

# **City Schools of Decatur Charter System Petition**

Dr. Phyllis A. Edwards, Superintendent

## **PART I**

**Charter System Information**

## **PART II**

**Assurances and Signatures**

## **PART III**

**Executive Summary**

## **PART IV**

**Charter System Checklist**

## **PART V**

**Charter System Petition**

**Appendices**

# System Charter Petition Cover Pages

*This form is for use by a local school system seeking to convert all schools in the system to charter schools with a single charter petition. Applicants must attach these petition cover pages (pages 4 to 15 of the application) to the front of the petition.*

## Part I. Charter System Information

Check one:             New Petition             Renewal Petition

School System Applicant City Schools of Decatur

Address 758 Scott Boulevard Decatur, Georgia 30030

Petition contact person	<u>Dr. Phyllis A. Edwards</u>	<u>Superintendent</u>
	Name	Title

Address of petition contact 758 Scott Boulevard Decatur, Georgia 30030

Telephone number of petition contact 404-370-4400

Fax number of petition contact 404-370-3846

E-mail address of petition contact pedwards@csdecatur.org

Proposed Opening/Renewal Date August 2008

Proposed Charter Term 5 years

Please complete this form for each school within the school system. Make additional copies as needed.

Name of Proposed Charter System School Clairemont Elementary School

School address 155 Erie Avenue Decatur, Georgia 30030

School contact person Ms. Jan Goodloe Principal  
Name Title

Address of school contact 155 Erie Avenue Decatur, Georgia 30030

Telephone number of school contact 404-370-4450

Fax number of school contact 404-370-4453

E-mail address of school contact jgoodloe@csdecatur.org

**Is this school:**

- An existing charter school?
- A magnet school?
- In Needs Improvement?
- Another type of special/alternative school?

Grade Levels Served K-3

Ages Served 5-9

For each year of the proposed charter system term, please indicate in the table below the number of pupils the system charter school plans to serve.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1	91	84	88	64										327
Yr 2	85	91	84	88										348
Yr 3	93	85	91	84										353
Yr 4	95	93	85	91										364
Yr 5	88	95	93	85										361
Yr 6														
Yr 7														
Yr 8														
Yr 9														
Yr 10														

Please complete this form for each school within the school system. Make additional copies as needed.

**Name of Proposed Charter System School** Oakhurst Elementary School

**School address** 175 Mead Road Decatur, Georgia 30030

**School contact person** Ms. Mary Mack Principal  
Name Title

**Address of school contact** 175 Mead Road Decatur, Georgia 30030

**Telephone number of school contact** 404-370-4470

**Fax number of school contact** 404-370-4467

**E-mail address of school contact** mmack@csdecatur.org

**Is this school:**

- An existing charter school?
- A magnet school?
- In Needs Improvement?
- Another type of special/alternative school?

**Grade Levels Served** K-3

**Ages Served** 5-9

For each year of the proposed charter system term, please indicate in the table below the number of pupils the system charter school plans to serve.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1	60	63	67	58										248
Yr 2	58	60	63	67										248
Yr 3	61	58	60	63										242
Yr 4	61	61	58	60										240
Yr 5	60	61	61	58										240
Yr 6														
Yr 7														
Yr 8														
Yr 9														
Yr 10														

Please complete this form for each school within the school system. Make additional copies as needed.

**Name of Proposed Charter System School** Winnona Park Elementary School

**School address** 510 Avery Street Decatur, Georgia 30030

**School contact person** Mr. Greg Wiseman Principal  
Name Title

**Address of school contact** 510 Avery Street Decatur, Georgia 30030

**Telephone number of school contact** 440-370-4490

**Fax number of school contact** 404-370-4493

**E-mail address of school contact** gwiseman@csdecatur.org

**Is this school:**

- An existing charter school?
- A magnet school?
- In Needs Improvement?
- Another type of special/alternative school?

**Grade Levels Served** K-3

**Ages Served** 5-9

For each year of the proposed charter system term, please indicate in the table below the number of pupils the system charter school plans to serve.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1	64	65	88	63										280
Yr 2	62	64	65	88										279
Yr 3	66	62	64	65										257
Yr 4	69	66	62	64										261
Yr 5	62	69	66	62										259
Yr 6														
Yr 7														
Yr 8														
Yr 9														
Yr 10														

Please complete this form for each school within the school system. Make additional copies as needed.

**Name of Proposed Charter System School** Glennwood Academy

**School address** 440 East Ponce de Leon Avenue Decatur, Georgia 30030

**School contact person** Dr. Gloria Lee Principal  
Name Title

**Address of school contact** 440 East Ponce de Leon Avenue Decatur, Georgia 30030

**Telephone number of school contact** 404-370-4435

**Fax number of school contact** 404-370-4489

**E-mail address of school contact** glee@csdecatur.org

**Is this school:**

- An existing charter school?
- A magnet school?
- In Needs Improvement?
- Another type of special/alternative school?

**Grade Levels Served** 4-5

**Ages Served** 9-11

For each year of the proposed charter system term, please indicate in the table below the number of pupils the system charter school plans to serve.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1					231	168								399
Yr 2					185	231								416
Yr 3					243	185								428
Yr 4					212	243								455
Yr 5					215	212								427
Yr 6														
Yr 7														
Yr 8														
Yr 9														
Yr 10														

Please complete this form for each school within the school system. Make additional copies as needed.

**Name of Proposed Charter System School** Carl G. Renfroe Middle School

**School address** 220 East College Avenue Decatur, Georgia 30030

**School contact person** Mr. Bruce Roaden Principal  
Name Title

**Address of school contact** 220 East College Avenue Decatur, Georgia 30030

**Telephone number of school contact** 404-370-4440

**Fax number of school contact** 404-370-4449

**E-mail address of school contact** broaden@csdecatur.org

**Is this school:**

- An existing charter school?
- A magnet school?
- In Needs Improvement?
- Another type of special/alternative school?

**Grade Levels Served** 6-8

**Ages Served** 11-15

For each year of the proposed charter system term, please indicate in the table below the number of pupils the system charter school plans to serve.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1							163	179	175					517
Yr 2							168	163	179					510
Yr 3							231	168	163					562
Yr 4							185	231	168					584
Yr 5							243	185	231					659
Yr 6														
Yr 7														
Yr 8														
Yr 9														
Yr 10														

Please complete this form for each school within the school system. Make additional copies as needed.

Name of Proposed Charter System School Decatur High School

School address 310 North McDonough Street Decatur, Georgia 30030

School contact person Ms. Lauri McKain-Fernandez Principal  
Name Title

Address of school contact 310 North McDonough Street Decatur, Georgia 30030

Telephone number of school contact 404-370-4420

Fax number of school contact 404-370-4434

E-mail address of school contact lmckain-fernandez@csdecatur.org

**Is this school:**

- An existing charter school?
- A magnet school?
- In Needs Improvement?
- Another type of special/alternative school?

Grade Levels Served 9-12

Ages Served 15-21

For each year of the proposed charter system term, please indicate in the table below the number of pupils the system charter school plans to serve.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1										188	190	212	200	790
Yr 2										200	188	190	212	790
Yr 3										204	200	188	190	782
Yr 4										182	204	200	188	774
Yr 5										185	182	204	200	771
Yr 6														
Yr 7														
Yr 8														
Yr 9														
Yr 10														



## Part II. Assurances and Signatures

1. This charter system petition was approved by the Board of Education of the City of Decatur on 15 December 2008.
  
2. Petitioner assures that the proposed charter system and charter school programs, services, and activities will operate in accordance with the terms of the Charter and all applicable federal, state, and local laws, rules, and regulations.

Phyll A Edwards  
Superintendent

12/19/07  
Date

Valerie D. Wilson  
Chair, Local Board of Education

12/19/07  
Date

## Part III. Executive Summary

### Basic Information

**Charter System Name:** City Schools of Decatur  
**Number and Type of Charter System Schools:** 6 Charter System Schools  
3 K-3<sup>rd</sup>, 1 4<sup>th</sup>-5<sup>th</sup>, 1 6<sup>th</sup>-8<sup>th</sup>, 1 9<sup>th</sup>-12<sup>th</sup>

Approved by the Board of Education of the City of Decatur on December 11, 2007.

The vision of City Schools of Decatur, as outlined in the system's Strategic Plan, is "*City Schools of Decatur will be one of the top ten community school systems in the nation.*" In addition to the vision statement, the five goals of the Strategic Plan, listed below, guide all school personnel in their mission of high academic achievement for all students within City Schools of Decatur:

1. Improve academic achievement for all students
2. Close the achievement gap
3. Act in a systemic manner
4. Be fiscally responsible
5. Continue to improve relationships with the community

Over the past four years, City Schools of Decatur has focused on these goals by living both them and the mission statement that emerged from the Strategic Plan:

City Schools of Decatur challenges every student to succeed by providing a rigorous, engaging and authentic learning experience delivered by highly qualified, caring adults in safe and inviting schools.

City Schools of Decatur has a strong track-record of success with innovative programs that support the five goals and the mission, as evidenced below:

- Decatur has an outstanding foreign language program for students K-12. Through *The World Language Program*, students receive Spanish immersion instruction for 2.5 hours each week beginning in Kindergarten and continuing through Grade 8. In high school, students can choose to continue in Spanish or begin a new foreign language. The program has been a model for the State of Georgia, and Glennwood Academy continues to serve as a demonstration site for Georgia school systems interested in implementing a similar program.
- Decatur High School science teachers decided to restructure the high school science curriculum so that all students, regardless of ability, take physics in the 9<sup>th</sup> grade and chemistry in the 10<sup>th</sup> grade. This change, coupled with the professional learning opportunities provided to Decatur High School science teachers, has resulted in the third highest system science scores in the state, as measured by the annual Georgia High School Graduation Test.
- Supported by a grant from Emory University, science teachers at Renfroe Middle School and Decatur High School piloted models of teaching and learning called *Problem-Based Learning*. Using this methodology, students worked together to solve inquiry-based cases

with titles such as *Save the Pond*, an ecology case study; *Heart Attack*, a nutrition case study; and *It's Getting Hot in Here*, a case on global warming. As the cases progressed, students formed hypotheses, identified facts and learning issues, and made a list of questions to be answered through a variety of research methods. In the 2004-2005 school year, the year of the pilot, 100% of the 6<sup>th</sup> grade science students met or exceeded expectations on the Spring Criterion-Referenced Competency Tests. This program continues to produce significant results. For example, Decatur's black high school students have improved their science scores by 13% since 2005.

- City Schools of Decatur will continue the ongoing relationship with Early Learning Property Management (ELPM), a non-profit organization whose mission is to support and promote early childhood learning and development by providing safe and adequate facilities where early learning programs and activities can be conducted, thereby fostering early child development, especially for disadvantaged children. Working with ELPM, College Heights Elementary School was renovated and transformed into a state-of-the-art early childhood center that is operated by City Schools of Decatur, in partnership with the Decatur/DeKalb YMCA and Head Start. The Decatur/DeKalb YMCA offers high quality fee-based child care for ages 0-3, Head Start serves 3 year-olds, and the state-funded pre-K programs are operated by City Schools of Decatur. The partnerships with Head Start and the YMCA allow City Schools of Decatur to offer high-quality early childhood education to pre-school children.
- In 2000, supportive community leaders established the Decatur Education Foundation to enhance the educational opportunities for all of Decatur's children and youth. Eight different college scholarships have been funded and are offered in partnership through the generous donations of Decatur families and alumni. In addition, funds are raised for instructional mini-grants; professional learning, including National Board Certification; and student scholarships for summer school, summer camp and other enrichment opportunities.

City Schools of Decatur has a track-record of partnering for academic and organizational innovation with parents and organizations. As a charter system, City Schools of Decatur will continue that success and aggressively pursue and launch other advancements that area systems will study and emulate.

Charter system status will allow City Schools of Decatur to pursue its ambitious goal of becoming one of the top ten community school districts in the nation through the following:

- Strengthening of the role of school-level governance through School Leadership Teams
- Ensuring increased teacher efficacy
- Using instructional and operational flexibility and local control to meet the needs of all students
- Providing alternative means for students to earn credit

- Revising remediation strategies and resources to assist struggling students
- Employing additional uses of technology
- Increasing opportunities for grants, private funding, and partnerships that are not currently available to City Schools of Decatur (for example, grants available only to charter schools through a variety of organizations)

To accomplish these ends, City Schools of Decatur will set performance goals that are rigorous and beyond the scope of No Child Left Behind. Goals will be based on student achievement, family perception data, and nationally-normed data.

In addition, the performance goals in the City Schools of Decatur Strategic Plan, outlined below, and the goals from each school’s improvement plan will serve as guides for each school in the charter system:

1. All students will meet academic standards by 2013-2014.
2. All students will experience work they consider to be engaging.
3. All students will meet the minimum assessment level of Novice-Mid (ACTFL range) in communicating a language other than English.
4. The racial achievement gap will be closed by 50%.
5. 85% of families will rate the City Schools of Decatur as a “B” or higher in overall satisfaction.

Expeditionary Learning Schools and International Baccalaureate programs are the primary frameworks used to create and sustain these efforts. Within these frameworks, City Schools of Decatur will engage in instructional innovations that include the following:

- Develop and implement new teacher and administrator appraisal systems
- Replicate the Ben Franklin Academy model, a competency-based model for high school students
- Implement Measures of Academic Progress assessment system
- Build a comprehensive Career, Technical, and Agricultural Education system

As an organization, City Schools of Decatur will widen the circle of engagement by creating School Leadership Teams that will be the governing council for each school. School Leadership Teams shall not become incorporated or form any other type of business entity. These School Leadership Teams will be created and provided with specialized professional learning in site-based decision-making and management. The School Leadership Teams will work in concert with the System Charter Leadership Team and the Board of Education of the City of Decatur (“Board”) to continue the systemic work recently honored when City Schools of Decatur earned systemwide accreditation status in October 2006 from SACS CASI (Southern Association of Colleges and Schools Council on Accreditation and School Improvement).

Members of the School Leadership Team shall include:

- (1) A minimum of 7 and a maximum of 11 voting members, and always an uneven number of members. The School Leadership Team shall define the number of voting and non-voting members it will have in its bylaws, provided that the School Leadership Team must have a minimum of 7 and a maximum of 11 voting members;
- (2) Of the total voting membership, at least three of the members must be parents or guardians of students enrolled in the school;
- (3) Of the total voting membership, at least two of the voting members shall be certified teachers who work at the school;
- (4) The school principal;
- (5) Of the total voting membership, at least one of the members shall not be a parent, guardian, or employee of the City Schools of Decatur. If this position is deemed impossible to fill by the School Leadership Team, a parent may be appointed by the School Leadership Team; and
- (6) A member of the Central Office staff, who serves in a non-voting, advisory capacity. This individual will serve as a liaison between the school and the system.

In addition, members of the School Leadership Team may include:

- (1) Other members as specified in the team's bylaws, such as, but not limited to, students, staff, and representatives of school-related organizations. Such members shall be appointed by the other members of the School Leadership Team. Selection procedures for these members shall be specified in the team's bylaws. Student members may be required to abstain from personnel matters; and
- (2) An employee of the school system may serve as a parent representative on the School Leadership Team of a school in which his or her child is enrolled.

