unload a firearm or handle a firearm.
- ☐ School personnel should show the school resource officer or other law enforcement officer the student's locker or vehicle and never open a student's locker or vehicle who is suspected of possessing a weapon.
- ☐ 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.

- ☐ Initiate emergency check-out procedures that include an orderly check-out process requiring identification and using student attendance logs.

- ☐ Prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

Please add your report of a weapon on campus procedures here. Either insert PDF documents, paste your information, or print the template and add printed information.

Insert Report of a Weapon on Campus Protocol Here

ACTIVE ATTACK

This section is referenced on page 44 of the School Safety Plan Guide.

Use the space after the checklist to type in or copy/paste your active attack protocol. In the event of an emergency, access the protocol. Use this checklist in the development of the protocol.

Check to indicate the items included in your active attack protocol:

- ☐ Refer to preferred protocols and expectations of your local law enforcement agency. It is important to maintain the protocols of the local law enforcement agency.
- ☐ All trained school personnel should immediately implement active attack protocols.
- ☐ Immediately order a lockdown and initiate lockdown procedures.
- ☐ Personnel who have received active shooter response training should immediately implement the active attack protocol.
- ☐ Lock exterior doors and display signage providing directions to visitors and advising them to use the main entrance.
- ☐ 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*).
- ☐ Prevent unauthorized access to school facilities. To prevent intruders and unauthorized access, school visitations are only permissible by scheduled appointments and all visitors must provide proper identification.
- ☐ Ensure lockdown is announced.
- ☐ Follow lockdown procedures.
- ☐ Building occupants should be prepared to remain in lockdown for an extended period.
- ☐ Make active shooter trainings available to school personnel and provide opportunities to practice active shooter response. Options-based response training is available to schools. Training options available include Civilian Response to Active Shooter Events (CRASE), provided by GEMA/HS Homeland Area Security Coordinators.

Please add your active attack protocol here. Either insert PDF documents, paste your information, or print the template and add printed information.

Insert Active Attack Protocol Here

TORNADO

This section is referenced on pages 45-47 of the School Safety Plan Guide.

Use the space after the checklist to type in or copy/paste your tornado procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.

Check to indicate the items included in your tornado procedures:

PREPAREDNESS

- ☐ At least twice a year, school personnel and students should practice mandatory severe weather drills (see the National Weather Service Severe Weather Preparedness Guide for Schools: www.weather.gov/grb/schools).
- ☐ Have weather monitoring devices available in multiple locations that alert staff to tornado watches and warnings.
- ☐ Secure weather radios, maintain batteries, and conduct monthly testing of each radio.
- ☐ Ensure school personnel understand the difference between a watch and a warning.
- ☐ Designate the best areas to serve as shelters and share the area locations with school personnel (e.g., interior rooms, hallways, lowest floors, enclosed smaller areas away from glass).
- ☐ Develop and update diagrams of the building with marked safe areas provided to school personnel. The diagrams should include the quickest routes to access the safest areas.
- ☐ During a tornado watch or warning, avoid areas identified as being potentially dangerous, such as the gym and other areas with wide roof spans and glass.
- ☐ 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).

RESPONSE TO WATCH

- ☐ Move students to predesignated safe areas.
- ☐ Communicate weather conditions to all areas.
- ☐ Communicate to bus drivers and personnel outside the building to notify them of the tornado watch.

- ☐ Begin securing the building by closing windows and doors.
- ☐ School personnel and students should seek cover in the predesignated safe areas and should take a protective seated position with hands/arms covering the head, neck, and face.
- ☐ When possible, secure or store articles that may become missiles indoors.
- ☐ School personnel trained in CPR and First Aid are assigned to the predesignated safe areas.
- ☐ Prohibit school personnel and students from leaving the building during a watch.
- ☐ Instruct teachers 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.
- ☐ Decide if and when students can be released from school.
- ☐ School personnel and students should remain in the safe areas until the all-clear is given.
- ☐ Inspect the building after the tornado and before students return to the school.
- ☐ Determine the implementation of early dismissal procedures.
- ☐ Initiate emergency check-outs of students requiring identification and the use of student attendance logs.
- ☐ Make a determination as to whether the school is safe to return to normal operations.
- ☐ Notify school personnel and parents/guardians about the status of the school.

RESPONSE TO WARNING

- ☐ Move students to predesignated safe areas.
- ☐ Communicate weather conditions to all areas.
- ☐ Communicate to bus drivers and personnel outside the building to notify them of the tornado warning.
- ☐ Begin securing the building by closing windows and doors.

- ☐ School personnel and students should seek cover in the predesignated safe areas and should take a protective seated position with hands/arms covering the head, neck, and face.
- ☐ When possible, secure or store articles that may become missiles indoors.
- ☐ School personnel trained in CPR and First Aid are assigned to the predesignated safe areas.
- ☐ Prohibit school personnel and students from leaving the building during a warning.
- ☐ Instruct teachers 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.
- ☐ Decide if and when students can be released from school. *(Students should not be released during an active tornado warning).*
- ☐ School personnel and students should remain in the safe areas until the all-clear is given.
- ☐ Inspect the building after the tornado and before students return to the school.
- ☐ Determine the implementation of early dismissal procedures.
- ☐ Initiate emergency check-outs of students requiring identification and the use of student attendance logs.
- ☐ Make a determination as to whether the school is safe to return to normal operations.
- ☐ Notify school personnel and parents/guardians about the status of the school.

Please add your tornado procedures here. Either insert PDF documents, paste your information, or print the template and add printed information.

Insert Tornado Protocol Here

FLOODING

This section is referenced on page 48 of the School Safety Plan Guide.

Use the space after the checklist to type in or copy/paste your flooding procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.

Check to indicate the items included in your flooding procedures:

- ☐ Coordinate with the local EMA regarding local flood plains.
- ☐ Monitor weather conditions in the affected areas via radio, internet, or television broadcasts.
- ☐ Shut off the water at mains to prevent contaminated water from backing up into the school water supply system.
- ☐ Determine alternative transportation routes to avoid flood-prone areas.
- ☐ Closely monitor the implementation of dismissal procedures to keep students away from flooded areas, flooding, or possible flood areas.
- ☐ Immediately evacuate students in accordance with emergency early dismissal procedures when there is a risk of flooding. If students cannot be evacuated, implement shelter-in-place procedures.
- ☐ Immediately and appropriately respond to a flash flood.
- ☐ Detail how and where to relocate students from low-lying levels/areas during a flooding event.
- ☐ Determine if the school is safe to return to normal operations.
- ☐ Notify school personnel and parents/guardians about the status of the school.

Please add your flooding procedures here. Either insert PDF documents, paste your information, or print the template and add printed information.

Insert Active Flooding Procedures Here

EARTHQUAKE

This section is referenced on page 49 of the School Safety Plan Guide.

Use the space after the checklist to type in or copy/paste your earthquake procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.

Check to indicate the items included in your earthquake procedures:

- ☐ Coordinate with the local EMA.
- ☐ School personnel and students should take cover under desks, when possible, and cover their heads and necks.
- ☐ Stay away from glass, heavy objects that could tilt over, outside windows and doors, shelves, and any objects that could fall.
- ☐ Move students away from windows and relocate to the hallways or stairwells.
- ☐ Immediately evacuate students if the earthquake begins to cause damage to the inside school building structure using emergency evacuation protocols, including accounting for all students and school personnel.
- ☐ Move away from buildings, trees, fences, vehicles, poles, utility lines, and any other objects that could fall.
- ☐ Stay away from the building and do not re-enter the building after an earthquake.
- ☐ Conduct a building inspection prior to school personnel and students being allowed to re-enter the building.
- ☐ Determine if the school is safe to return to normal operations.
- ☐ Notify school personnel and parents/guardians about the status of the school.

Please add your earthquake procedures here. Either insert PDF documents, paste your information, or print the template and add printed information.

Insert Earthquake Procedures Here

HURRICANE/TROPICAL STORM/DEPRESSION

This section is referenced on page 50 of the School Safety Plan Guide.

Use the space after the checklist to type in or copy/paste your hurricane/tropical storm/depression procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.

Check to indicate the items included in your hurricane/tropical storm/depression procedures:

- ☐ Secure the grounds and facilities prior to landfall.
- ☐ Monitor weather reports and coordinate with local EMA continuously.
- ☐ Work with GEMA/HS to develop a plan regarding provisions for temporary shelters and for check-in/check-out procedures for evacuees.
- ☐ Coordinate with local EMA to carefully survey the building after the hurricane has passed to assess danger post event.
- ☐ School personnel should be trained to not enter the building until an assessment has been completed by local emergency management.
- ☐ Determine if the school is safe to return to normal operations.
- ☐ Notify school personnel and parents/guardians about the status of the school.

Please add your hurricane/tropical storm/depression procedures here. Either insert PDF documents, paste your information, or print the template and add printed information.

Insert Hurricane/Tropical Storm/Depression Protocols Here

PANDEMIC AND EPIDEMIC

This section is referenced on pages 51-56 of the School Safety Plan Guide.

Use the space after the checklist to type in or copy/paste your pandemic and epidemic protocols. In the event of an emergency, access the protocols. Use this checklist in the development of the protocols.

Check to indicate your pandemic and epidemic protocols include response items involved in the levels of preparedness:

- ☐ Level 0: Prevention and preparations
- ☐ Level 1: Suspected human-to-human outbreak
- ☐ Level 2: Confirmed human-to-human outbreak
- ☐ Level 3: Widespread human outbreak
- ☐ Level 4: Expanded human outbreak
- ☐ Level 5: Expanded (local) outbreak
- ☐ Level 6: Health emergency
- ☐ Level 7: Recovery – Taking steps to reopen schools

Please add your pandemic and epidemic protocols here. Either insert PDF documents, paste your information, or print the template and add printed information.

Insert Pandemic and Epidemic Protocol Here

CYBERSECURITY AND OTHER COMPUTER INTRUSIONS

This section is referenced on pages 57-58 of the School Safety Plan Guide.

Use the space after the checklist to type in or copy/paste your cybersecurity and other computer intrusions protocols. In the event of an emergency, access the protocols. Use this checklist in the development of these protocols.

Check to indicate the items included in your cybersecurity and other computer intrusions protocols:

- ☐ Define access to private information.
- ☐ Develop strategies and describe the concept of appropriate access to private information such as student demographics and grade data.
- ☐ Establish a concept for access control and how to limit access to school data to only authorized users.
- ☐ Determine equipment needed to access servers and network connections.
- ☐ Identify specific network components and the roles of these connected network components.
- ☐ Create a plan for school personnel to utilize appropriate networks.
- ☐ Develop a plan for school personnel to store and share information using cloud computing.
- ☐ Demonstrate safe cloud computing practices among school personnel.
- ☐ Develop a plan to compare and contrast the concepts surrounding access control.
- ☐ Establish the difference between online and local use of computing devices within the school.
- ☐ Determine a plan for network communication.
- ☐ Develop a procedure to differentiate between a network device's MAC and IP addresses.
- ☐ Create a plan to compare and contrast network topologies.
- ☐ Establish layers within the OSI networking model most appropriate for your school.

Please add your cybersecurity and other computer intrusions protocols here. Either insert PDF documents, paste your information, or print the template and add printed information.

Insert Cybersecurity and Other Computer Intrusions Protocol Here

PREPAREDNESS AND RESPONSE PROTOCOLS FOR OTHER SITUATIONS

This section is referenced on page 59 of the School Safety Plan Guide.

The following space is provided for schools to detail their specific situations and the preparedness and response protocols associated with these unique situations. Either insert PDF documents or paste your information. In the event of an emergency, access the protocols for immediate emergency response activities.