The duties of the School Leadership Team shall include, but not be limited to, the following:

- 1) Recommend personnel for submission to the Superintendent for hire;
- 2) Determine use of funding (as per formula based on enrollment) in technology and instructional materials;
- 3) Develop, approve, and monitor the continuous school improvement planning process (three year plan with annual reviews and updates that includes plans to foster student and teacher development);
- 4) Review assessment data and use it for decision-making purposes;
- 5) Assist with school accreditation and improvement reviews and assessments, such as SACS;
- 6) Review and approve the implementation of any state waiver based on the Impact Principle and within the purview of the School Leadership Team;
  - a. Impact Principle: in making decisions related to the implementation of any state waiver, impact will be considered in this order: impact on the student(s) in question, students in the affected class, students in the affected grade, teacher in the affected class, students in the entire school, teachers in the entire school, and the families in the entire school.
- 7) Review and approve changes to its bylaws; and
- 8) Recommend school needs to the Board during the annual budget process.

As City Schools of Decatur engaged with the community on the drafting of this petition, the community made clear that they did not wish to backslide to the conditions that existed pre-Strategic Plan, in that they did not want isolated elementary schools that had a great deal of autonomy, rather than a systemic focus and shared goals. In response to this repeated comment and request, a System Charter Leadership Team will be formed.

The goals of the System Charter Leadership Team are to provide feedback, continuity, and communication between and across School Leadership Teams; provide community involvement in system charter oversight at the systemic level; and review and recommend changes to the system charter to the Superintendent.

The following are the primary functions::

- (1) Assess the effectiveness of the system charter;
- (2) Share information and innovations from each school;
- (3) Focus on system goals and outcomes;
- (4) Provide oversight for the systemic nature of the School Leadership Teams;
- (5) Develop an Administrator appraisal process;
- (6) Mediate between School Leadership Teams and other entities;
- (7) Discuss possible charter revisions; and
- (8) Provide oversight and recommendations to the Superintendent on issues submitted by the School Leadership Teams with a scope and impact beyond the local school.

Two members from each School Leadership Team, preferably the principal and one other member, will participate on the System Charter Leadership Team. The meeting will be initiated and organized by the Superintendent of City Schools of Decatur. Additional system-level staff will participate as requested by the Superintendent and may vary each meeting depending on the needs of the group. The System Charter Leadership Team will meet at least four times each year. The Superintendent will provide a report to the Board following each System Charter Leadership Team meeting.

City Schools of Decatur is a community heavily invested in its schools. Some of the highest school taxes in the State of Georgia exist in Decatur, and families choose to pay these taxes for the privilege of sending their children to City Schools of Decatur. In addition, Decatur is strategically located near institutions that hire families whose children attend City Schools of Decatur: Emory University, Agnes Scott College, Columbia Theological Seminary, DeKalb Medical Center, Centers for Disease Control and Prevention, Georgia State University, and Georgia Institute of Technology. The high level of active and thoughtful engagement demonstrated by families in City Schools of Decatur will help to ensure that School Leadership Teams will succeed in City Schools of Decatur.

In summary, the accountability and flexibility offered through the system charter will accelerate City Schools of Decatur toward its vision of becoming one of the top ten school districts in the nation. This positions City Schools of Decatur as a model for other Georgia school districts as well as other school districts around the nation that are considering system charter status. If dissemination grants become available, City Schools of Decatur will welcome visitors and continue its work with innovative practices.

## Part IV. Charter System Checklist

### Requirements for a System Charter Petition Submitted by an Existing Local School System

#### O.C.G.A. § 20-2-2063 and State Board Rule 160-4-9-.04 CHARTER SCHOOLS

*Charter system petitions must address each of the following requirements. Applicants should fill in the page number(s) at which the charter petition addresses each requirement.*

#### CHARTER SYSTEM/SCHOOL/PETITIONER INFORMATION

1. Page 21 Provide the name under which the charter system will operate.
2. Page 21 Provide the name of the primary contact for the petitioner.
3. Page 21 Provide the name of the charter system representative authorized to execute the charter contract.
4. Page 21 State the proposed duration of the charter system's charter.

#### STATEMENT OF MISSION

5. Page 21 Describe the charter system's mission.
6. Page 21 Describe how the charter system's mission supports the legislative intent to "increase student achievement through academic and organizational innovation."
7. Page 25 Describe how the charter system will maximize school-level governance, including school-level decision-making authority over financial decisions/budgets, personnel decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations.
8. Page 26 Summarize any policies, procedures, and practices that will materially distinguish the charter system from the school system's pre-conversion model. Such practices/policies might include, e.g., open enrollment policies within the charter system.

#### DESCRIPTION OF THE EDUCATIONAL PROGRAM

*\* For each of the criteria listed under "Description of the Educational Program," the petitioner may discuss individual schools, the school system as a whole, or a combination of both.*

9. Page 27 Describe the focus of the curriculum.
10. Page 27 Describe the instructional methods to be used in the charter system, including any distinctive or unique instructional techniques or educational programs.
11. Page 41 Describe the anticipated teacher-to-student ratio and the rationale for maintaining this ratio.
12. Page 42 Describe the students the charter system will serve, including students with special needs and disabilities.

13. Page 42 Describe how the charter system will meet the needs of students identified as gifted and talented.
14. Page 44 For high schools within the charter system, describe how the charter high school will determine that a student has satisfied the requirements for high school graduation, including the credits or units to be earned and the completion credentials to be awarded.

### STATE AND FEDERALLY MANDATED SERVICES

*\* For each of the criteria listed under “State and Federally Mandated Services,” the petitioner may discuss individual schools, the school system as a whole, or a combination of both.*

15. Page 45 For students with disabilities, describe how the charter system will provide state- and federally mandated services.
16. Page 46 For English Language Learners (ESOL), describe how the charter system will provide state- and federally mandated services.
17. Page 46 State that the charter system shall comply with all federal special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.
18. Page 46 Describe how the charter system will provide supplemental educational services in required cases pursuant to SBOE Rule 160-4-5-.03 and NCLB.
19. Page 46 Describe how the charter system will provide remediation in required cases pursuant to SBOE Rule 160-4-5-.01 and NCLB.

### GOALS AND OBJECTIVES

20. Page 46 List the charter system’s performance-based goals and measurable objectives and describe how these goals and objectives are in the public interest and shall result in improvement of student achievement.
21. Page 52 List the performance-based goals and objectives for each system charter school and describe how these goals and objectives are in the public interest and shall result in improvement of student achievement.

### WAIVERS

22. Page 59 State whether the charter system and each system charter school will utilize the broad flexibility from law, rule, and regulation permitted by O.C.G.A. § 20-2-2065(a).
23. Page 59 If the charter system/system charter school *will* utilize this flexibility, state that the charter system/system charter school will comply with all the requirements of the Single Statewide Accountability System and will meet or exceed the performance-based goals included in the charter.
24. Page 59 If the charter system/system charter school *will NOT* utilize this flexibility, list the specific waivers requested and the rationale for each. Describe further how each



waiver will help the charter system/system charter school meet or exceed the performance-based goals included in the system's charter.

#### DESCRIPTION OF ASSESSMENT METHODS

*\* For each of the criteria listed under "Description of Assessment Methods," the petitioner may discuss individual schools, the school system as a whole, or a combination of both.*

25. Page 60 Describe the charter system's assessment plan to obtain student performance data for each student.
26. Page 61 Explain how the charter system will ensure participation in all state-mandated assessments.
27. Page 61 Describe how the charter system's assessment plan will measure student improvement and over what period of time.
28. Page 62 Describe how the charter system intends to use this assessment data to monitor and improve achievement for students.
29. Page 62 State that the charter system will not waive the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements.

#### DESCRIPTION OF CHARTER SYSTEM OPERATIONS

*\* For each of the criteria listed under "Description of Charter System Operations," the petitioner may discuss individual schools, the school system as a whole, or a combination of both.*

30. Page 63 Describe how students will be assigned to schools in the charter system (e.g., will the charter system be open enrollment, use existing attendance zones, create new attendance zones/policies).
31. Page 63 Describe any rules and procedures that will govern the admission of students to schools within the charter system.
32. Page 63 Describe or attach a copy of any admissions application to be used by schools within the charter system.
33. Page 63 Describe whether schools within the charter system will use any enrollment priorities pursuant to O.C.G.A. § 20-2-2066(a)(1).
34. Page 63 Describe the rules and procedures concerning student discipline and student dismissal (including code of conduct and student due process procedures).
35. Page 64 Describe the rules and procedures concerning how the charter system will address grievances and complaints from students, parents, and teachers.
36. Page 64 Generally describe the charter system's employment procedures and policies.
37. Page 64 Specifically, state whether certification by the Georgia Professional Standards Commission (GAPSC) will be required.
38. Page 64 If certification by the GAPSC is *not* required, describe the training and experience that will be required.

39. Page 65 If certification by the GAPSC is *not* required, describe the charter system's procedure for determining whether a teacher has demonstrated competency in the subject area(s) in which he/she will teach as required by NCLB.
40. Page 65 Describe whether the charter system will use the state salary schedule, and if another schedule will be used, provide that schedule.
41. Page 65 Describe the charter system's procedures to ensure that staff members are subject to fingerprinting and background checks.
42. Page 66 Describe the charter system's insurance coverage, including the terms and conditions and coverage amounts thereof.
43. Page 66 Describe whether transportation services will be provided and, if so, provide a brief description of the transportation program.
44. Page 66 If transportation services *are* provided, state that the transportation program will comply with applicable law.
45. Page 66 If transportation services *are not* provided, describe how this will not be a barrier to eligible students to attend schools within the charter system.
46. Page 66 Describe whether food services will be provided (including participation in federal school meal programs).
47. Page 66 If food services *will* be provided, briefly describe the proposed program.
48. Page 66 Identify any schools within the charter system that are currently in Needs Improvement status, and explain how the charter system will support these schools.

#### FACILITIES

49. Page 67 Describe the school facility(ies) to be used and its(their) location(s).
50. Page 67 Provide a Certificate of Occupancy, or a timeline for obtaining a Certificate of Occupancy, prior to students occupying the proposed facility(ies).
51. Page 67 Provide the charter system's emergency safety plan, or in the alternative an assurance that the charter system will prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and will submit and obtain approval of that plan from the Georgia Emergency Management Agency by a specified date.

#### PARENT AND COMMUNITY INVOLVEMENT

52. Page 68 Describe how parents, community members, and other interested parties were involved in developing the petition.
53. Page 69 Describe how parents, community members, and other interested parties will be involved in the charter system.

#### DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS

*\* For each of the criteria listed under "Demonstration of Fiscal Feasibility and Controls," the petitioner may discuss individual schools, the school system as a whole, or a combination of both.*

54. Page 72 Describe how federal, state, and local funds will be distributed to each system charter school to maximize spending at the school level.
55. Page 72 State that the charter system will be subject to an annual financial audit by either an independent Georgia-licensed certified public accountant or by the State Auditor.
56. Page 72 Describe how each system charter school's enrollment count will be determined for purposes of calculating charter school funding pursuant to O.C.G.A. § 20-2-2068.1(c).
57. Page 73 Provide a proposed timeline as to when schools within the charter system will begin to receive state and local funding from the local board in order to begin operation.
58. Page 73 State that the charter system will comply with the federal monitoring requirements for schools receiving federal funds.
59. Page 73 Describe the plans, if any, for securing other sources of funding, including funding from corporations, individuals, foundations, philanthropic groups, or any other source.

## DESCRIPTION OF GOVERNANCE STRUCTURE

*\* For each of the criteria listed under "Description of Governance Structure," the petitioner may discuss individual schools, the school system as a whole, or a combination of both.*

60. Page 74 Generally describe the structure, rights, and responsibilities of the principal, governing council, and board of education with respect to each charter system school.
61. Page 76 State that the governing council of each charter system school will be subject to the provisions of O.C.G.A. § 50-14-1 *et seq.* (Open and Public Meetings) and O.C.G.A. § 50-18-70 *et seq.* (Inspection of Public Records).
62. Page 76 Describe the governing council's function, duties, and composition.
63. Page 78 Describe how and when governing board members will be selected, how long each governing board member will serve, and how governing board members may be removed from office.
64. Page 81 Describe how the governing council will ensure that current and future council members avoid conflicts of interest.
65. Page 82 Describe the governing council's role in upholding the school's mission and vision.
66. Page 84 Describe how the governing council will appraise the principal's performance.
67. Page 84 Describe how the governing council will ensure effective organizational planning and financial stability.
68. Page 85 Describe the governing council's role in resolving teacher, parent, and student grievances and other conflicts.
69. Page 85 Describe how parents, community members, or other interested parties will be involved in the system charter school's governing council.
70. Page 85 List any proposed business arrangements or partnerships with existing schools, educational programs, businesses, or nonprofit organizations and disclose any potential conflicts of interest.

71. Page 86 Describe the method that the local board and the system charter school plan to utilize for resolving conflicts.
72. Page 86 State if the charter system intends to contract, or has contracted for, the services of a for-profit entity or any other educational management agency.
73. Page 86 List the criteria, if any, by which the charter system's charter may be revoked, in addition to those provided for in O.C.G.A. § 20-2-2065.

#### STATEMENT ON ANNUAL REPORT

74. Page 87 State that the charter system shall, by October 1, submit an annual report that includes all State-mandated assessment and accountability scores and complies with all requirements set out in O.C.G.A. § 20-2-2067.1(c)(1)-(6).

#### REQUIRED ATTACHMENTS/APPENDICES

75. Page 88 Attach the charter system's proposed annual calendar(s).
76. Page 88 Attach a copy of any intended contracts for the provision of educational management services.
77. Page 88 Attach a copy of the local board resolution approving the proposed charter system petition.
78. Page 88 Attach a copy of the notice sent to principals within the proposed charter system regarding hearings on the charter system petition.

## Part V. Charter System Petition for City Schools of Decatur

Note: The statements in italics are from the GDOE Charter System Checklist, which are items required for a System Charter Petition submitted by an Existing Local School System.

### CHARTER SYSTEM/SCHOOL/PETITIONER INFORMATION

1. *Provide the name under which the charter system will operate.*

The charter system will operate under the name of City Schools of Decatur.

2. *Provide the name of the primary contact for the petitioner.*

The primary contact for the petitioner is Dr. Phyllis A. Edwards, Superintendent, City Schools of Decatur.

3. *Provide the name of the charter system representative authorized to execute the charter contract.*

The charter system representative authorized to execute the charter contract is Ms. Valarie Wilson, Chair, Board of Education of the City of Decatur (“Board”).

4. *State the proposed duration of the charter system’s charter.*

The proposed duration of the system charter for City Schools of Decatur is five years.

### STATEMENT OF MISSION

5. *Describe the charter system’s mission.*

The City Schools of Decatur mission is discussed in the response to the question immediately following this question.

6. *Describe how the charter system’s mission supports the legislative intent to “increase student achievement through academic and organizational innovation.”*

City Schools of Decatur’s desire to become a charter system is a reflection of its continuing efforts to effectively and innovatively respond to the needs of its students. Historically, City Schools of Decatur has been a high-performing system, as evidenced by overall results for City Schools of Decatur students on state and national standardized tests. The size of the system, with

approximately 2600 students from PreK<sup>1</sup> -12, allows for a strong sense of family and community within each building and a spirit of change and innovation at the system level. The charter will serve all eligible children who reside within the city limits of the City of Decatur. The City is divided into attendance zones for the three K-3 schools. These same attendance zones will be utilized in the charter system. City Schools of Decatur is a unitary system for grades 4-12, having only one school for each grade span (4-5, 6-8, 9-12).

The Board has a history of empowering the schools and community. The school system is an integral part of the Decatur community, and its academic excellence is one of the reasons current residents stay in the city. The schools are a strong draw for potential residents considering moving into Decatur. City Schools of Decatur also enjoys a reputation outside the city lines as a progressive school district. Approximately 140 students pay nonresident tuition in order to attend schools within City Schools of Decatur.

In 2003, the school system saw declining enrollment and increasing millage rates. In addition, the system data, while reflecting overall high achievement, indicated that there was a gap of 30-40 points between the academic achievement of black and white students. The Board and Superintendent determined that this was unacceptable and set forth on a clear path to change the course of the system. In addition, the problems plaguing the system included buildings with too few students and an aging infrastructure. A five-year Strategic Plan was developed to address these areas and to establish clear goals. School personnel (including some teachers, principals, and district administrators) and community members (including some parents, school council members, business partners, and representatives from the Decatur Education Foundation) participated in significant numbers and provided input through a variety of forums and study circles, with approximately 425 people participating. When the Board approved the Strategic Plan in 2004, a more fiscally responsible organization of schools was implemented, resulting in the closing of several elementary schools.

The outcome of the strategic planning process was a clear vision and mission for City Schools of Decatur along with specific goals to reach in order to attain that vision. The vision of City Schools of Decatur, as outlined in the system's Strategic Plan is, "*City Schools of Decatur will be one of the top ten community school systems in the nation.*" In addition to the vision statement, the five goals of the Strategic Plan, listed below, guide all school personnel in their mission of high academic achievement for all students within City Schools of Decatur.

1. Improve academic achievement for all students
2. Close the achievement gap
3. Act in a systemic manner
4. Be fiscally responsible
5. Continue to improve relationships with the community

---

<sup>1</sup> The City Schools of Decatur College Heights Early Childhood Learning Center provides the system's age 0-3 early childhood learning program and its Pre-K program. Those programs are not regulated by the Georgia Department of Education, but rather are regulated by the Georgia Department of Early Care and Learning. As such, the College Heights Early Childhood Learning Center, although very much a part of City Schools of Decatur, is not a "public elementary or secondary school" under the Quality Basic Education Act and will not become a "system charter school" like the other schools, but will remain an integral and very important part of the City Schools of Decatur mission.

In four years, City Schools of Decatur has focused on these goals by living both them and the mission statement that emerged from the Strategic Plan:

City Schools of Decatur challenges every student to succeed by providing a rigorous, engaging and authentic learning experience delivered by highly qualified, caring adults in safe and inviting schools.

The Strategic Plan, the mission, and goals became the lifelines that City Schools of Decatur needed in order to effectively move forward; they continue to serve as the guides for City Schools of Decatur. Annual reports and budgets have been built around the mission and goals. Data has been analyzed through the lens of the mission and goals. Programs have been evaluated using the text of the mission and goals. Job descriptions have been created using the structure of the mission and goals.

The Board and Superintendent believe that the way to make the mission and goals a reality is through the use of clear and measurable objectives that are supported by specific strategies and timelines, thus ensuring accountability throughout the system. Reports are provided on a regular basis on the progress of the system and of each school. All data is reported to the Board and community. Any school or system data that indicate areas of need are clearly identified and addressed through accountability measures, such as the school improvement planning process or through performance goals set by all school and central office administrators. School and central office administrators and the Superintendent currently participate in a performance-based bonus system.

In addition to its history of high student achievement and collaboration with all stakeholders, City Schools of Decatur has a history of being highly effective and efficient in the areas of finance and operations. Leadership at the Board, district, and school levels is strong and will be able to assume all responsibilities necessary to function as a successful charter system.

Becoming a charter school system is the logical next step in City Schools of Decatur's journey. The recent accreditation study process and awarding of district accreditation status from SACS CASI solidified City Schools of Decatur's vision and mission, as well as reaffirmed the trust the system has placed in each of its building leaders and schools. City Schools of Decatur is a perfect candidate for charter system status, as outlined by the newly created Charter Systems Act and set forth by Lt. Governor Casey Cagle, due to its success with academic and organizational innovation. As a charter system, City Schools of Decatur will be able to continue its successes and is poised to move to the next level in student achievement, with a clear focus on closing the achievement gap and moving all students to the highest performance level. Charter system status will allow City Schools of Decatur the opportunity to be more flexible and creative in meeting these needs.

Today, City Schools of Decatur is spending approximately \$13,233 per child, compared to a state average of \$7,897, and is implementing innovative programs and partnerships to creatively leverage the system's resources, facilities and community relationships to benefit students and promote academic excellence. This is possible due to community support. 70% of funding for City Schools of Decatur is from local taxes. In a recent vote, 80% of the citizenry voted to

support the SPLOST.

Since Dr. Phyllis Edwards became Superintendent in 2003, City Schools of Decatur has worked with The Schlechty Center for Leadership in School Reform to bring about structural and cultural changes, leading to performance improvements in each school. Over the past twenty years, The Schlechty Center has developed a strong track-record of working with superintendents, school boards, principals and other school system leaders across the country to implement reform. The Center's efforts are based upon the belief that the core business of schools should be providing students on a daily basis with content-rich, engaging work. In order to do this, schools must be organized around students and their work, rather than around adults and the work of teachers.

City Schools of Decatur is one of only 38 Standard Bearer Public School Districts in the country recognized by The Schlechty Center for using a set of established standards for developing and assessing the system's capacity to support change at the building and classroom levels. As a member of the Standard Bearer Network, City Schools of Decatur connects with other like-minded school districts to share experiences and to develop and refine strategies for moving forward. Given the system's commitment to these standards, the size and demographics of the system, and the flexibility and quick response of its leadership, City Schools of Decatur offers an ideal environment to investigate new, innovative programs.

City Schools of Decatur has a strong track-record of success with innovative programs that support the five goals and the mission, as evidenced below:

- Decatur has an outstanding foreign language program for students K-12. Through *The World Language Program*, students receive Spanish immersion instruction for 2.5 hours each week beginning in Kindergarten and continuing through Grade 8. In high school, students can choose to continue in Spanish or begin a new foreign language. The program has been a model for the State of Georgia, and Glennwood Academy continues to serve as a demonstration site for Georgia school systems interested in implementing a similar program.
- Decatur High School science teachers decided to restructure the high school science curriculum so that all students, regardless of ability, take physics in the 9<sup>th</sup> grade and chemistry in the 10<sup>th</sup> grade. This change, coupled with the professional learning opportunities provided to Decatur High School science teachers, has resulted in the third highest system science scores in the state, as measured by the annual Georgia High School Graduation Test.
- Supported by a grant from Emory University, science teachers at Renfroe Middle School and Decatur High School piloted models of teaching and learning called *Problem-Based Learning*. Using this methodology, students worked together to solve inquiry-based cases with titles such as *Save the Pond*, an ecology case study; *Heart Attack*, a nutrition case study; and *It's Getting Hot in Here*, a case on global warning. As the cases progressed, students formed hypotheses, identified facts and learning issues, and made a list of questions to be answered through a variety of research methods. In the 2004-2005 school year, the year of the pilot, 100% of the 6<sup>th</sup> grade science students met or exceeded



expectations on the Spring Criterion-Referenced Competency Tests. This program continues to produce significant results. For example, Decatur's black high school students have improved their science scores by 13% over the course of two years.

- City Schools of Decatur will continue the ongoing relationship with Early Learning Property Management (ELPM), a non-profit organization whose mission is to support and promote early childhood learning and development by providing safe and adequate facilities where early learning programs and activities can be conducted, thereby fostering early child development, especially for disadvantaged children. Working with ELPM, College Heights Elementary School was renovated and transformed into a state-of-the-art early childhood center that is operated by City Schools of Decatur, in partnership with the Decatur/DeKalb YMCA and Head Start. The Decatur/DeKalb YMCA offers high quality fee-based child care for ages 0-3, Head Start serves 3 year-olds, and the state-funded pre-K programs are operated by City Schools of Decatur. The partnerships with Head Start and the YMCA allow City Schools of Decatur to offer high-quality early childhood education to pre-school children.
- In 2000, supportive community leaders established the Decatur Education Foundation to enhance the educational opportunities for all of Decatur's children and youth. Eight different college scholarships have been funded and are offered in partnership through the generous donations of Decatur families and alumni. In addition, funds are raised for instructional mini-grants; professional learning, including National Board Certification; and student scholarships for summer school, summer camp and other enrichment opportunities.

City Schools of Decatur has a track-record of partnering for academic and organizational innovation with parents and organizations. As a charter system, City Schools of Decatur will continue that success and launch other advancements that area systems will study and emulate.

*7. Describe how the charter system will maximize school-level governance, including school-level decision-making authority over financial decisions/budgets, personnel decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations.*

As a charter system, the focus on school-level governance will provide City Schools of Decatur with a way to widen the circle of engagement and maximize the energies of a progressive and committed community that values its school system. City Schools of Decatur is the focal point and treasured symbol of the Decatur community. City Schools of Decatur is now ready to take parent and community involvement to a new level and become systemic in its approach to involving parents in school-level governance through local School Leadership Teams. Charter system status will facilitate this goal. While the Board will maintain its governance functions so that the consistency City Schools of Decatur has put in place continues, the School Leadership Teams will be empowered with decision-making. The roles and responsibilities of the School Leadership Teams are outlined more specifically in the Description of Governance Structure section. See response 62 and the summary chart after response number 65.

8. *Summarize any policies, procedures, and practices that will materially distinguish the charter system from the school system's pre-conversion model. Such practices/policies might include, e.g., open enrollment policies within the charter system.*

Charter system status will allow City Schools of Decatur to pursue its ambitious goal of becoming one of the top ten community school districts in the nation through the following:

- Strengthening of the role of school-level governance through School Leadership Teams
- Ensuring increased teacher efficacy
- Using instructional and operational flexibility and local control to meet the needs of all students
- Providing alternative means for students to earn credit
- Revising remediation strategies and resources to assist struggling students
- Employing additional uses of technology
- Increasing opportunities for grants, private funding, and partnerships that are not currently available to City Schools of Decatur (for example, grants available only to charter schools through a variety of organizations)

As a charter system, City Schools of Decatur intends to build on the system's strengths and continue on the positive trajectory of the Strategic Plan that was adopted by the Board in 2004 and revised and readopted in 2006 (see appendix). The efficacy of these strategies will be measured using the goals of the charter petition and the 5 goals of the Strategic Plan. The following areas will be considered for implementation and phased in over the duration of the charter:

#### Phase I

- Investigate and consider the development of school-level award system (incentive pay) based on student academic growth
- Develop a new teacher appraisal system
- Implement a comprehensive professional learning plan for School Leadership Teams (school-based governance teams)
- Assess and refine charter governance model
- Begin a plan to replicate the Ben Franklin Academy model (competency based)
- Identify struggling students in grades 6-12 and implement intervention plans based on the Response to Intervention model
- Fully implement Measures of Academic Progress (MAP) assessment
- Implement graduation plans for all students in grades 9-12
- Examine the feasibility of *IB for All* for students in grades 9-12

#### Phase II

- Develop a mentoring system for students in grades 4-12 that are struggling

- Build a comprehensive Career, Technical, and Agricultural Education (CTAE) Plan (surveying students, building partnerships in the community and higher education institutions, youth apprenticeship program)
- Identify foreign language assessments for students in grades 4-12
- Develop new evaluation system for administrative staff
- Investigate and consider the development of an individual award system for teachers (incentive pay) based on student academic growth
- Develop summer opportunities for credit recovery
- Implement fully operational Ben Franklin Academy model

Phase III

- Review the school day and school year calendar (including embedding time for professional learning, extended day)
- Implement CTAE plan
- Implement career plans for all students in grades 6-8
- Develop additional avenues for high school students to earn Carnegie credit (work-based, college level, service learning)
- Develop more career pathways for students to graduate with a high school diploma and a CTAE certificate
- Explore extended use of virtual education opportunities

DESCRIPTION OF THE EDUCATIONAL PROGRAM

*\* For each of the criteria listed under “Description of the Educational Program,” the petitioner may discuss individual schools, the school system as a whole, or a combination of both.*

9. *Describe the focus of the curriculum.*

Please see the answer to number 10 below.

10. *Describe the instructional methods to be used in the charter system, including any distinctive or unique instructional techniques or educational programs.*

Charter system status will allow City Schools of Decatur to move forward in the educational models the students need in order to succeed. City Schools of Decatur has uniquely configured schools:

- College Heights Early Childhood Learning Center, birth-preKindergarten\*  
\*includes 3-4 year old students with disabilities (See footnote 1 above)
- Clairemont Elementary, Grades K-3
- Oakhurst Elementary, Grades K-3
- Winnona Park Elementary, Grades K-3
- Glennwood Academy, Grades 4-5
- Renfroe Middle School, Grades 6-8
- Decatur High School, Grades 9-12

As a charter system, the three K-3 schools will remain Expeditionary Learning schools. The 4/5 Academy and Renfroe Middle School will remain International Baccalaureate schools. Charter system status will allow more flexibility, thus leading to more innovation in the curriculum design at the K-3, 4/5, and middle schools. The focus at these schools position most 14- to 18-year-olds to succeed at Decatur High School. However, an achievement gap still exists in the system and at Decatur High School, which can be remedied through a mastery-based design for high school students. Becoming a charter system will allow City Schools of Decatur to continue implementation of the K-8 programs with flexibility and to implement a mastery-based design for some students in grades 9-12.

Through each of the educational models used in grades K-12 in City Schools of Decatur, the Georgia Performance Standards and the Quality Core Curriculum will form the basis of the curriculum. Individual schools and teachers will have autonomy to extend students' work beyond the required curriculum. Undergirding each of the school reform models is the notion of students being actively engaged in their work, a notion the system has explored through the use of The Schlechty Center for Leadership in School Reform. This will form the common instructional design through each model. In addition, community service elements will be important pieces of each school's design focus.

All educational models used and explored in City Schools of Decatur stem from community input. They exist due to the extensive community conversations surrounding the Strategic Plan in 2004. This context of public engagement is a fertile ground for a successful charter system.

#### College Heights Early Childhood Learning Center, birth-preKindergarten

City Schools of Decatur has chosen to include the College Heights Early Childhood Learning Center (ECLC) as a part of this description. Although the center does not serve students in K-12, it will continue to establish the educational foundation for children in Decatur from birth through preKindergarten. In addition, the ECLC serves 3 and 4 year olds with disabilities, as required by IDEA.

ECLC is a candidate school in the NAEYC accreditation process and partners with Head Start/Partnership for Community Action, Decatur/DeKalb YMCA, and lottery-funded preKindergarten programs. Standardized assessments, a required component in the NAEYC accreditation standards, and the High/Scope curriculum drive the instructional program at ECLC.

#### Clairemont Elementary, Grades K-3

#### Oakhurst Elementary, Grades K-3

#### Winnona Park Elementary, Grades K-3

When the Board approved the Strategic Plan in 2004, several elementary schools were closed and a more fiscally responsible model was implemented. A burgeoning school reform model, Expeditionary Learning Schools (ELS), was used at Clairemont Elementary School with positive results. Based on input from the community, this school reform model was chosen to be implemented system-wide at each K-3 school. ELS combines rigorous academic content and real world projects, called learning expeditions, with active teaching and community service. The ELS design focuses on teaching and learning in an engaging way. Faculty members receive intensive professional learning in curriculum, in teaching practices, and in building a strong

school culture. Through the system charter, all K-3 schools will implement ELS. The core program at the K-3 schools will include reading, language arts, mathematics, science, social studies, visual arts, physical education, music, health, and Spanish.

ELS is founded and centered around ten key design principles which are outlined below. These design principles express the philosophy of education and core values of Expeditionary Learning (<http://www.elschools.org>). Drawn from the work of Outward Bound's founder Kurt Hahn, and other educational leaders, they shape school culture and provide a foundation for the moral purpose of schools.

### *1. The Primacy of Self Discovery*

Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

### *2. The Having of Wonderful Ideas*

Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

### *3. The Responsibility for Learning*

Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

### *4. Empathy and Caring*

Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

### *5. Success and Failure*

All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. However, it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

### *6. Collaboration and Competition*

Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.