Insert Preparedness and Response Protocols for Other Situations Here

ATTACHMENT A

LOCKDOWN PROCEDURES

Everyday schools across the nation must place their campuses on lockdown due to an unsafe environment or threat thereof. There are many different variations of addressing lockdowns. Although these recommendations will work for most, *it is highly recommended that school officials consult with local law enforcement to cooperatively develop protocols to meet the needs of all those that will be responding to an incident at the schools.*

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

- **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.*
- **Interior Lockdown**:
  - Close and lock all exterior/classroom doors.
  - Open exterior window blinds or curtains to allow exterior visibility into classroom*
  - Conduct accountability procedures. Display appropriate status cards if plan requires.
  - 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.
    -Example: 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.
- **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. Turn off lights if visibility is possible from interior windows and doors.
  - Open exterior window blinds or curtains to allow exterior visibility into classroom*
  - Remain silent, place all phones on silent.
  - School officials get into lockdown position also.
    -Example: Threat is inside. Threatening person is at school, possible weapon involved/active shooter (student/parent/staff). Work with local law enforcement 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** as an absolute last resort- do not leave a secured area to "hunt" the threat.

*Consult local responding law enforcement to determine their preference based upon their tactical capabilities.

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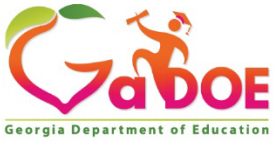
GEMA/Homeland Security
School Safety Unit
PO Box 18055, Atlanta, GA 30316
(404) 635-7000 or GEMA-SchoolSafety@gema.ga.gov
www.gema.ga.gov

Revised 07/2017
GEMA/Homeland Security / Field Operations
School Safety Unit

SCHOOL SAFETY PLAN TEMPLATE
FOR GEORGIA PUBLIC SCHOOLS



Carl Vinson
Institute of Government
UNIVERSITY OF GEORGIA

budget allocations and overseeing the preparation and submission of school general budgets and fund volume requests; preparing staffing, finance, and space analysis studies; establishing metrics to measure and manage key performance indicators; driving process improvement teams and initiatives and drafting written policies; senior advisor on medical school practice contract; representing the dean in deliberations and negotiations associated with contract management, staffing allocations, and faculty compensation plan school-wide initiative; and other project and duties as directed.

Achievements:

- Faculty compensation plan dashboard creation and modeling initiative
- Senior leader, liaison, director, and team supervisor on invoicing process of $48M annual Grady Contract Revenue budget resulting in reconciliations and accurate billing for payment of faculty and staff labor and non-labor resources.
- Designed policy and procedure for Treasury to Grady Health Care monthly revenue and accounting
- Interviewed and hired 33 (Faculty and Staff) personnel ensuring skills alignment to MSM mission goals.

Director of Administration and Finance I, Department of Academic Financial Services
Reporting to the Senior Vice President and Chief Financial Officer; served as business advisor tasked with co-sharing of responsibilities for business operations, projects, and financial administration, developed and managed annual operating budget and ensured adherence to operational guidelines for Academic Financial Services, provided high level administrative support, broad leadership and discretion as a liaison between the institutional leaders, developed administrative objectives and strategies for resolution of operating problems by identifying ways to improve the efficiency and effectiveness of administrative procedures with contractual vendors, co-facilitated faculty compensation plan data capture and data analytics and other survey related data, serves as key business and finance liaison to Grady Health System Scope of Service, productivity, and lean management strategies. Managed and developed administrative strategies and objectives focused on operational concerns led to process improvement initiatives in areas that lack efficiency, managed and created annual operating, financial reporting, budget hearing presentations, contractual review, and ensured adherence to policy and guidelines for the Office of the Chief of Finance Officer, Office of the Controller, Office of Auxiliary Services, Officer of Information Technology, Department of Shared Services, Department of Public Safety, Department of Human Resources, and Department of Facilities, Work with Treasury, Accounting, and Business Office to manage departmental revenue, expenses and reimbursements.

Achievements:

- Faculty compensation plan project design and “Go Live” initiative.
- Mission Based Budgeting project oversight and direction
- Oversight of hiring and budgetary actions of Director of Administration and Finance
- Managed institutional budget and financial activities resulting in expense savings and appropriate human capital mission allocations in terms of Grady Health System contract.
- Leading liaison and director on invoicing process of $48M annual Grady Contract Revenue budget resulting in reconciliations and accurate billing for payment of faculty and staff labor and non-labor resources.
- Designed policy and procedure for Treasury to Grady Health Care monthly revenue and accounting
- Managed FEMA application and submission process and orchestrated expense move to Care’s Act
- Compensation re-evaluation analysis project for departments under management
- Managed department budget and financial activities resulting in expense savings and appropriate human capital mission allocations.
- Managed and supervised staff personnel ensuring MSM policy and procedural compliance.
- Interviewed and hired 33 (Faculty and Staff) personnel ensuring skills alignment to MSM mission goals.

Financial Analyst II, Department of Academic Financial Services
Reporting to the Assistant Vice President of Academic Financial Services; provided financial planning, reporting and analysis related to companies’ operations, assisted with the month end closing to ensure accuracy, participated with the development of annual budgets and regular forecast efforts for both internal department and vendor contract revenues, identified and recommended opportunities for creating or enhancing financial processes and procedures which would standardize workflow, increase efficiency, improve the controls and security of company assets and/or generate value added cost reductions.
Achievements:

- Managed and created Institutional-wide Mission Based Budgeting Tool redesign and roll out process resulting in financial alignment of human capital to mission resources.
- Managed invoicing process of $48M annual Grady Contract Revenue budget resulting in accurate billing for payment of faculty and staff labor and non-labor resources.
- Compiles institutional audit data and performs analysis of Grady revenue resulting in appropriate expense to budget allocations.
- Performed strategic and tactical financial analysis for institutional and departmental planning initiatives resulting in process improvement protocols and cost savings directives.
- Worked on Institutional Faculty Compensation Strategic Planning Team as a subject matter expert resulting in the web-design of plan tool, process design, and information technology automation.