### *7. Diversity and Inclusion*

Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

### *8. The Natural World*

A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

### *9. Solitude and Reflection*

Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with other students and with adults.

### *10. Service and Compassion*

We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from, and be of, service.

Since the year prior to the implementation of the reconfigured K-3 schools, 7 of the 10 CRCT reported content areas (grades 1: reading, language arts, mathematics; grades 2-3: reading, language arts, mathematics, science, social studies) have shown improvement in decreasing the percentage of children not meeting standards, despite a more rigorous Georgia Performance Standard implementation in every subject area except 3<sup>rd</sup> grade social studies. 3<sup>rd</sup> grade math has shown a particularly strong increase: in 2004-05, 17% of 3<sup>rd</sup> graders failed the CRCT in math; in 2006-07, 1% failed. This showing placed City Schools of Decatur in the top 7 school districts in the state for that particular CRCT grade and content test. The 3<sup>rd</sup> graders' social studies scores placed them in the top 5 school districts. Oakhurst Elementary (formerly a school of 99% poverty, now more representative of the system's overall demographics) is tied for the highest percent of third graders meeting or exceeding standards in math and social studies in the state.

### Glennwood Academy, Grades 4-5

Students who matriculate from an Expeditionary Learning School in Decatur enter the Glennwood 4/5 Academy, which houses the International Baccalaureate Primary Years Programme (PYP). The research base of this school reform model is strong and international. Although the composition of Decatur does not boast a large international contingent, the community supports internationalism and tolerance, thus approving the choice of PYP for the newly-formed Glennwood Academy.

The International Baccalaureate Primary Years Programme (PYP) is designed for students aged 3 to 12. It focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development.

The PYP draws on research and best practices from a range of national educational systems, providing a wealth of knowledge and experience from schools around the world to create a relevant, engaging, challenging and significant educational framework for all children. The curriculum framework consists of five essential elements: concepts, knowledge, skills, attitude, and action. The knowledge component is developed through inquiries into six transdisciplinary themes of global significance, supported and balanced by six subject areas.

The PYP curriculum framework is illustrated below (<http://www.ibo.org/pyp/>):



The success story of Glennwood can be told in two ways. The numerous families that in the past had removed their children in 4<sup>th</sup> grade from City Schools of Decatur and sent them to private school through 8<sup>th</sup> grade have now made different decisions about younger siblings. Further, the academic success in middle school of the first set of Glennwood attendees have shown remarkable improvement. 6<sup>th</sup> and 7<sup>th</sup> grade students (who attended Glennwood Academy after the reconfiguration) experience fewer office referrals, higher test scores, and have better attendance patterns than Renfroe Middle School students in the past. 7<sup>th</sup> grade students had the highest percentage in the state of students exceeding standards on the math and science CRCT tests.

The core program at the Glennwood 4/5 Academy school will include reading, language arts, mathematics, science, social studies, visual arts, physical education, music, health, and Spanish.

The gifted model in K-5 settings will require the waiver offered by the system charter in order to implement more inclusion segments as part of a model that includes inclusion, resource, and collaborative teaching.

The waiver that City Schools of Decatur requests in this petition will enable it to waive certification restrictions to allow IB and EL to practice the art of grade looping. Of particular interest to City Schools of Decatur is the connection between 5<sup>th</sup> and 6<sup>th</sup> grade. In most situations, 5<sup>th</sup> grade teachers hold a P-5 certificate and 6<sup>th</sup> grade teachers either hold a 4-8 certificate or a 6-12 certificate in a particular content area(s).

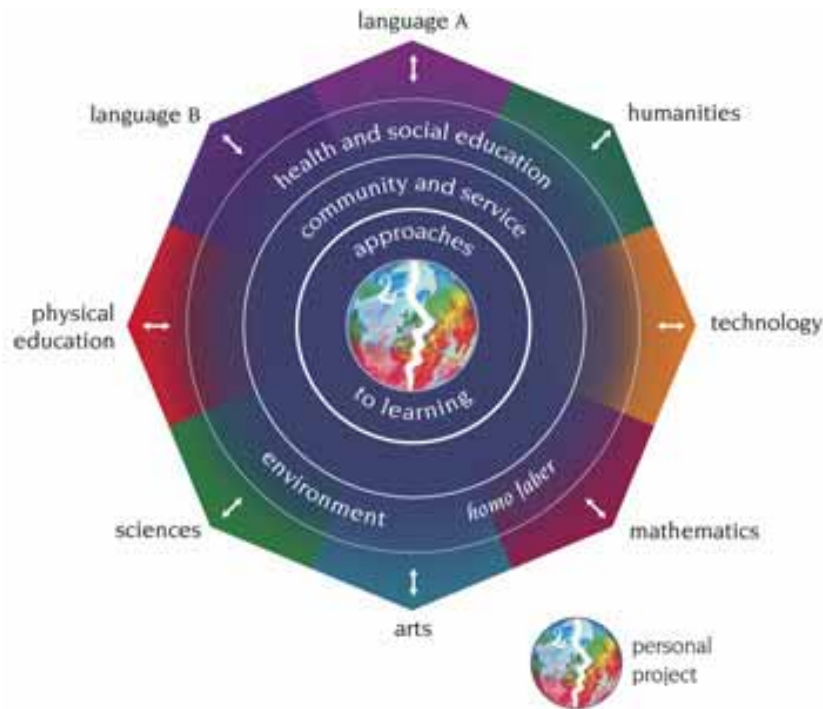
#### Renfroe Middle School, Grades 6-8

Renfroe Middle School has embarked on the application process toward becoming an International Baccalaureate Middle Years Programme (MYP). After four years of not making Adequate Yearly Progress (AYP) from 2000-2004, Renfroe has made AYP for the last three years. A perfect-sized middle school with approximately 500 students, Renfroe will use a novel six-person team concept (English/language arts, science, social studies, mathematics, Spanish, and exceptional student support/special education). The articulation of Spanish instruction into the middle school will make City Schools of Decatur unique. No other system in Georgia successfully articulates an elementary immersion foreign language program for all students into a middle school. Students will also be required to engage in exploratory/connections classes: physical education, health, technology (desktop publishing, web page design, video broadcasting), band, mathematical problem solving, keyboarding, and visual arts. Renfroe Middle School will have a 1:167 student to counselor ratio, allowing counselors to build possible career pathways and interest inventories for all students.

The International Baccalaureate Middle Years Programme (MYP) is designed for students aged 11 to 16. This period, encompassing early puberty and mid-adolescence, is a particularly critical phase of personal and intellectual development and requires a programme that helps students participate actively and responsibly in a changing and increasingly interrelated world. Learning how to learn and how to evaluate information critically is as important as learning facts.

The curriculum contains eight subject groups, together with a core made up of five areas of interaction. This is illustrated by means of an octagon, with the five areas of interaction at its center (<http://www.ibo.org/myp/>).





Students study subjects from each of the eight subject groups through the five areas of interaction: approaches to learning, community and service, *homo faber*, environment, and health and social education.

*Approaches to Learning (ATL)*

Through ATL, teachers provide students with the tools to enable them to take responsibility for their own learning, thereby developing an awareness of how they learn best, of thought processes and of learning strategies.

*Community and service*

This component requires students to take an active part in the communities in which they live, thereby encouraging responsible citizenship.

*Homo faber*

Students explore in multiple ways the processes and products of human creativity, thus learning to appreciate and develop in themselves the human capacity to influence, transform, enjoy and improve the quality of life.

*Environment*

This area aims to develop students’ awareness of their interdependence with the environment so that they understand and accept their responsibilities.

*Health and social education*

This area deals with physical, social and emotional health and intelligence—key aspects of development leading to complete and healthy lives.

### Spanish Program, Grades K-8

Every student in City Schools of Decatur will receive at least 30 minutes of Spanish instruction each day from Kindergarten – 8<sup>th</sup> grade.

### Decatur High School, Grades 9-12

City Schools of Decatur ranks as the 4<sup>th</sup> highest district in the State of Georgia in reference to graduation rate (89.3% in 2006-07). The *Back on Track* partnership with the Ben Franklin Academy (BFA) is an important factor in that success. In the 3<sup>rd</sup> year of the relationship between City Schools of Decatur and BFA, the BFA uses a low teacher/student ratio, intensive career counseling, and increased access to school psychological testing to serve City Schools of Decatur juniors and seniors who are most at risk of not graduating because they are “out of phase” with their peers. This additional safety net has been extremely valuable, serving the 20-25 upperclassmen with particular needs. City Schools of Decatur has explored a mastery-based instructional setting with the assistance of BFA, a private school in downtown Atlanta. Through the assistance of a private benefactor, juniors and seniors who were “off-track” for graduation were able to recover credits at BFA and earn a high school diploma. 2007-08 marks the third year of this private-public partnership and the dawn of City Schools of Decatur’s responsibility to create a similar model at Decatur High School. City Schools of Decatur will create its own version of the *Back on Track* program with the flexibility of the system charter. This experience has made a dramatic impact on the lives of students who would not otherwise graduate. A summer credit recovery program will also be included in this plan.

Graduation Plans will be developed for every student at Decatur High School, providing each of them with the information they need to determine whether they are off-track for graduation. *Infinite Campus*, the student information system, will assist in this objective by offering an electronic format for tracking students’ credits and offering a parent portal for families to access course information and the results of guidance visits. Decatur High School will use a 1:200 student to counselor ratio, below the average for high schools in Georgia, and below the recommended ratio by the American School Counselor Association.

The International Baccalaureate organization will be making its mark on Decatur High School over the duration of the system charter. Decatur High School is examining the concept of *IB for All*, in which all students experience a rigorous curriculum, with the most able students completing the Diploma Programme requirements through the international testing and assessment procedures. As a comparatively small high school (with approximately 780 students), Decatur High School could be a perfect fit for *IB For All*. The current AP program allows certain students to take exams in order to be excused from particular college course work. An IB diploma in certain states waives the freshman year for diploma holders from the IB Diploma Programme. Although this is currently not the case in Georgia, a resolution is expected during the Spring 2008.

The Freshmen Experience is a program implemented at Decatur High School this year that will continue as a charter system. This program grew from an effort to curb the rate of freshmen dropouts. Although Decatur High School has a strong graduation rate (89.3% 2006-07), freshmen still tend not to earn a full slate of credits during that critical first year. The Freshmen Experience boasts a five-period day instead of the 4 x 4 block schedule for 10<sup>th</sup>-12<sup>th</sup> graders. Freshmen take four core subjects (usually mathematics, English/language arts, freshmen physics,

and civics/government) and one 90-minute block elective, which changes each semester. Teachers of freshmen are teamed and operate like a quasi middle school regarding family partnerships, conferences, and interventions. Common expectations (both instructional and behavioral) permeate the rooms.

In addition, the system charter will provide opportunities for high school students to earn Carnegie unit credits via educational and international field experiences. The waiver from state law and regulation that is requested below in this petition will allow students to be counted as present during these experiences. Opportunities will be created over the duration of the charter for students to earn credits through work experiences, college-level courses, and service learning projects. The current hours required for seat time will also be waived. End-of-experience assessments will be performed that are comprehensive of the standards for the course. Decatur High School will continue to offer Carnegie unit courses and require a number of credits at least equal to the state graduation policy. The GHS GT and GHS WT will continue to be required elements to earn a diploma from Decatur High School. A Senior Project will be required commencing with the Class of 2009.

A major thrust of the next five years for Decatur High School will be a comprehensive Career, Technical, and Agricultural Education (CTAE) program. A director has been hired to spearhead an effort that will use school community, student, and county perceptions and data to create programs that meet the needs of the broadly-defined community. Partnerships with area educational institutions will be created that signify pathways: routes for Decatur High School students to earn higher education credits while earning a certification or license in a career, technical, or agricultural area. Part of this comprehensive plan will include a Youth Apprenticeship Program.

#### Professional Learning

Professional learning for teachers is a vital component of the City Schools of Decatur system charter petition. The school reform models of Expeditionary Learning Schools and International Baccalaureate require intensive off-site professional learning experiences. City Schools of Decatur has allocated federal, state, and local monies toward these efforts and will continue to do so as a charter system. In fact, over 90% of each school's professional learning allocation will be earmarked for these school reform efforts.

The MAP assessment system will require two distinct professional learning foci: implementation and analysis of results. Implementation content will include hardware and software set up, individual and group test administration, and troubleshooting. Analysis of results will occur during the 2007-08 school year for grades 2-5 teachers. Teachers in grades 6-8 will engage in MAP professional learning the week before school begins in August, 2008. City Schools of Decatur has built enough MAP capacity internally during the 2007-08 school year to offer this professional learning to the staff.

City Schools of Decatur respects the work of educational researchers who posit a link between professional learning and students' academic achievement. In addition, City Schools of Decatur embodies the work of Joyce and Showers, who first identified the need for adults to be coached in applying and internalizing their new skills.

Each school will be provided with an instructional coach so the principal and the coach can make on-site decisions related to curriculum and instruction. The decisions are supported at the point of need as the coach provides professional learning to the staff, in small groups, and individually. The coach is a quasi-administrative position filled by a master teacher who can enter classrooms and assist with assessment, identify areas of need, develop or provide necessary curriculum resources, and conduct model lessons.

The instructional coach also provides leadership in supporting a system goal of having a higher percentage of gifted-certified teachers. In 2006-07, 39 of 200 teachers were gifted-certified. By the end of the 2007-08 school year, that number will nearly double, to 63. These additional 24 teachers are committed to a year-long class funded by the school system and coordinated through the Metro Regional Educational Service Agency. City Schools of Decatur foresees gifted service as being provided in the most direct fashion through gifted-certified teachers over the duration of the system charter. Therefore, City Schools of Decatur will continue to provide opportunities each year for teachers to become gifted-certified.

#### Additional Support for Students

City Schools of Decatur is excited about the flexibility that a charter system will offer it to serve students who are not meeting expectations on state and local assessments. A majority of students are currently served after school through a decades-old partnership with the City of Decatur Parks and Recreation Department. Certified teachers from City Schools of Decatur teach in the after-school program, offering intensive support to students about whom the system is most concerned. City Schools of Decatur does not receive any monetary support from the state through the QBE formula for this work. The system charter could enable the district to lengthen the school day and “count” after-school segments as one of the 6 segments calculated using the process required for calculating Full-Time Equivalent. For eligible students, these segments would count as Early Intervention Program (EIP) services and thus have a heavier weight than regular education segments. Gifted education acceleration and enrichment could also occur during this segment.

The Early Intervention Program will use Level I CRCT performance as the primary indicator. For a secondary indicator, City Schools of Decatur will use MAP growth data from the previous year. Any child who does not meet growth targets may be eligible for EIP services. This includes any student who is also served by another program (i.e., ESOL, Gifted).

City Schools of Decatur is particularly dedicated to struggling students in grades 6-12. To continue the strong guidance program in these grades, Academic Intervention Plans (AIPs) will be developed for every child not meeting CRCT and GHSGT level standards. AIPs indicate the strengths and challenges for each student and particularly what interventions teachers can use that will be successful in meeting the student’s needs. Over the duration of the charter, City Schools of Decatur will implement Tier Two (Response to Intervention) interventions in mathematics and English/language arts. Interventions are required by the State of Georgia to document students’ performance, particularly as some students are being considered for eligibility for special education services.

In addition to these academic interventions, City Schools of Decatur is dedicated to relationship-building with students. Opportunities for mentoring will be implemented at grades 4-12 to provide assistance for students that are not experiencing success.

Extracurricular Activities

City Schools of Decatur will continue to be a member of the Georgia High School Association. Rules for eligibility will apply to all students in the City Schools of Decatur.

A variety of extracurricular activities will be offered each semester to students in grades K-5. Parental permission will always be required for participation.

Extracurricular activities for students in the middle and high schools will continue to be an integral part of the instructional program. The offerings may include:

<b>Club Name</b>	<b>Grades</b>	<b>School(s)</b>	<b>Purpose / Activities</b>	<b>Membership Requirements</b>
21st Century Leaders	9-12	DHS	To encourage, develop and enhance the leadership capabilities of high school students through the content of business and service learning. Involved students will participate in student leadership opportunities in the community.	A's and B's on report card
Art Club	9-12	DHS	To provide fun, no-pressure and unusual art activities for all students at DHS; involved students will attend museums and art galleries.	
BOLD	9-12	DHS	To empower young men to become better leaders in their school and community .	
Chess Club	9-12	DHS	To provide opportunities for students to learn the game of chess.	
Drama Club	9-12	DHS	To bring together the theatre-loving community of DHS. Involved students will participate in workshops, theatre visits, and productions.	
Family, Career, Community Leaders of America	9-12	DHS	To promote all areas in the field of Family and Consumer sciences; Involved students will participate in community service, leadership activities, and school and state projects.	

<b>Club Name</b>	<b>Grades</b>	<b>School(s)</b>	<b>Purpose / Activities</b>	<b>Membership Requirements</b>
Future Business Leaders of America	9-12	DHS	To provide opportunities for students to develop vocational and career-supportive competencies and to promote civic and personal responsibility and leadership skills; involved students will participate in local conferences and competitions.	
Future Educators of America	9-12	DHS	To provide opportunities for DHS students to explore careers in education. Involved students will participate in local conferences to learn more about the teaching profession.	
French Club	9-12	DHS	To enhance classroom learning of the French language and culture. Involved students will participate in cultural activities having to do with the French language.	
German Club	9-12	DHS	To provide students who have an interest in the German language and culture with opportunities to convene at various casual settings to socialize. Involved students will participate in cultural activities having to do with the German language.	2.0 GPA
Jazz Band Ensemble	9-12	DHS	To provide opportunities for advanced-level musicians to develop and refine skills in jazz music. Involved students will play jazz together to develop skill with this style of music.	A's and B's on report card
Key Club	9-12	DHS	A service organization for DHS students that blends service with outstanding leadership training. Involved students will develop and participate in service activities in the community.	Must be passing all classes
Latin Club	9-12	DHS	To promote the study of Latin and Roman culture. Involved students will participate in cultural activities having to do with Latin language.	3.0 GPA or above

<b>Club Name</b>	<b>Grades</b>	<b>School(s)</b>	<b>Purpose / Activities</b>	<b>Membership Requirements</b>
National Honor Society	11-12	DHS	An honor/service organization with the purpose to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character; involved students will do service activities designed to promote the mission of the club.	88 overall average (not rounded up); 12 academic units are required for juniors and 14 are required for seniors.
Nature Club	9-12	DHS	To investigate new scientific concepts. Involved students will do service/social activities designed to protect the environment.	
Student Government Association	9-12	DHS	To promote student involvement in school activities and events; involved students will work with the HS staff to represent the student body.	3.0 GPA
Skills USA/VICA	10-12	DHS	To develop leadership skills, assist students with establishing realistic career goals and to foster a respect for work and learning; involved students will participate in regional competition and conferences.	2.0 GPA
Spanish Club	9-12	DHS	To promote an interest in learning about Spanish language and culture; Involved students will participate in cultural activities utilizing the Spanish language.	
Spectra	9-12	DHS	To promote awareness of the rights of others and to promote respect and/or tolerance of different life styles, religions, races, etc. Involved students will develop and participate in social activities designed to express the mission of the club.	
T.O.G.E.T.H.E.R.	9-12	DHS	To promote self-esteem, academic achievement, and an appreciation of the arts in young ladies and gentlemen. Involved students will participate in all aspects of putting on plays, including performance, direction, set design, advertising and budgeting.	Must maintain a minimum C or better in all classes

<b>Club Name</b>	<b>Grades</b>	<b>School(s)</b>	<b>Purpose / Activities</b>	<b>Membership Requirements</b>
Youth In Charge	9-12	DHS	To help young people develop leadership skills in tobacco use prevention. Involved students will develop and participate in activities designed to prevent tobacco use among teens.	
Art Club	6-8	RMS	To promote and have students participate in extracurricular art experiences. Involved students will create art projects and visit museums	
Culture Club	6-8	RMS	To provide opportunities for all interested RMS students to attend cultural events around Atlanta. Involved students will attend cultural events around the city of Atlanta.	
National Junior Beta Club	6-8	RMS	An honor/service organization; involved students will participate in service projects.	B average
Photography Club	6-8	RMS	To provide the middle school student with a general introduction to the basics of photography with both digital still and film cameras. Involved students will practice taking photographs and learn about photography techniques.	
Student Government Association	6-8	RMS	To provide leadership and service opportunities for all students; involved students will represent their classmates at SGA meetings; assist in planning special events and celebrations; and assist the administration with special projects.	
Student Political Action Club	9-12	DHS	To increase awareness of political issues.	
TMAC—Teen Media Advisory Committee	9-12	DHS	To serve as an advisor to the media specialist on media decisions.	
Academic Bowl	9-12	DHS	Question and answer-style academic competition. Team attends regional and state competitions.	



<b>Club Name</b>	<b>Grades</b>	<b>School(s)</b>	<b>Purpose / Activities</b>	<b>Membership Requirements</b>
Debate Team	6-12	RMS & DHS	Oratory competition. Team attends regional and state competitions.	
Math Team	9-12	DHS	Math-related competition. Team attends regional and state competitions.	
Mock Trial Team	9-12	DHS	Oratory/drama competition. Team attends regional and state competitions.	
Literary Team	9-12	DHS	Literary theme-based competition. Team attends regional and state competitions.	
Model UN	9-12	DHS	Oratory/drama competition. Team attends regional and state competitions.	
Science Olympiad	9-12	DHS	Science/conceptual competition. Team attends regional and state competitions.	

11. Describe the anticipated teacher-to-student ratio and the rationale for maintaining this ratio.

Student/teacher ratios will be calculated using every teacher in the building. This calculation will remain consistent across schools and does not include paraprofessionals.

School	Teacher/student ratio
College Heights Early Childhood Learning Center (preK only) *adult ratio is 1:10, using paraprofessionals	1:20
Clairemont Elementary	1:11
Oakhurst Elementary	1:11
Winnona Park Elementary	1:11
Glennwood 4/5 Academy	1:11
Renfroe Middle School	1:12
Decatur High School	1:14

These ratios meet the system's expectations for what environments best serve the needs of students age 3-21. City Schools of Decatur will continue these ratios as a charter system.

City Schools of Decatur will make every attempt to meet state guidelines and will utilize the waiver if a need arises. Situations will be discussed with the principal, teacher, and family to make a decision in the best interest of students.

Even as a charter system, City Schools of Decatur will take into consideration State Board Rule IEC: Class Size when making decisions regarding class size for all core classes. City Schools of

Decatur will cap core class sizes at no more than two students above the state board rule. In addition to that rule, City Schools of Decatur will invoke system averaging at all grade levels and subject areas. If enrollment increases unexpectedly, staff may be added upon recommendation of the School Leadership Team, which includes the principal, and approval of the Superintendent.

Class sizes are particularly important to citizens in the City of Decatur. To support that interest and the intent and spirit of the Charter Systems Act, the School Leadership Teams will have authority to decide whether or not they wish for class sizes to exceed the state maximum at each school. In making this decision, the School Leadership Teams will enact the Impact Principle (considering, in this order, impact on the student(s) in question, students in the affected class, students in the affected grade, teacher in the affected class, students in the entire school, teachers in the entire school, and the families in the entire school).

12. Describe the students the charter system will serve, including students with special needs and disabilities.

All students, 2,600 strong, in the City of Decatur who are currently eligible under the law to attend the school system will be served by the charter system, including students with disabilities and exceptionalities, such as gifted. The system will abide by all federal legislation (NCLB, ADA, Section 504 of the Rehabilitation Act of 1973, IDEA, IDEIA) to serve students. The composition of the system is expected to remain the same as current demographics indicate:

Grade	Enrollment	% White	% Black	% Other	% Free/Reduced lunch	% Disabled	% Gifted
PK	161	55%	33%	12%	22%	1%	0%
K	212	55%	36%	9%	16%	5%	0%
1	243	61%	29%	9%	26%	10%	1%
2	185	54%	39%	7%	27%	11%	22%
3	231	51%	40%	9%	24%	13%	26%
4	168	52%	41%	7%	33%	11%	24%
5	163	49%	47%	4%	29%	12%	29%
6	179	48%	42%	10%	23%	16%	32%
7	175	44%	46%	9%	35%	15%	29%
8	163	43%	51%	5%	31%	14%	32%
9	190	45%	48%	7%	28%	10%	23%
10	212	50%	42%	8%	28%	7%	18%
11	200	57%	30%	13%	29%	12%	21%
12	180	51%	32%	17%	21%	8%	27%
TOTAL/ AVERAGE	2,662	51%	40%	9%	25%	10%	20%

13. Describe how the charter system will meet the needs of students identified as gifted and talented.

As a charter system, City Schools of Decatur will continue to provide every student, including those identified as gifted and talented, with an education based on individual needs.

Under Georgia Board of Education (GBOE) Rule 160-4-2-.38, a gifted student is defined as one who “demonstrates a high degree of intellectual and/or creative abilities, exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or ancillary services to achieve at levels commensurate with his or her abilities.” City Schools of Decatur will continue to follow the state guidance as well as local policies and procedures in identifying gifted learners.

The purpose of the gifted program in City Schools of Decatur will continue to be to ensure that students demonstrate continuous academic progress in identified areas of strength. In addition, students will develop their higher-order thinking, research, problem-solving and organizational skills through creatively productive work in areas of their interest.

City Schools of Decatur will utilize the following delivery models for students identified as gifted and talented:

#### K – 5: Targeting academic progress

##### Cluster group

- Will serve a small group of identified gifted students placed as a group in a regular classroom.
- Served by a teacher with gifted endorsement.
- High-achieving students will also be served.

##### Collaborative Teaching

- A regular classroom teacher may provide direct instruction.
- Substantial, regularly scheduled collaborative planning will occur between the content area teacher and the gifted specialist.
- High-achieving students will also be served.

#### 6 – 8: Targeting academic progress

##### Advanced Content Classes

- Will be homogeneously grouped on the basis of achievement in a core content area.
- May include high-achieving students not identified as gifted.

##### Cluster Group

- Will serve a small group of identified gifted students who will be placed as a group in a regular classroom.
- Will be served by a teacher with gifted endorsement.
- May include high-achieving students.

#### 9 – 12: Targeting academic progress

##### Advanced content classes (Honors and AP)

- Will be homogeneously grouped on the basis of achievement and interest in a core academic area.
- High-achieving students not identified as gifted may also be served.

K-1: Targeting higher-order thinking, research, problem-solving and organizational skills

Collaborative Teaching

- A regular classroom teacher may provide direct instruction.
- Substantial, regularly scheduled collaborative planning between the content area teacher and the gifted specialist.
- High-achieving students will also be served.

Cluster group

- Will serve a small group of identified gifted students placed as a group in a regular classroom.
- Served by a teacher with gifted endorsement.

2 -5: Targeting higher-order thinking, research, problem-solving and organizational skills

Resource

- Will serve identified gifted students only.
- Limited class size.
- Teacher must have gifted endorsement.
- Interdisciplinary enrichment that provides students with opportunities to engage in work that develops target skills and results in creative products.

6 – 8: Targeting higher-order thinking, research, problem-solving and organizational skills

Connections class

- Will provide students with opportunities to engage in work that develops target skills and results in creative products.

9 -12: Targeting higher-order thinking, research, problem-solving and organizational skills

Directed study

- Will provide students with opportunities to engage in work that develops target skills and results in creative products.

The system charter will allow more flexibility in gifted programming models. Both Expeditionary Learning Schools and International Baccalaureate Primary Years Programmes and Middle Years Programmes offer a rigorous and engaging framework. Students who are gifted will benefit from the regular classroom experience as well as occasional resource time. Over the duration of the charter, City Schools of Decatur will examine alternate possibilities for providing gifted services. In addition to these approved models from the state outlined above, City Schools of Decatur will increase the number of academic competitions, such as Future Problem Solvers and History Day competitions.

Any student qualified for gifted services who fails to meet MAP growth targets from the previous year may be eligible for intervention services. This opportunity for additional work helps City Schools of Decatur meet the needs of all students.

*14. For high schools within the charter system, describe how the charter high school will determine that a student has satisfied the requirements for high school graduation, including the credits or units to be earned and the completion credentials to be awarded.*

Under the charter system, Decatur High School will continue to abide by the requirements for high school graduation as promulgated by State Board of Education Rule 160-4-2-47. Decatur High School will continue to offer Carnegie unit courses and require a number of credits that exceed the state graduation rule requirements. The charter will provide opportunities for high school students to earn Carnegie unit credits via educational and international field experiences. The GHS GT and GHS WT will be required elements to earn a diploma from Decatur High School. A Senior Project is required for all graduating classes commencing with the Class of 2009.

#### STATE AND FEDERALLY MANDATED SERVICES

*\* For each of the criteria listed under “State and Federally Mandated Services,” the petitioner may discuss individual schools, the school system as a whole, or a combination of both.*

*15. For students with disabilities, describe how the charter system will provide state and federally mandated services.*

City Schools of Decatur will provide services to special education students according to their Individualized Education Plan (IEP). The system believes in the inclusion of all children to the extent that the experiences are educationally beneficial.

As an indication of the system’s commitment to inclusion, City Schools of Decatur won the PaceSetter Award from the Department of Education, Division of Exceptional Students, during the 2005-2006 school year. This award recognizes the amount of inclusion services provided, graduation rates among exceptional students, post-graduation outcomes, and the number of students graduating with regular diplomas. Only five awards were presented across the State of Georgia. That dedication and work will continue in the charter system.

As part of the system’s own accountability measures and benchmarking processes, the Strategic Plan will include goal-setting specific to special education, as required by the current GCIMP and Consolidated Application processes. City Schools of Decatur has met and will continue to meet these goals, and will hold itself accountable for continuous improvement toward these goals.

Particular partnerships with the community and community organizations are included as part of this charter petition:

- Babies Can’t Wait will operate out of the College Heights Early Childhood Learning Center.
- Partnerships with Head Start, the Partnership for Community Action, and the Decatur/DeKalb YMCA will support the very youngest learners.
- Individualized Education Plan support and re-evaluation services will be offered to all eligible students who reside in the City of Decatur, including students who attend private schools

- Speech/Language services will be offered to all eligible students who attend schools within the City of Decatur (i.e., private schools) but do not attend City Schools of Decatur schools.

16. *For English Language Learners (ESOL), describe how the charter system will provide state and federally mandated services.*

The charter system will provide state and federally mandated services for English Language Learners. Although City Schools of Decatur does not have a large population of students who meet the ESOL requirement (<1%), services will be provided to meet their needs. The system charter will allow flexibility in providing service models that meet their needs.

17. *State that the charter system shall comply with all federal special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.*

The system will abide by all federal legislation including NCLB and all federal special education laws and regulations (Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities Education Act) in serving students. Central office support for these federal requirements will remain as the system becomes a charter system. Multiple layers of accountability have been built into processes to assure compliance in all areas.