Interim Director of Administration and Finance, Department of OBGYN
Reporting to the Assistant Vice President of Academic Financial Services; developed and managed annual operating budget and ensured adherence to operational guidelines for the Department of Obstetrics and Gynecology, provided high level administrative support, broad leadership and discretion as a liaison between the department leadership and other institutional areas, developed administrative objectives and strategies for resolution of operating problems by identifying ways to improve the efficiency and effectiveness of administrative procedures, evaluated reviews and prepared the required justification for capital equipment expenditures, ensured compliance with policies and practices regarding vendor selection, acquisition and payment of supplies and/or services and promotes fiscal stewardship and collaborated with the Business Office and Accounting Department to oversee department reimbursements.

Achievements:
- Managed department budget and financial activities resulting in expense savings and appropriate human capital mission allocations.
- Managed and supervised staff personnel ensuring MSM policy and procedural compliance.
- Interviewed and hired six personnel ensuring skills alignment to MSM mission goals.

Assistant Department Administrator, Department of Family Medicine
Reporting to the Senior Clinical Department Administrator; developed and directed short and long-term strategic business and administrative initiatives for the Department in alignment with the overall institutional goals while actively serving the Budget Analyst of $7M operating budget and Co-Administration Manager for 33 Faculty and 10 Staff employees. Directing strategic business, programmatic, policy development and operational planning in concert with the Department Administrator, AVP of Financial Services, Chair, Chief Operating Officer, and Chief Financial Officer. Planning and managing all financial areas including all aspects of budgeting, revenue, and expense management. Support and address the needs of Family Medicine Residency and Medical Student Education students, where appropriate. Meet with the Program Managers/Coordinators to assess and identify student needs. Work with the Residency Program Manager to ensure staffing and budget needs are appropriate in meeting the requirements for ACGME and other accrediting bodies and make recommendations accordingly. Collaborate with Clerkship Managers and Coordinators to ensure proper documentation of student achievements. Work with Residency and Clerkship Directors to orient activities for MD students. Prepares department business data analysis, budget funding plans and development of proposal plans for innovative programs and executing changes of existing programs within the MSM infrastructure while analyzing trends, making recommendations and monitoring success. Provides administrative support to organizational leadership while interpreting and executing new policy, procedure, and directives of the institution.

Achievements:
- Co-Led and co-authored Request for Account Number initiative in efforts to reduce lag time and create a timelier process through redesigning documents and fostering consistency.
- Created Research Proforma and living budget for H.E.A.L Clinic, Telehealth and HRSA Grant initiatives resulting in successful implementation and pending grant approval.
- Managed department budget resulting in expense saving of 18.5% under plan.
- Conducted budget preparation and hiring Proforma to ensure proper faculty are in place according to ACGME requirements which led to removal from probation.
- Create presentations and provide recommendations to senior management regarding financial targets.

Ohio Christian University, Atlanta, Georgia ***09/2018 – 01/2019***

Known for preparing students to serve effectively in society and church by providing education that is holistic, Christ-centered, and biblically integrated setting that fosters world-impacting Christian servant leaders.

Adjunct Professor, Adult Graduate Education
Reporting to the Dean of Adult Graduate Education, taught undergraduate and graduate students in Leadership. Developed and maintained the class syllabus and ensuring that the syllabus meets both the department and college standards. Coordinated planning and creation of lectures, online discussions, and assignments. Conducted grading of assigned exams, quizzes, and papers. Performed assessment of grades for student participation, performance online, assignments and examinations. Responsible for reporting student learning outcomes, online reviews and analyzing student data. Collaborated with colleagues relative to current and future course curriculum. Advised students on how to leverage materials and be successful in an online learning environment.

Achievements:

- Led successful online classroom with no major technology concerns and implemented evaluation modalities while mentoring students in a learning environment.
- Creating an inviting environment where students were able to complete the course with no less than a high “B” average.
- Provided feedback to the university as to ways to enhance the student learning experience through process improvement methodologies.

JD Andrews and Associates, Inc., Atlanta, Georgia ***10/2013 – 12/2016***
JD Andrews and Associates operated as a full-service consulting firm with leaders and consultant’s adept at financial performance management, branding, marketing, consulting, process improvement, human resources, labor practices and investment management.

Business Consultant
CEO responsible for advising on financial performance and positioning the company’s commercial brand to complement and leverage renowned reputation in the industry through strategic media, customer experience and potential investors. Functioned as Brand Ambassador for clients in terms of events, conferences, legislation, and presentations. Designed and enhanced client online platforms through website design and redesign, user-centric upgrades, brand targeted social media.

Achievements:

- Successfully managed seven plus client financial portfolios with gross sales for clients over $6 million
- Redesigned several websites that increased client brand and revenue.
- Designed “Quick Hit” opportunity platform resulting in immediate metric success and process implemented within a 30, 60 or 90 period.
- Reviews costs and performs a cost benefit analysis.

Bank of America, Atlanta, Georgia ***01/2007 – 08/2013***
Bank of America, as of 2017 is the second largest bank with total assets under management of $2.28 trillion. A multinational financial services company headquartered in Charlotte, NC, serves over forty-seven million small business and consumer relationships. Currently operating 4600 plus financial service centers, 000 ATMs and a leader of digital banking with over thirty-five million active users with twenty-four million online banking.

Senior Financial Analyst/Image Operations
Reporting to the VP of Operations responsible for executing all aspects of Process Improvement (Kaizan) and Six Sigma Lean Methodology, including but not limited to: subject matter expert relative to designing, documenting, implementing, monitoring, and identifying qualitative improvement opportunities, identifying gaps in the process via DMAIC and creating stop gap or action plans to eliminate out of control conditions.

Achievements:

- Managed and supervised 165 employees in India and Philippines
- Directed, managed, and supervised Image Operations account reconciliation and financial banking transactions to ensure financial deadlines met, Finance approval authority/override $300M.
- Conducted financial trend analysis, forecasting, and performed audits to redirect funding to meet KPIs.