18. *Describe how the charter system will provide supplemental educational services in required cases pursuant to SBOE Rule 160-4-5-.03 and NCLB.*

Currently there are no schools in City Schools of Decatur that require the provision of supplemental educational services pursuant to SBOE Rule 160-4-5-.03 and NCLB. However, supplemental educational services were provided in City Schools of Decatur during the 2003-05 school years, as Renfroe Middle School was in NI-2 and NI-3. City Schools of Decatur abided by the state and federal rules and regulations surrounding these offerings and would do the same as a charter system if the need arose during the system charter.

19. *Describe how the charter system will provide remediation in required cases pursuant to SBOE Rule 160-4-5-.01 and NCLB.*

If it becomes necessary, City Schools of Decatur will offer remediation in response to SBOE Rule 160-4-5-.01 and NCLB. City Schools of Decatur has had experience offering these services when Renfroe Middle School was in NI-3. City Schools of Decatur will meet all necessary criteria and ethical practices regarding the outsourcing of tutoring services.

## GOALS AND OBJECTIVES

20. *List the charter system's performance-based goals and measurable objectives and describe how these goals and objectives are in the public interest and shall result in improvement of student achievement.*

City Schools of Decatur will employ an accountability system that reaches beyond the Georgia Accountability Workbook set forth in the No Child Left Behind legislation of 2001. Using the Annual Measurable Objectives as a guide, City Schools of Decatur will set its own, more rigorous targets, to meet the goal of all students meeting grade level expectations prior to 2013-2014. In addition, aligned with the habits of high-performing school districts, City Schools of Decatur will also meet measurable targets for students who are exceeding grade level standards. Each quantitative target is articulated in the District Report Card and individual School Report Cards (see appendix).

These measurable targets stem from the Single Statewide Accountability System. Therefore, the accountability system for City Schools of Decatur that will be put in place will comply with the intent and practice of the Single Statewide Accountability law and accompanying SBOE rule.

**Goals:**

1. **All students will meet academic standards by 2013-2014.**
2. **All students will experience work they consider to be engaging.**
3. **All students will meet the minimum assessment level of Novice-Mid (ACTFL range) in communicating a language other than English.**
4. **The racial achievement gap will be closed by 50%.**
5. **85% of families will rate the City Schools of Decatur as a “B” or higher in overall satisfaction.**

**Detail on Goal 1: All students will meet academic standards by 2013-2014.**

Each cell represents a separate objective. Like high-performing school districts around the country, City Schools of Decatur has set two targets for each content area: one that the system seeks to decrease – percentage of students not meeting standards – and one that the system seeks to increase – percentage of students exceeding standards.

% Indicates performance on the Georgia Criterion-Referenced Competency Test

All Students	Year 1: 2008-2009		Year 2: 2009-2010		Year 3: 2010-2011		Year 4: 2011-2012		Year 5: 2012-2013		NCLB 2013-2014	
	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet
Grade 1:												
Reading	50%	8%	51%	7%	51%	5%	52%	3%	53%	2%	53%	0%
ELA	26%	9%	27%	8%	28%	6%	29%	4%	30%	2%	31%	0%
Math	46%	11%	46%	9%	47%	6%	48%	4%	49%	2%	50%	0%
Grade 2:												
Reading	58%	10%	58%	8%	59%	6%	59%	4%	60%	2%	60%	0%
ELA	26%	9%	27%	8%	28%	6%	29%	4%	30%	2%	31%	0%
Math	34%	10%	35%	8%	36%	6%	37%	4%	38%	2%	39%	0%
Grade 3:												

Reading	43%	9%	44%	8%	45%	6%	45%	4%	46%	2%	47%	0%
ELA	35%	13%	35%	11%	36%	8%	37%	5%	38%	3%	39%	0%
Math	33%	9%	34%	7%	35%	6%	37%	4%	38%	2%	39%	0%
Science	49%	12%	50%	10%	51%	7%	52%	5%	52%	2%	53%	0%
Social Studies	30%	10%	32%	8%	33%	6%	34%	4%	36%	2%	37%	0%
<b>Grade 4:</b>												
Reading	49%	11%	50%	9%	50%	7%	51%	5%	52%	2%	52%	0%
ELA	34%	11%	34%	9%	35%	7%	36%	5%	37%	2%	38%	0%
Math	29%	23%	30%	19%	32%	14%	33%	9%	34%	5%	35%	0%
Science	39%	14%	40%	11%	41%	9%	42%	6%	42%	3%	43%	0%
Social Studies	24%	19%	26%	15%	27%	11%	29%	8%	30%	4%	32%	0%
<b>Grade 5:</b>												
Reading	30%	11%	31%	9%	32%	6%	32%	4%	33%	2%	34%	0%
ELA	33%	10%	34%	8%	34%	6%	35%	4%	36%	2%	37%	0%
Math	34%	14%	35%	11%	36%	9%	37%	6%	39%	3%	40%	0%
Science	35%	15%	36%	12%	37%	9%	38%	6%	39%	3%	40%	0%
Social Studies	27%	10%	29%	8%	30%	6%	32%	4%	33%	2%	35%	0%
<b>Grade 6:</b>												
Reading	43%	11%	44%	9%	45%	7%	45%	5%	46%	2%	47%	0%
ELA	28%	16%	29%	13%	30%	10%	31%	7%	32%	3%	33%	0%
Math	43%	16%	44%	13%	45%	9%	45%	6%	46%	3%	47%	0%
Science	28%	6%	29%	5%	30%	4%	31%	3%	32%	1%	33%	0%
Social Studies	22%	24%	23%	19%	25%	14%	26%	10%	28%	5%	29%	0%
<b>Grade 7:</b>												
Reading	21%	13%	22%	10%	23%	8%	24%	5%	25%	3%	26%	0%
ELA	27%	15%	28%	12%	29%	9%	30%	6%	31%	3%	32%	0%
Math	49%	19%	49%	15%	50%	12%	51%	8%	52%	4%	52%	0%
Science	30%	14%	31%	12%	32%	9%	32%	6%	33%	3%	34%	0%
Social Studies	29%	20%	31%	16%	32%	12%	33%	8%	35%	4%	36%	0%
<b>Grade 8:</b>												
Reading	25%	14%	26%	11%	27%	8%	28%	6%	29%	3%	30%	0%
ELA	39%	14%	40%	11%	41%	8%	42%	6%	43%	3%	43%	0%
Math	15%	27%	17%	21%	18%	16%	20%	11%	21%	5%	23%	0%
Science	24%	22%	25%	17%	26%	13%	28%	9%	29%	4%	30%	0%
Social Studies	34%	18%	35%	14%	37%	11%	38%	7%	39%	4%	41%	0%

% Indicates performance on the Georgia High School Graduation Test

<b>All Students</b>	Year 1: 2008-2009	Year 2: 2009-2010	Year 3: 2010- 2011	Year 4: 2011- 2012	Year 5: 2012- 2013	NCLB 2013-2014
---------------------	----------------------	----------------------	--------------------------	--------------------------	--------------------------	-------------------



	Pass Plus	Does Not Meet	Pass Plus	Does Not Meet	Pass Plus	Does Not Meet	Pass Plus	Does Not Meet	Pass Plus	Does Not Meet	Pass Plus	Does Not Meet
English/Language Arts	74%	1%	75%	1%	75%	0%	76%	0%	76%	0%	77%	0%
Math	58%	3%	58%	2%	59%	2%	60%	1%	61%	1%	61%	0%
Science	35%	15%	36%	12%	37%	9%	38%	6%	40%	3%	41%	0%
Social Studies	57%	7%	57%	6%	58%	4%	59%	3%	60%	1%	60%	0%

**Detail on Goal 2: All students will experience work they consider to be engaging.**

Objective 1: By 2008-2009, City Schools of Decatur will create/adopt grade-level specific engagement surveys and pilot them in 10% of City Schools of Decatur classrooms for usability and baseline data.

Objective 2: By 2009-2010, City Schools of Decatur will increase engagement levels by 4%.

Objective 3: By 2010-2011, City Schools of Decatur will increase engagement levels by 8%.

Objective 4: By 2011-2012, City Schools of Decatur will increase engagement levels by 12%.

Objective 5: By 2012-2013, City Schools of Decatur will increase engagement levels by 16%.

**Detail on Goal 3: All students will meet the minimum assessment level of Novice-Mid (ACTFL range) in communicating a language other than English.**

Objective 1: By 2008-2009, City Schools of Decatur will create an articulated plan to purchase electronic norm-referenced assessments for assessing foreign language.

Objective 2: By 2009-2010, City Schools of Decatur will collect baseline data on 5<sup>th</sup> and 8<sup>th</sup> graders and compare nationally.

Objective 3: By 2010-2011, City Schools of Decatur will assess 4<sup>th</sup> – 8<sup>th</sup> graders on a norm-referenced assessment.

Objective 4: By 2011-2012, 60% of 8<sup>th</sup> graders will score Novice-Mid on the assessment.

Objective 5: By 2012-2013, 100% of 8<sup>th</sup> graders will score Novice-Mid on the assessment.

**Detail on Goal 4: The racial achievement gap will be closed by 50%.**

City Schools of Decatur will use two calculation methods for the achievement gap:

1. Average reading, ELA, and math scores for 4<sup>th</sup>, 6<sup>th</sup>, and 8<sup>th</sup> graders on the CRCT
2. Average reading, ELA, and math scores for 3<sup>rd</sup>, 5<sup>th</sup>, and 8<sup>th</sup> graders on the CRCT; English and math scores for 11<sup>th</sup> graders on the GHSGT

Two methods will be used because of the schools' configurations. The first method only touches two schools (Glennwood Academy and Renfroe Middle School). Although the second method contains two different tests which cannot be compared, it is the only measure that cuts across all of the schools in the system and contain K-12 students.

Objective 1: By 2008-2009, City Schools of Decatur will decrease the achievement gap by 30%\*.

Objective 2: By 2009-2010, City Schools of Decatur will decrease the achievement gap by 35%\*.

Objective 3: By 2010-2011, City Schools of Decatur will decrease the achievement gap by 40%\*.

Objective 4: By 2011-2012, City Schools of Decatur will decrease the achievement gap by 45%\*.

Objective 5: By 2012-2013, City Schools of Decatur will decrease the achievement gap by 50%\*.

\*Baseline data =2003-04 school year student achievement data

To accomplish the goal of closing the racial achievement gap, City Schools of Decatur uses separate goals and objectives for black students (% indicates performance on the Georgia CRCT). This goal is in conjunction with Goal 1 which monitors the academic achievement of all students, thus all students are held to high expectations. The Board has considered disaggregated data by race in all internal and external representations of data.

Black Students	Year 1: 2008-2009		Year 2: 2009-2010		Year 3: 2010-2011		Year 4: 2011-2012		Year 5: 2012-2013		NCLB 2013-2014	
	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet
<b>Grade 1:</b>												
Reading	22%	11%	23%	9%	24%	6%	25%	4%	26%	2%	27%	0%
ELA	6%	14%	7%	11%	8%	8%	9%	6%	11%	3%	12%	0%
Math	16%	19%	18%	15%	19%	12%	20%	8%	21%	4%	23%	0%
<b>Grade 2:</b>												
Reading	28%	12%	29%	10%	30%	7%	31%	5%	32%	2%	33%	0%
ELA	9%	12%	10%	10%	11%	7%	12%	5%	13%	2%	15%	0%
Math	9%	12%	10%	10%	11%	7%	13%	5%	14%	2%	15%	0%
<b>Grade 3:</b>												
Reading	12%	11%	14%	9%	15%	7%	16%	5%	17%	2%	18%	0%
ELA	10%	18%	11%	15%	12%	11%	13%	7%	14%	4%	15%	0%
Math	22%	9%	24%	7%	25%	6%	26%	4%	28%	2%	29%	0%
Science	11%	19%	12%	15%	13%	11%	15%	7%	16%	4%	17%	0%
Social Studies	5%	14%	6%	11%	8%	8%	10%	6%	12%	3%	14%	0%
<b>Grade 4:</b>												
Reading	16%	17%	17%	14%	18%	10%	20%	7%	21%	3%	22%	0%
ELA	10%	18%	11%	15%	12%	11%	13%	7%	14%	4%	15%	0%
Math	2%	23%	3%	19%	5%	14%	7%	9%	8%	5%	10%	0%
Science	6%	21%	7%	17%	9%	12%	10%	8%	11%	4%	13%	0%
Social Studies	0%	19%	2%	15%	4%	11%	6%	8%	8%	4%	10%	0%
<b>Grade 5:</b>												
Reading	10%	14%	11%	12%	12%	9%	13%	6%	14%	3%	15%	0%
ELA	13%	15%	15%	12%	16%	9%	17%	6%	18%	3%	19%	0%
Math	6%	14%	7%	11%	9%	9%	10%	6%	12%	3%	14%	0%
Science	9%	24%	10%	19%	11%	14%	13%	9%	14%	5%	15%	0%
Social Studies	0%	19%	1%	15%	3%	11%	5%	8%	7%	4%	9%	0%
<b>Grade 6:</b>												

Reading	17%	16%	18%	13%	19%	9%	20%	6%	22%	3%	23%	0%
ELA	8%	25%	9%	20%	10%	15%	11%	10%	12%	5%	14%	0%
Math	5%	25%	6%	20%	7%	15%	8%	10%	10%	5%	11%	0%
Science	7%	13%	8%	10%	9%	8%	10%	5%	11%	3%	13%	0%
Social Studies	2%	39%	4%	31%	6%	23%	8%	16%	10%	8%	11%	0%
<b>Grade 7:</b>												
Reading	8%	18%	9%	14%	10%	11%	11%	7%	12%	4%	14%	0%
ELA	9%	21%	10%	17%	11%	12%	12%	8%	13%	4%	15%	0%
Math	20%	30%	22%	24%	23%	18%	24%	12%	25%	6%	26%	0%
Science	8%	21%	9%	17%	10%	18%	11%	12%	12%	6%	14%	0%
Social Studies	3%	34%	5%	27%	6%	20%	8%	14%	10%	7%	12%	0%
<b>Grade 8:</b>												
Reading	5%	21%	6%	17%	7%	12%	8%	8%	10%	4%	11%	0%
ELA	10%	19%	12%	15%	13%	11%	14%	8%	15%	4%	16%	0%
Math	12%	36%	14%	29%	15%	22%	17%	14%	18%	7%	20%	0%
Science	4%	38%	6%	30%	7%	23%	9%	15%	11%	8%	12%	0%
Social Studies	10%	32%	12%	26%	14%	19%	16%	13%	17%	6%	19%	0%

% Indicates performance on the Georgia High School Graduation Test

<b>Black Students</b>	Year 1: 2008-2009		Year 2: 2009-2010		Year 3: 2010-2011		Year 4: 2011-2012		Year 5: 2012-2013		NCLB 2013-2014	
	Pass Plus	Does Not Meet	Pass Plus	Does Not Meet	Pass Plus	Does Not Meet	Pass Plus	Does Not Meet	Pass Plus	Does Not Meet	Pass Plus	Does Not Meet
English/Language Arts	44%	7%	45%	6%	46%	4%	47%	3%	48%	1%	49%	0%
Math	26%	13%	28%	10%	29%	8%	30%	5%	31%	3%	33%	0%
Science	8%	37%	9%	30%	11%	22%	12%	15%	14%	7%	15%	0%
Social Studies	23%	21%	25%	17%	26%	12%	27%	8%	29%	4%	30%	0%

**Detail on Goal 5: 85% of families will rate the City Schools of Decatur as a “B” or higher in overall satisfaction.**

- Objective 1: By 2008-2009, City Schools of Decatur will create/refine a school improvement survey method and instrument.
- Objective 2: By 2008-2009, 69% of City Schools of Decatur families will rate City Schools of Decatur as a B or higher in overall satisfaction on the survey.
- Objective 3: By 2009-2010, 73% of City Schools of Decatur families will rate City Schools of Decatur as a B or higher in overall satisfaction on the survey.
- Objective 4: By 2010-2011, 77% of City Schools of Decatur families will rate City Schools of Decatur as a B or higher in overall satisfaction on the survey.