- Established internal controls for information management.
- Six Sigma Greenbelt Project resulting in an annual savings of $250K, equipment elimination and service agreements equating to $415k, total savings $665k annually. Established daily metrics used to measure productivity of the department.

Education

- D.E.L. – Executive Leadership, University of Charleston WV, GPA 4.00
- D.B.A. – Marketing, Argosy University, Atlanta, GA, GPA 4.00 – ABD – School Closed, 2019
- Balanced Scorecard Professional – Certified, 2023
- Project Management Professional – Certification Pending, 2023
- Substitute Teaching Certification, Fulton County Schools, 2015
- M.B.A. – Business Administration, Shorter University, GPA 3.90
- Honor Society Inductee, Sigma Beta Delta
- Six Sigma Certified (LEAN)
- Six Sigma Workshop 80-hour course
- JMP Statistical Software Advanced Level
- Business Process Management (BPM) Leadership Education
- Six Sigma Fundamentals Workshop 80-hour course
- MS Visio and Minitab
- Six Sigma Fundamentals E Learning 14-hour course
- Six Sigma Introduction 3-hour course
- Axion Budget and Forecasting Software
- BANNER Financial System
- Diversity Instructor Certified
- Project Management Course Certification
- B.S. – Criminal Justice, Georgia State, University, GPA 3.49
- A.S. – Administration, Community College of the Air Force, GPA 3.75
- A.S. – Criminal Justice, Georgia Military College, Honor Graduate, GPA 3.75
- Total Quality Management Certified
- Microsoft Excel – Advance
- Microsoft Power Point – Advance
- Microsoft Office – Advance
- PeopleSoft Systems
- KRONOS Timekeeping
- Med Mart Purchasing System
- Concur
- Enterprise Resources Platform
- Social Media Marketing Platforms
- QGenda Provider Scheduling
- Engage Analytics Tool Platforms

Professional Affiliations and Rewards

Strategy Execution Professional (Certified) | Balanced Scorecard (Certified) | Six Sigma Lean Blackbelt (Certified) | Six Sigma LEAN Greenbelt (Certified) | Banneker High School Business Advisory – Chairperson three consecutive years | Junior Achievement Financial Instructor, United States Air Force (Honorable), Security Clearance | Community Volunteer – Habitats for Humanity

Dr. Kimberly Gore

Atlanta, GA 404.661.3095
dr.kimberlygore@yahoo.com

Transformational Leader Thought Partner Strategist

A distinguished visionary and inspiring instructional leader with over twenty years of educational leadership experience and a rich history of career success. Demonstrated ability to effectively influence change, adapt within various complex environments, and work collaboratively and cross-functionally to achieve goals. Broad- based expertise spans academia, strategic and education equity, DEI, evidence-based research, philanthropy, operations, team leadership, board engagement, external affairs, and more. Instructional leader with resource mobilization experience and ability to navigate change, execute in crises, and mobilize effectively. Participatory, transformative, and visionary leader, developing prospective teachers, providing strategies to facilitate a positive climate and culture across the learning environment. I possess the drive to assess needs, listen to concerns, collaborate, and provide expertise and support for the improvement of instruction, while developing and facilitating professional learning for all learners.

Education

2004 - 2008 Clark Atlanta University Atlanta, GA

Educational Leadership and Administration

- Doctorate in Educational Leadership, March 2008

Dissertation: "*A Qualitative Study of Factors that Influence the Retention of Highly Qualified Special Education Teachers*"

1998-2000 Clark Atlanta University Atlanta, GA

Education, Special Education (Mild Intellectual Disorders)

- Master of Arts in Education, May 2000

December 2018 Saint Joseph's University Philadelphia, PA

Applied Behavior Analysis

Post Masters Certification, December 2018

1990-1994 Southern University and A & M College Baton Rouge, LA

Psychology

- Bachelor of Science in Psychology, December 1994

Professional Experience and Contributions

Morehouse School of Medicine Atlanta, GA

Director, Office of Educational Affairs

Supports the President, Dean, and the Board of Trustees for the purposes of achieving MSM goals outlined in the strategic plan, actively engaging in the leadership and direction of the organization, and ensuring collaboration across the Office of Educational Affairs
Serve as liaison between Board of Trustees, Dean and President for Academic Affairs
Facilitate and coordinate curriculum reviews for course content compliance and rigidity.
Develop surveys and instruments to obtain feedback from students, faculty, alumni, and other stakeholders, as needed for accreditation and continuous improvement efforts.
Oversee the collection, analysis, and interpretation of assessment data, providing meaningful insights to inform curriculum development, enrollment strategies, and program enhancements.

Manage the preparation of LCME accreditation materials and documentation, coordinating with relevant stakeholders to ensure compliance with accrediting bodies' standards and requirements.
Serve as the primary point of contact for accreditation agencies, facilitate site visits, respond to inquiries, and address accreditation-related matters.
Lead faculty and staff in accreditation self-studies, ensuring accurate and comprehensive reporting on program strengths, challenges, and improvement initiatives.
Foster a culture of continuous improvement by facilitating discussions on assessment results, engaging faculty in data-driven decision-making, and promoting best practices in teaching and learning.
Collaborate with internal divisions for curriculum and learning effectiveness cross-planning.
Manage NIH era Commons and electronic progress reports, prepare annual and quarterly program progress reports.
Search for federal funding opportunities, prepare outlines, and write portions of grant funding for specific RFAs.
Contribute to the organizing, writing, and submission of abstracts, manuscripts, and publications.
Prepare written materials, charts and graphs, formatting and referencing, and other content for manuscripts, presentations, key deliverables, and grant proposals.
Develop, plan, coordinate and implement activities including, but not limited to, conferences, workshops, webinars, public events, and other related programs; develop and coordinate new ideas and concepts for brochures, social media content, materials, and resources.
Provide administrative support and technical assistance to the research project and core teams, as deemed necessary.
Maintains liaison with other programs, offices, and departments at MSM to coordinate program business and to accomplish program objectives; interfaces with external organizations as appropriate to ensure cooperative efforts are enhanced and available resources are utilized.
Monitor and evaluate program effectiveness through the administration of evaluations/surveys via REDCap.

2017- 2023 **Georgia Public Broadcasting** Atlanta, GA

Education Manager, Early Learning/ Community Engagement

Coordinating grant proposals to government agencies, foundations and corporations and developing policies and procedures for grant development and administration
Coordinated activities to meet the requirement of grants totaling more than 3.1 million in grant funding.
Coordinate monthly meetings with internal staff and external partners to identify funding opportunities.
Manage the search for grants to support a wide array of projects – such as unrestricted operating expenses to family engagement, teacher training, and community engagement projects.
Prepares reports to track potential and submitted grant applications.
Develops criteria and standards to evaluate and implement potential projects proposed for grant funding.
Develops and prepares operational, statistical, and budget analysis reports for management and regulatory agencies for oversight and documentation of financial impact of grant programs totaling more than 2.5 million in grant funding.
Accurately and enthusiastically represent GPB as a community service and PBS/PBS KIDS resources as key tools for advancing in-school and out-of-school learning, engagement, and fun
Cultivate and maintain partnerships with educators, libraries, afterschool programs, community partners, school districts, childcare centers, and other educational organizations to facilitate learning through a variety of media-rich, interactive learning experiences.
Serve as subject matter expert in education, staying current in requisite skills and sharing new knowledge and practices with relevant team members.
Develop and facilitate professional learning to statewide stakeholders for all learning education needs.
Lead the development and continuous improvement of the comprehensive education learning goals across the agency and programs ensuring strategic alignment of training and development.
Disaggregate data to validate/quantify meaningful outcomes and make informed decisions regarding relevant professional learning needs.

Elevate GPB and PBS KIDS content and the family and community engagement models by seeking out, submitting proposals, and speaking and facilitating at statewide conferences, workshops, and training.
Partner with PBS, CPB, and other public media system colleagues to ensure projects are developed and managed using best practices that align with goals and priorities.
Manage GPB's existing learning initiatives and staff; provide expertise on how best to engage and support children, families, caregivers, and educators in both formal and informal settings, especially those in Georgia's high-needs communities engaging with more than 21,000 community members over a two-year period.
Develop and ensure implementation, iteration, and scaling of PBS KIDS family and community learning workshops, kid's camps, engagement models, professional development, and outreach resources.
Project manage all aspects of existing programs including the development of project documents, timelines, reports, and deliverables.
Serve as a guide and promoter of PBS Learning Media, the digital portal to the PBS platform for formal and informal educators. Assist with GPB Education strategic initiatives as needed.

2015-2016 **Fulton County School District** Atlanta, GA

Curriculum Assistant Principal

Instituted research based best practice strategies to drive instructional excellence.
Administered the guidelines governing the *Student Code of Conduct*
Developed policies and programs to address campus safety, student conduct and discipline, academic integrity, civility, diversity and inclusion and decreased discipline infractions by 65%.
Managed and maintain master schedule for school.
Managed and oversee curriculum and all course selections for school.
Implemented the appropriate evaluation tool for 8th grade general education teachers.
Supported assigned Administrative Assistant with 8th grade discipline.
Developed and manage school wide data plan.
Conducted needs assessment and develop improvement plan for monitoring and implementation of school-wide culture improvement to increase teacher retention by 79%
Instituted *PBIS* School initiative and served as facilitator and leader.
Managed and provided direct supervision for disproportionality projects.
Managed the alternative suspension programming.
Developed and monitored internal leadership development program.
Conducted needs assessment and developed *School Improvement* Plan using GaDOE tools engaging all stakeholders.
Mentored grade level and content chair leads for leadership development
Facilitated the Professional Learning Community effectiveness monitor.
Managed, supervised, and evaluated the evaluation tool for the professional and classified personnel.
Managed school financial, physical and personnel resources to support optimal instruction.
Served as school's advocate and regularly communicates with all stakeholders.
Managed diverse opinions, ideologies, and expertise to achieve school vision and objectives.
Conducted routine administrative duties as assigned by the principal.

2012-2015 **Department of Juvenile Justice** Decatur, GA

Chief Academic Officer

Designed and implemented program evaluation procedures for curriculum.
Served as the key contact for all SACS accreditation processes for the district.
Retained, engaged, and grew membership including leadership for proposal processes, as appropriate.
Provided quality assurance supervision and oversight of legal documentation from other school districts, schools, education agencies, and education organizations for compliant transition to DJJ.
Utilize educational knowledge combined with expertise for strategic, customized, and technical understanding of Georgia Department of Education's Continuous Improvement System to successfully provide guidance, and solution recommendations.
Provided ongoing advice to statewide and school level leaders on comprehensive program planning and program review regarding federal and state guidelines.
Designed and facilitated professional learning for district leaders on Elementary and Secondary Education Act

Designed, developed, conducted, and evaluated professional development for twenty facilities and over five hundred employees.
Designed, developed, and conducted appropriate Professional Learning for teachers and staff of students with disabilities.
Designed and managed the Transition Center for increased academic achievement for youth successful reentry to community with a 82% completion rate
Managed GED curriculum and testing administration for all facilities and increased the graduation rate by 72% within three years.
Evaluated and disaggregated school and district data.
Promoted team building for regional principals, school level principals and central office staff.
Ensured state and federal compliance for all students with disabilities.
Supervised CTAE Program Director and managed the CTAE Pathway implementation for District with a 68% success rate.
Managed implementation of the district's assessment programs.
Managed interpretation of assessment data.
Supervised assigned personnel, aid, conduct performance appraisals.
Facilitated and implemented the district's Positive Behavior Support Intervention process to improve school infraction by 69%.
Provided leadership for the ongoing analysis and interpretation of student performance data.