Objective 5: By 2011-2012, 81% of City Schools of Decatur families will rate City Schools of Decatur as a B or higher in overall satisfaction on the survey.

Objective 6: By 2012-2013, 85% of City Schools of Decatur families will rate City Schools of Decatur as a B or higher in overall satisfaction on the survey.

21. List the performance-based goals and objectives for each system charter school and describe how these goals and objectives are in the public interest and shall result in improvement of student achievement.

Clairemont Elementary School (K-3)

% Indicates performance on the Georgia Criterion-Referenced Competency Test

All Students	Year 1: 2008-2009		Year 2: 2009-2010		Year 3: 2010-2011		Year 4: 2011-2012		Year 5: 2012-2013		NCLB 2013-2014	
	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet
Grade 1:												
Reading	53%	8%	53%	7%	54%	5%	55%	3%	55%	2%	56%	0%
ELA	25%	11%	26%	9%	27%	7%	28%	5%	29%	2%	30%	0%
Math	43%	11%	44%	9%	44%	7%	45%	5%	46%	2%	47%	0%
Grade 2:												
Reading	62%	11%	63%	9%	63%	7%	64%	5%	64%	2%	65%	0%
ELA	23%	9%	24%	7%	25%	5%	26%	4%	27%	2%	28%	0%
Math	38%	9%	39%	7%	40%	6%	41%	4%	41%	2%	42%	0%
Grade 3:												
Reading	39%	9%	40%	7%	41%	5%	42%	4%	43%	2%	43%	0%
ELA	28%	20%	29%	16%	30%	12%	31%	8%	32%	4%	33%	0%
Math	36%	12%	37%	9%	38%	7%	39%	5%	40%	2%	42%	0%
Science	59%	15%	60%	12%	60%	9%	61%	6%	62%	3%	62%	0%
Social Studies	24%	10%	26%	8%	27%	6%	29%	4%	30%	2%	32%	0%

Black Students	Year 1: 2008-2009		Year 2: 2009-2010		Year 3: 2010-2011		Year 4: 2011-2012		Year 5: 2012-2013		NCLB 2013-2014	
	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet
Grade 1:												
Reading	32%	13%	33%	11%	33%	8%	34%	5%	35%	3%	36%	0%
ELA	4%	19%	5%	16%	6%	12%	8%	8%	9%	4%	10%	0%
Math	12%	24%	13%	19%	14%	15%	16%	10%	17%	5%	18%	0%
Grade 2:												

Reading	25%	15%	26%	12%	27%	9%	28%	6%	29%	3%	30%	0%
ELA	4%	11%	5%	9%	6%	6%	8%	4%	9%	2%	10%	0%
Math	8%	15%	9%	12%	10%	9%	12%	6%	13%	3%	15%	0%
<b>Grade 3:</b>												
Reading	10%	9%	11%	8%	12%	6%	13%	4%	14%	2%	15%	0%
ELA	4%	38%	5%	30%	6%	23%	8%	15%	9%	8%	10%	0%
Math	11%	21%	13%	17%	14%	13%	16%	8%	17%	4%	19%	0%
Science	11%	23%	12%	18%	13%	14%	15%	9%	16%	5%	17%	0%
Social Studies	0%	14%	2%	11%	4%	8%	6%	6%	8%	3%	10%	0%

Oakhurst Elementary School (K-3)

% Indicates performance on the Georgia Criterion-Referenced Competency Test

<b>All Students</b>	Year 1: 2008-2009		Year 2: 2009-2010		Year 3: 2010-2011		Year 4: 2011-2012		Year 5: 2012-2013		NCLB 2013-2014	
	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet
<b>Grade 1:</b>												
Reading	41%	8%	42%	6%	43%	5%	44%	3%	44%	2%	45%	0%
ELA	27%	6%	28%	5%	29%	4%	30%	3%	31%	1%	32%	0%
Math	52%	11%	53%	9%	54%	7%	55%	5%	55%	2%	56%	0%
<b>Grade 2:</b>												
Reading	51%	9%	52%	8%	52%	6%	53%	4%	53%	2%	54%	0%
ELA	20%	8%	21%	7%	22%	5%	23%	3%	24%	2%	25%	0%
Math	35%	7%	36%	6%	37%	4%	38%	3%	39%	1%	40%	0%
<b>Grade 3:</b>												
Reading	41%	9%	42%	8%	43%	6%	44%	4%	44%	2%	45%	0%
ELA	32%	9%	33%	8%	33%	6%	34%	4%	35%	2%	36%	0%
Math	31%	8%	32%	7%	34%	5%	35%	3%	36%	2%	37%	0%
Science	39%	11%	40%	9%	41%	6%	42%	4%	42%	2%	43%	0%
Social Studies	31%	19%	32%	15%	34%	11%	35%	8%	37%	4%	38%	0%

<b>Black Students</b>	Year 1: 2008-2009		Year 2: 2009-2010		Year 3: 2010-2011		Year 4: 2011-2012		Year 5: 2012-2013		NCLB 2013-2014	
	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet
<b>Grade 1:</b>												
Reading	16%	9%	17%	7%	18%	5%	20%	4%	21%	2%	22%	0%
ELA	4%	6%	5%	5%	6%	4%	8%	3%	9%	1%	10%	0%
Math	31%	16%	32%	13%	33%	10%	34%	7%	35%	3%	36%	0%

<b>Grade 2:</b>												
Reading	28%	11%	29%	9%	30%	6%	31%	4%	32%	2%	33%	0%
ELA	8%	9%	9%	8%	10%	6%	11%	4%	12%	2%	14%	0%
Math	8%	7%	9%	6%	10%	4%	12%	3%	13%	1%	15%	0%
<b>Grade 3:</b>												
Reading	17%	12%	18%	10%	19%	7%	20%	5%	22%	2%	23%	0%
ELA	12%	12%	14%	10%	15%	7%	16%	5%	17%	2%	18%	0%
Math	31%	8%	32%	7%	33%	5%	34%	3%	36%	2%	37%	0%
Science	3%	14%	4%	11%	6%	8%	7%	5%	9%	3%	10%	0%
Social Studies	9%	31%	11%	25%	13%	19%	15%	12%	17%	6%	18%	0%

Winnona Park Elementary School (K-3)

% Indicates performance on the Georgia Criterion-Referenced Competency Test

<b>All Students</b>	Year 1: 2008-2009		Year 2: 2009-2010		Year 3: 2010-2011		Year 4: 2011-2012		Year 5: 2012-2013		NCLB 2013-2014	
	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet
<b>Grade 1:</b>												
Reading	52%	9%	53%	8%	53%	6%	54%	4%	54%	2%	55%	0%
ELA	27%	11%	28%	9%	29%	7%	30%	5%	31%	2%	32%	0%
Math	41%	11%	42%	9%	42%	7%	43%	5%	44%	2%	45%	0%
<b>Grade 2:</b>												
Reading	59%	8%	59%	7%	60%	5%	60%	3%	61%	2%	61%	0%
ELA	35%	11%	35%	9%	36%	7%	37%	5%	38%	2%	39%	0%
Math	29%	12%	30%	10%	31%	7%	32%	5%	33%	2%	34%	0%
<b>Grade 3:</b>												
Reading	49%	10%	50%	8%	50%	6%	51%	4%	52%	2%	52%	0%
ELA	44%	11%	45%	9%	46%	7%	46%	5%	47%	2%	48%	0%
Math	32%	8%	33%	7%	34%	5%	36%	3%	37%	2%	38%	0%
Science	51%	11%	52%	9%	53%	6%	54%	4%	54%	2%	55%	0%
Social Studies	33%	19%	34%	15%	36%	11%	37%	8%	38%	4%	40%	0%

<b>Black Students</b>	Year 1: 2008-09		Year 2: 2009-10		Year 3: 2010-2011		Year 4: 2011-2012		Year 5: 2012-2013		NCLB 2013-2014	
	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet
<b>Grade 1:</b>												
Reading	21%	13%	22%	10%	23%	8%	24%	5%	25%	3%	26%	0%
ELA	10%	18%	11%	15%	12%	11%	13%	7%	14%	4%	15%	0%

Math	7%	20%	8%	16%	9%	12%	11%	8%	12%	4%	14%	0%
<b>Grade 2:</b>												
Reading	29%	11%	30%	9%	31%	7%	32%	5%	32%	2%	33%	0%
ELA	14%	17%	15%	14%	17%	10%	18%	7%	19%	3%	20%	0%
Math	13%	19%	14%	15%	15%	11%	16%	7%	18%	4%	19%	0%
<b>Grade 3:</b>												
Reading	11%	13%	13%	11%	14%	8%	15%	5%	16%	3%	17%	0%
ELA	11%	13%	13%	11%	14%	8%	15%	5%	16%	3%	17%	0%
Math	21%	8%	22%	7%	23%	5%	25%	3%	26%	2%	27%	0%
Science	22%	24%	23%	19%	25%	14%	26%	9%	27%	5%	28%	0%
Social Studies	2%	31%	4%	25%	6%	19%	8%	12%	10%	6%	11%	0%

Glennwood Academy (4-5)

% Indicates performance on the Georgia Criterion-Referenced Competency Test

<b>All Students</b>	Year 1: 2008-2009		Year 2: 2009-2010		Year 3: 2010-2011		Year 4: 2011-2012		Year 5: 2012-2013		NCLB 2013-2014	
	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet
<b>Grade 4:</b>												
Reading	49%	11%	50%	9%	50%	7%	51%	5%	52%	2%	52%	0%
ELA	34%	11%	34%	9%	35%	7%	36%	5%	37%	2%	38%	0%
Math	29%	23%	30%	19%	32%	14%	33%	9%	34%	5%	35%	0%
Science	39%	14%	40%	11%	41%	9%	42%	6%	42%	3%	43%	0%
Social Studies	24%	19%	26%	15%	27%	11%	29%	8%	30%	4%	32%	0%
<b>Grade 5:</b>												
Reading	30%	11%	31%	9%	32%	6%	32%	4%	33%	2%	34%	0%
ELA	33%	10%	34%	8%	34%	6%	35%	4%	36%	2%	37%	0%
Math	34%	14%	35%	11%	36%	9%	37%	6%	39%	3%	40%	0%
Science	35%	15%	36%	12%	37%	9%	38%	6%	39%	3%	40%	0%
Social Studies	27%	10%	29%	8%	30%	6%	32%	4%	33%	2%	35%	0%

<b>Black Students</b>	Year 1: 2008-2009		Year 2: 2009-2010		Year 3: 2010-2011		Year 4: 2011-2012		Year 5: 2012-2013		NCLB 2013-2014	
	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet	Exceed	Does not meet
<b>Grade 4:</b>												
Reading	16%	17%	17%	14%	18%	10%	20%	7%	21%	3%	22%	0%
ELA	10%	18%	11%	15%	12%	11%	13%	7%	14%	4%	15%	0%
Math	2%	23%	3%	19%	5%	14%	7%	9%	8%	5%	10%	0%

Science	6%	21%	7%	17%	9%	12%	10%	8%	11%	4%	13%	0%
Social Studies	0%	19%	2%	15%	4%	11%	6%	8%	8%	4%	10%	0%
<b>Grade 5:</b>												
Reading	10%	14%	11%	12%	12%	9%	13%	6%	14%	3%	15%	0%
ELA	13%	15%	15%	12%	16%	9%	17%	6%	18%	3%	19%	0%
Math	6%	14%	7%	11%	9%	9%	10%	6%	12%	3%	14%	0%
Science	9%	24%	10%	19%	11%	14%	13%	9%	14%	5%	15%	0%
Social Studies	0%	19%	1%	15%	3%	11%	5%	8%	7%	4%	9%	0%

Renfroe Middle School (6-8)

% Indicates performance on the Georgia Criterion-Referenced Competency Test

<b>All Students</b>	Year 1: 2008-2009		Year 2: 2009-2010		Year 3: 2010-2011		Year 4: 2011-2012		Year 5: 2012-2013		NCLB 2013-2014	
	<b>Exceed</b>	<b>Does not meet</b>	<b>Exceed</b>	<b>Does not meet</b>	<b>Exceed</b>	<b>Does not meet</b>	<b>Exceed</b>	<b>Does not meet</b>	<b>Exceed</b>	<b>Does not meet</b>	<b>Exceed</b>	<b>Does not meet</b>
<b>Grade 6:</b>												
Reading	43%	11%	44%	9%	45%	7%	45%	5%	46%	2%	47%	0%
ELA	28%	16%	29%	13%	30%	10%	31%	7%	32%	3%	33%	0%
Math	43%	16%	44%	13%	45%	9%	45%	6%	46%	3%	47%	0%
Science	28%	6%	29%	5%	30%	4%	31%	3%	32%	1%	33%	0%
Social Studies	22%	24%	23%	19%	25%	14%	26%	10%	28%	5%	29%	0%
<b>Grade 7:</b>												
Reading	21%	13%	22%	10%	23%	8%	24%	5%	25%	3%	26%	0%
ELA	27%	15%	28%	12%	29%	9%	30%	6%	31%	3%	32%	0%
Math	49%	19%	49%	15%	50%	12%	51%	8%	52%	4%	52%	0%
Science	30%	14%	31%	12%	32%	9%	32%	6%	33%	3%	34%	0%
Social Studies	29%	20%	31%	16%	32%	12%	33%	8%	35%	4%	36%	0%
<b>Grade 8:</b>												
Reading	25%	14%	26%	11%	27%	8%	28%	6%	29%	3%	30%	0%
ELA	39%	14%	40%	11%	41%	8%	42%	6%	43%	3%	43%	0%
Math	15%	27%	17%	21%	18%	16%	20%	11%	21%	5%	23%	0%
Science	24%	22%	25%	17%	26%	13%	28%	9%	29%	4%	30%	0%
Social Studies	34%	18%	35%	14%	37%	11%	38%	7%	39%	4%	41%	0%

<b>Black Students</b>	Year 1: 2008-2009		Year 2: 2009-2010		Year 3: 2010-2011		Year 4: 2011-2012		Year 5: 2012-2013		NCLB 2013-2014	
	<b>Exceed</b>	<b>Does not meet</b>	<b>Exceed</b>	<b>Does not meet</b>	<b>Exceed</b>	<b>Does not meet</b>	<b>Exceed</b>	<b>Does not meet</b>	<b>Exceed</b>	<b>Does not meet</b>	<b>Exceed</b>	<b>Does not meet</b>
<b>Grade 6:</b>												



Reading	17%	16%	18%	13%	19%	9%	20%	6%	22%	3%	23%	0%
ELA	8%	25%	9%	20%	10%	15%	11%	10%	12%	5%	14%	0%
Math	5%	25%	6%	20%	7%	15%	8%	10%	10%	5%	11%	0%
Science	7%	13%	8%	10%	9%	8%	10%	5%	11%	3%	13%	0%
Social Studies	2%	39%	4%	31%	6%	23%	8%	16%	10%	8%	11%	0%
<b>Grade 7:</b>												
Reading	8%	18%	9%	14%	10%	11%	11%	7%	12%	4%	14%	0%
ELA	9%	21%	10%	17%	11%	12%	12%	8%	13%	4%	15%	0%
Math	20%	30%	22%	24%	23%	18%	24%	12%	25%	6%	26%	0%
Science	8%	21%	9%	17%	10%	18%	11%	12%	12%	6%	14%	0%
Social Studies	3%	34%	5%	27%	6%	20%	8%	14%	10%	7%	12%	0%
<b>Grade 8:</b>												
Reading	5%	21%	6%	17%	7%	12%	8%	8%	10%	4%	11%	0%
ELA	10%	19%	12%	15%	13%	11%	14%	8%	15%	4%	16%	0%
Math	12%	36%	14%	29%	15%	22%	17%	14%	18%	7%	20%	0%
Science	4%	38%	6%	30%	7%	23%	9%	15%	11%	8%	12%	0%
Social Studies	10%	32%	12%	26%	14%	19%	16%	13%	17%	6%	19%	0%