Director of Special Education

Designed and implemented program evaluation procedures for curriculum for all students with disabilities.
Provided ongoing advice to district and school level leaders on comprehensive program planning and program review regarding Federal (IDEA) and State guidelines.
Designed, developed, conducted, and evaluated professional development training to promote best practice instructional strategies for over 200 special educators.
Designed, developed, and conducted appropriate professional learning to ensure compliance for all special education programs.
Allocated funds for Federal Title VI-B Program managing a budget of more than 1.1 million in combined funding.
Managed special education curriculum specialist as assigned to all DJJ Facilities.

2008-2012 **Georgia Department of Education** Atlanta, Georgia

Education Program Specialist **Special Education Services and Supports**

Designs and implements program evaluation procedures for students with disabilities across the state of Georgia.
Plans, conducts, and serves as Team Leader for on-site focus monitoring reviews.
Provided direct supervision for over twenty-two identified disproportionality districts for discipline and SWD populations.
Reviewed and evaluated disproportionality corrective action plans for identified districts.
Provided ongoing advice to local school systems in comprehensive program planning and program review regarding Federal and State guidelines.
Designed, developed, conducted, and evaluated professional development training to promote school/district leadership and best practice strategies for over 1,000 educators yearly.
Provided technical assistance for districts identified as disproportionate across 181 school districts in Georgia.
Promoted team building for school districts within lowest quartile of achievement.
Served as liaison between other departmental teams and in-state and out of state agencies.
Served as liaison for Department of Juvenile Justice for twenty-seven facilities and over 500 educators.
Served as liaison for Department of Corrections of over 200 educators statewide.
Served as liaison for State's District 10 with ten school districts.
Served as liaison for Charter Schools.
Served as GAPSS Team Review member.
Served on team to evaluate and develop new rules for state governance.
Developed and revised State Performance Plan and Annual Performance Review Indicators for Exceptional Children.

Additional Experience

Education Compliance Administrator **Atlanta Public Schools**

Special Education Program Administrator **Clayton County Public Schools**

HIGHER EDUCATION EXPERIENCE

University of West Georgia, 2021-Present

Saint Leo University, 2010-2016

University of Phoenix, 2008-2010

Adjunct Faculty, Exceptional Children Education ***Online Facilitator***

- Conduct course checks and managerial oversight of all courses taught by adjuncts on my teams.
- Manage timelines related to grading, student issues, compliance, and training.
- Utilize online communication tools for virtual engagement with faculty including *Join me*, *WebEx*, Zoom and Virtual Tutorials.
- Using *CourseDen, BannerWeb, Blackboard/Canvas*, prepares and delivers competency-based online education and delivers online class instruction, providing theory and practice education; instructs and facilitates a meaningful learning experience of the course competencies in the curriculum.
- Effectively encourage and communicate with students and support staff regarding student academic progress and academic success.
- Support student learning through multiple delivery systems including phone calls and emails.
- Participate on various committees in service to the University.

Courses Facilitated: EDU 222-Teaching Diverse Populations
EDU 304-Human Exceptionalities in the Classroom
EDU 427- Educational Assessment
EDU 465-Methods of Teaching Exceptional Learners
SPED 6761-Classroom Management
SPED 3715-Inclusion and Differentiated Instruction
SPED 3713- Introduction to Special Education and Mild Disabilities

Professional Training

- Diversity, Equity, and Inclusion Faciltator
- TKES/LKES Credentialed Evaluator
- Positive Behavior Intervention and Supports Implementation Facilitator
- Curriculum Compacting
- Personalized Learning
- *Why Try* Facilitator
- Restorative Practices Circles Facilitator
- CCRPI-*School Improvement Planning* (GSU)
- Professional Learning Communities Facilitator
- Teacher Leader: Curriculum Support & Instructional Coaching
- Cross Career Learning Communities
- Gurian Institute-Single Gender Education Strategies
- Nonviolent Crisis Prevention Institute (*CRISIS*)
- *Influencer* Training-Certified Mediator
- First Aid/CPR Certification

Skills

- Climate/Culture Facilitator
- CourseDen, and BannerWeb
- Blackboard/Canvas
- Microsoft OFFICE

Professional Memberships

- Council for Exceptional Children
- Georgia Council of Administrators for Special Education (GCASE)
- Georgia Association of Educational Leader (GAEL)
- Georgia Association for the Education of Young Children (GAEYC)
- National Association for the Education of Young Children (NAEYC)

Presentations

- Gore, Kimberly C. (2023), “Building Positive School Culture/Climate” Presented at KIPP Woodson Park Academy, Atlanta, GA
- Gore, Kimberly C. (2023), “Behavior Management vs. Classroom Management” Presented at KIPP Woodson Park Academy, Atlanta, GA
- Gore, Kimberly C. (2021), “Family and Community Engagement” Presented at the PBS Annual Conference. Virtual, Zoom.
- Gore, Kimberly C. (2021), “Exploring Emotions in a Health Crisis” Presented at the Sesame Street In Communities Community Summit. Virtual, Zoom.
- Gore, Kimberly C. (2020), “Positive Climate and Culture to Increase Teacher Retention.” Presented at the NETA annual conference. Virtual, Zoom.
- Gore, Kimberly C. (2020), “Family Engagement in Virtual Spaces” Presented at the National Head Start annual conference. Virtual, Zoom.
- Gore, Kimberly C. (2019), “School Collaboration: Increasing Parent Engagement.” Presented at the Adoptive and Foster Parent Association of Georgia annual conference. Jekyll Island, GA.
- Gore, Kimberly C. (2019), “Engaging Parents to Bridge the Gap Between School and Community.” Presented at the Georgia Association of Head Start annual conference. Jekyll Island, GA.
- Gore, Kimberly C. (2019), “Integrating Digital Media into Everyday Learning.” Presented at the Georgia Educational Technology Conference.
- Gore, Kimberly C. (2019), “Summer Changes Everything Learning.” Presented at the National Summer Learning Association Conference.
- Gore, Kimberly C. (2019), “It Take Two to Make a Thing Go Right.” Presented at the Fulton County Schools Digital Learning annual conference, Atlanta, GA.
- Gore, Kimberly C. (2018), “Presented at the Richmond County Schools Secondary School Principals and Assistant Principals annual conference, Augusta, GA.
- Gore, Kimberly C. (2017), “Creating Effective Schools,” seminar at KIPP WAYS Academy, Atlanta, GA.

TERESA DRAKE

(404) 429-2663 • jojapeach32@gmail.com • GA

PROFESSIONAL SUMMARY

Seasoned Health Information Management Technician from Piedmont Health Care in Atlanta, GA, adept in Healthcare Compliance and patient privacy protection. Proven expertise in EHR management and Healthcare Informatics, ensuring data integrity and security. Exemplified mastery in transforming healthcare data into actionable intelligence, with a steadfast commitment to upholding industry standards.

SKILLS

- Healthcare Business Intelligence
- Healthcare Compliance
- Electronic Health Records Management
- Patient Privacy Protection
- Information Security Management
- Healthcare Informatics

EXPERIENCE

HEALTH INFORMATION MANAGEMENT TECHNICIAN Piedmont Health Care
Atlanta, GA *March 1985 - Present*

- Maintained current knowledge on HIPAA regulations, HITECH requirements, and industry best practices.
- Generated reports from EHR systems according to departmental protocols.
- Managed patient records in accordance with HIPAA regulations and standards.

EDUCATION

DIPLOMA IN COMPUTER NETWORKING
Atlanta Technical College, Atlanta July 2004

Tiana Stephenson

Atlanta, GA 30344/ (404) 309-5452 / tiana.stephenson@gmail.com

Experienced Instructional Leader with over nine years of in-depth, experience in the K-16, Teacher Residency, Special Education, and Specialized Service setting seeking a coaching or leadership position.

EDUCATION

+ **DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP from Gwynedd Mercy University**
  Specialization: Leadership in Special Education
+ **Certification in Leadership from Harvard Business School Online:** Leading Change: A CSML Course completion.
+ **CERTIFICATION IN SPECIAL EDUCATION** from University of Pennsylvania, Philadelphia, PA
  Specializations: Special Education/7-12 English & Language Arts
+ **MASTERS OF MULTICULTURAL EDUCATION** from Eastern University, St. David's, PA
  Specialization: 7-12 English & Language Arts & English as a Second Language
+ **BACHELOR OF ARTS** from Norfolk State University, Norfolk, VA
  Specialization: Journalism

KEY STRENGTHS

- Five years as an Effective Leader and Instructional Coach
- Strong educational values coupled with a deep belief that all students can achieve.
- Exceptionally well organized
- Nine years as a highly qualified teacher working in an urban setting.

CERTIFICATION

- **Professional Teaching Certification** from the Georgia Professional Standards Commission
  Specializations: ESOL Endorsement, Gifted In-Field, English 6-12, Special Education Adapted Curriculum Consultative, Sp. Ed. General Curriculum Consultative, Sp. Ed. Physical and Health Disabilities Consultative, and Sp. Ed. Language Arts (P-12)
- **Instructional I Professional Certificate** from the Commonwealth of Pennsylvania in English 7-12 and Special Education 7-12, Effective 3/01/2019

CAREER HIGHLIGHTS

SESI SCHOOLS-FULLBLOOM

SPECIAL EDUCATION COORDINATOR• RTI COORDINATOR
Hapeville, Roswell and Union City, GA ▪ 2021 to Present

Manage and coach Special Education teachers and case managers at three campuses while supervising meetings, reviewing plans, and supporting documents for every student with a disability or suspected of having a disability which is 47% of the total student population.
Foster productive partnerships with district partners, families, and students that support the organization's mission and values
Develop and maintain compliance systems to ensure students receive the appropriate programming while effectively conducting monthly Professional Development sessions.
Support and indirectly coach school directors to meet specific and strategic outcomes.

KIPP WOODSON PARK

TEACHER LEADER • SPECIAL EDUCATION TEACHER LEADER
Atlanta, GA ▪ 2019 to 2021

+ Supervised and coached 1st and 2nd year Special Education teachers with lesson planning and implementing academic/behavioral supports, resulting in more than 60% of students meeting or exceeding their MAP goals for the school year.
+ Developed, organized, and facilitated grade-level initiatives and programming that promoted inclusion, investment, and student growth.
+ Created and modified student schedules to ensure compliance and inclusion.

SIMON GRATZ MASTERY CHARTER

CONTENT TEAM LEADER FOR 11TH AND 12TH GRADE • SPECIAL EDUCATION TEACHER
Philadelphia, PA ▪ 2013 to 2019

+ Responsible for all reading programming for students with disabilities below a 600 Lexile level in the 11th and 12th grades.
+ Created the data collection tool that identified grade level trends for 232 students weekly.
+ Developed a virtual classroom and reading curriculum for students in Approved Alternative placements.

TEACH FOR AMERICA

CONTENT FACILITATOR • TEACHER ADVISOR • RESOURCE ROOM SPECIALIST
Philadelphia, PA ▪ 2017 to 2019

+ Produced a comprehensive 6-week curriculum for new teachers focused on educating students in Special Education, IEPs, and legal requirements for Special Educators.
+ Responsible for preparing and supporting 14 teachers placed in various schools in 4 different states.
+ Facilitated Professional Developments for 50-75 new teachers on the following topics: "The Power of the Do Now", "How to Engage Learners", "Differentiation in the Classroom", "How to Be a Data-Driven Teacher"

COMMUNITY INTEGRATED SERVICES

ASSESSMENT DEVELOPER • EMPLOYMENT TRAINING SPECIALIST
Philadelphia, PA ▪ 2010 – 2018

+ Developed and maintained strategic relationships with community partners which resulted in an increase of approximately 50 volunteer and job sites.
+ Responsible for providing high school students with permanent and temporary volunteer sites
+ Managed a caseload of 4 to 15 of employed and unemployed individuals within the Mental Health and Intellectual Disabilities' community.