Decatur High School (9-12)

% Indicates performance on the Georgia High School Graduation Test

<b>All Students</b>	Year 1: 2008-2009		Year 2: 2009-2010		Year 3: 2010-2011		Year 4: 2011-2012		Year 5: 2012-2013		NCLB 2013-2014	
	Pass Plus	Does Not Meet	Pass Plus	Does Not Meet	Pass Plus	Does Not Meet	Pass Plus	Does Not Meet	Pass Plus	Does Not Meet	Pass Plus	Does Not Meet
English/Language Arts	74%	1%	75%	1%	75%	0%	76%	0%	76%	0%	77%	0%
Math	58%	3%	58%	2%	59%	2%	60%	1%	61%	1%	61%	0%
Science	35%	15%	36%	12%	37%	9%	38%	6%	40%	3%	41%	0%
Social Studies	57%	7%	57%	6%	58%	4%	59%	3%	60%	1%	60%	0%

<b>Black Students</b>	Year 1: 2008-09		Year 2: 2009-10		Year 3: 2010-2011		Year 4: 2011-2012		Year 5: 2012-2013		NCLB 2013-2014	
	Pass Plus	Does Not Meet	Pass Plus	Does Not Meet	Pass Plus	Does Not Meet	Pass Plus	Does Not Meet	Pass Plus	Does Not Meet	Pass Plus	Does Not Meet
English/Language Arts	44%	7%	45%	6%	46%	4%	47%	3%	48%	1%	49%	0%
Math	26%	13%	28%	10%	29%	8%	30%	5%	31%	3%	33%	0%

Science	8%	37%	9%	30%	11%	22%	12%	15%	14%	7%	15%	0%
Social Studies	23%	21%	25%	17%	26%	12%	27%	8%	29%	4%	30%	0%

In summary, these are the goals for this petition:

1. **All students will meet academic standards by 2013-2014.**
2. **All students will experience work they consider to be engaging.**
3. **All students will meet the minimum assessment level of Novice-Mid (ACTFL range) in communicating a language other than English.**
4. **The racial achievement gap will be closed by 50%.**
5. **85% of families will rate the City Schools of Decatur as a “B” or higher in overall satisfaction.**

In addition, the City Schools of Decatur Strategic Plan goals will remain in place:

1. **Improve academic achievement** by providing the highest quality instruction and ensuring consistently challenging knowledge work for every student.
2. **Close the achievement gap** between black and white students according to state and national test criteria.
3. **Develop a systemic approach** to providing a challenging and quality educational experience for all students.
4. **Improve fiscal responsibility** while maintaining educational quality.
5. **Strengthen relationships** with the community.

## WAIVERS

22. *State whether the charter system and each system charter school will utilize the broad flexibility from law, rule, and regulation permitted by O.C.G.A. § 20-2-2065(a).*

The City Schools of Decatur charter system and each school in the charter system requests a waiver from the provisions of Title 20 of the Official Code of Georgia Annotated and all State DOE rules, regulations, policies and procedures except for those state laws, rules, regulations, policies and procedures expressly applicable to charter systems pursuant to the Charter System law. Because City Schools of Decatur is proposing a charter system that will continue the existing cohesive, systemic character of the system, each system charter school within the charter system will be subject to local policies and rules promulgated by the Board.

23. *If the charter system/system charter school will utilize this flexibility, state that the charter system/system charter school will comply with all the requirements of the Single Statewide Accountability System and will meet or exceed the performance-based goals included in the charter.*

City Schools of Decatur and each school in the charter system agree to maintain and abide by the provisions of the Single Statewide Accountability System and will meet or exceed the performance-based goals included in the charter.

If the State's Single Statewide Accountability System were revised in the future, City Schools of Decatur would utilize that flexibility to create its own accountability system to determine Adequate Yearly Progress.

24. *If the charter system/system charter school will NOT utilize this flexibility, list the specific waivers requested and the rationale for each. Describe further how each waiver will help the charter system/system charter school meet or exceed the performance-based goals included in the system's charter.*

N/A

## DESCRIPTION OF ASSESSMENT METHODS

*\* For each of the criteria listed under “Description of Assessment Methods,” the petitioner may discuss individual schools, the school system as a whole, or a combination of both.*

25. *Describe the charter system’s assessment plan to obtain student performance data for each student.*

City Schools of Decatur will engage in a rigorous assessment of students. The assessment system includes the use of national, state, and local measures. Assessment instruments will include norm-referenced tests (ITBS, MAP, CogAT, Observation Survey), criterion-referenced tests (CRCT, EOCT, GHSGT), and limited performance based measures (GKAP-R, Writing Assessments, DRA). In addition, local schools will have the option to use a variety of instruments to monitor student learning. District curriculum will be aligned with assessments. Teachers and district curriculum staff members will work to develop benchmark tests to monitor the learning of students throughout the school year. A comprehensive reporting system will be established to provide current data that will include a profile of student performance, community characteristics, system characteristics, and staff and stakeholder perceptions of the system.

In preparation for eventual acceptance as a charter system, City Schools of Decatur is beginning the use of a norm-referenced assessment tool called Measures of Academic Progress (MAP). This product, developed by the non-profit group Northwest Evaluation Association, offers more instructional resources than any norm-referenced testing product. The addition of an aligned curriculum focused student-by-student is of particular interest to City Schools of Decatur.

MAP will be used in grades 2-8 in reading, language arts, mathematics, and science. This computerized, adaptive test assesses the level at which students are performing, using the chronological age of the student as a starting point. Each test individualizes for the student being assessed. 50 minutes later, a score is reported using an equal-interval scale, rather than percentiles, which do not allow for comparisons across tests. More importantly for the classroom teacher, MAP reports provide the names of the students who could be grouped flexibly based on content sub-strands. For instance, the four students who scored similarly in vocabulary development could be grouped together for a period of time.

Other products offer content sub-strands and disaggregate data. However, what makes this product unique is the next step. It provides three lists of skills and concepts for those particular students: (1) skills and concepts that the students must continue to demonstrate and practice, (2) skills and concepts that they are ready to learn next, and (3) skills and concepts that can be previewed for the students in preparation for their studies in a few weeks. A partner product, Measures of Academic Progress for the Primary Grades, is in the norm development stage and would be available for the system to use in Kindergarten and 1<sup>st</sup> grade. During the period of this charter, Decatur High School will examine MAP to determine whether it will be the correct assessment to use in the Freshmen Experience.

From the system perspective, MAP is exciting because it will provide the system with an opportunity to measure and document growth of students. MAP will be administered within the first three weeks of school, in December, and three weeks before the end of school. Since the CRCT is not vertically aligned, it cannot be used to measure individual student growth. MAP

offers the needed accountability assessment for teacher quality, curriculum implementation, and building leader performance.

In addition to MAP, City Schools of Decatur will continue to use the CRCT for grades 1-8 and GHSGT for high school as per O.C.G.A. §20-14-30 through §20-14-41. The ITBS is currently used for social studies in grades 3, 5, 8 (O.C.G.A. §20-2-281). A waiver received from the Department of Education (dated July 9, 2007; see appendix) allowed the MAP to become the norm-referenced assessment for all other subject areas. Under the term of this petition, City Schools of Decatur will not administer the ITBS.

As program evaluation for the Spanish instruction in the district, the NOELLA and STAMP assessments may be administered in grades 4-8. These online assessments provide a normed ACTFL rating that measures growth. City Schools of Decatur's unique Spanish articulation (K-12, the only such school district in Georgia) will use the ACTFL ratings to place students in Spanish classes at Decatur High School that are a logical progression from an immersion program. The first year of the charter will feature an analysis of possible foreign language online assessments.

*26. Explain how the charter system will ensure participation in all state-mandated assessments.*

As required by the Single Statewide Accountability System, City Schools of Decatur will participate in the CRCT and GHSGT testing to report Adequate Yearly Progress. In addition to those tests, City Schools of Decatur will also participate in GKAP-R (to become GKIDS), writing assessments, norm-referenced assessments, and EOCT. The system will retain a testing coordinator who will train and monitor building test coordinators. Over the duration of the charter, CSD may remove state assessments that are released through a revised SSAS.

*27. Describe how the charter system's assessment plan will measure student improvement and over what period of time.*

At the student level, individual assessment results will be distributed to families as soon as they are received in the district. The reports will include overall scores and more specific areas of strength and challenge, for example, domain or strand scores. During conferences, teachers will share information with parents about the performance of students, along with ideas for improvement.

At the school level, a variety of reports and presentations will be provided to schools, with grade- and classroom-specific data. For example, a Board presentation on CRCT data will be created specifically for each school, which either the principal, instructional coach, or system level Instructional Services administrator will present and process with faculties. All schools will be required to conduct sessions and training on annual test utilization with staff members throughout the year. The system's Instructional Services Department will support teachers/school data teams in their work with assessment data. Schools typically will include achievement results in communications and share the results of standardized testing with their School Leadership Team members as an integral part of the school improvement effort.

At the district level, data releases will be prepared to share the highlights of assessment results with Board members and the broader community. Data tables and visuals will be prepared that include system-level and school-level data. These releases will first be presented to the Board and then released generally to the public through the press and websites.

28. *Describe how the charter system intends to use this assessment data to monitor and improve achievement for students.*

The assessment system provides data to stakeholders at the Board, central administrative, school, and classroom levels for decision-making. Board members and School Leadership Teams will be provided ongoing information on key indicators through annual reports from the Superintendent, as well as periodic reports from senior staff members.

Classroom teachers will have access to assessment data from standardized testing. A Microsoft Excel spreadsheet will expedite the process of data disaggregation. This tool will allow teachers to devise flexible groups based on strand-based performance on the CRCT. In addition, all struggling students will be placed on Academic Intervention Plans, which will detail the interventions in place to support the students' successes.

The Board will have one fall work session solely dedicated to school improvement plans. Principals and School Leadership Team Chairs will present the modifications to their three-year continuous improvement plan during this work session.

29. *State that the charter system will not waive the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements.*

The charter system will not waive the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements.

#### DESCRIPTION OF CHARTER SYSTEM OPERATIONS

*\* For each of the criteria listed under "Description of Charter System Operations," the petitioner may discuss individual schools, the school system as a whole, or a combination of both.*

The policies promulgated by the Board will govern all system charter schools in City Schools of Decatur. Access to the policies for the charter system will be provided through an interface provided by the Georgia School Boards Association. The system's policies have been thoroughly reviewed and acted on during the previous two years. The charter system will be committed to continual review of local policies and will make changes as needed. An on-line version of the policies (*ePolicy*) can be found through a link on the City Schools of Decatur website ([www.decalur-city.k12.ga.us](http://www.decalur-city.k12.ga.us)). In addition, the Board members have approved a Pupil Progression Plan (<http://www.decalur-city.k12.ga.us/instruction/pupilProPlan.shtml>) that will govern the progression of students throughout their school career and will be updated annually and approved by the Board.

30. *Describe how students will be assigned to schools in the charter system (e.g., will the charter system be open enrollment, use existing attendance zones, create new attendance zones/policies).*

The charter will serve all children who reside within the city limits of the City of Decatur and are legally qualified to attend the system. The City is divided into attendance zones for the three K-3 schools. City Schools of Decatur is a unitary system for grades 4-12, having only one school for each grade span (4-5, 6-8, 9-12). Elementary schools were reconfigured four years ago as part of a newly developed strategic plan. City Schools of Decatur continues to work under this strategic plan which has been periodically revised. The Board will retain the right and responsibility to establish school attendance zones based on local data (i.e., enrollment and use of buildings). Charter system status will not impact these rights and responsibilities of the Board.

31. *Describe any rules and procedures that will govern the admission of students to schools within the charter system.*

See answer to response number 30 above. In addition, proof of residency will be required at each transition point in City Schools of Decatur (Pre-K, Kindergarten, grade 4, grade 6, and grade 9). All students must meet standard health requirements outlined by the state for admission to school.

32. *Describe or attach a copy of any admissions application to be used by schools within the charter system.*

Provided that there is space in the program and per Nonresident Student Policy JBCB, a tuition application process will be used so that students residing outside the City of Decatur may apply annually (including families which qualify for and choose to use the flexibility found in Senate Bill 10). Courtesy tuition will be available for the children of employees.

33. *Describe whether schools within the charter system will use any enrollment priorities pursuant to O.C.G.A. § 20-2-2066(a)(1).*

Preference will be given to all legally qualified children who reside within the city limits of the City of Decatur. Courtesy tuition will be available to any full-time employee who is the parent or legal guardian of a school-age child. Courtesy tuition will be communicated as an option to potential employees during the recruitment and hiring process by the hiring administrators and the human resources department.

Tuition applications will be available to the parent or legal guardian who is not a resident or full-time employee based on available space, as determined on a yearly basis. The district will advertise the option to attend City Schools of Decatur in local magazines marketed to the Atlanta metropolitan region.

34. *Describe the rules and procedures concerning student discipline and student dismissal (including code of conduct and student due process procedures).*

City Schools of Decatur will follow the practices reflected in the City Schools of Decatur Code of Conduct (see appendix), which is progressive in nature and includes student and parent due process procedures. Disciplinary consequences will be correlated to the seriousness of the offense, the student's age and grade level, the effect of the misconduct on the school environment, and statutory requirements, if applicable. This Code of Conduct is intended to assist parents, students, teachers, and administrators in establishing a safe, positive, and productive learning environment. Policies and procedures related to discipline will follow state and federal guidelines and will be reviewed annually by a systemwide discipline committee composed of staff members and parents.

The rules and procedures concerning student dismissal are included in the City Schools of Decatur Code of Conduct. The Board policy on student hearing procedures is included in the City Schools of Decatur Policy Manual and the City Schools of Decatur Code of Conduct.

*35. Describe the rules and procedures concerning how the charter system will address grievances and complaints from students, parents, and teachers.*

The Board policy on the complaint procedure to be followed by students and parents is included in the City Schools of Decatur Policy Manual and the City Schools of Decatur Code of Conduct. As required by Georgia law, the grievance procedure for teachers is included in the City Schools of Decatur Policy Manual (Policy GAE: Complaints and Grievances). These policies will continue to be applicable under the charter system.

*36. Generally describe the charter system's employment procedures and policies.*

City Schools of Decatur will follow best practices regarding employment procedures. The personnel section (Section G) of the Board policy manual will remain in effect. Online applications have been established for all positions, and all positions are advertised on the school system website.

City Schools of Decatur will make every effort to recruit and hire diverse and highly qualified candidates. Strategies to reach this goal will include attendance at metro job fairs, postings on TeachGeorgia; and the Gallup Teacher Insight instrument, a Recruitment Committee, and employee referrals. The system is researching the possibility of a referral fee for employee referrals that result in successful employment in City Schools of Decatur.

*37. Specifically, state whether certification by the Georgia Professional Standards Commission (GAPSC) will be required.*

City Schools of Decatur will require certification by the Georgia Professional Standards Commission for teachers of core areas and paraprofessionals. Qualifications for other staff will be set forth in job descriptions.

*38. If certification by the GAPSC is not required, describe the training and experience that will be required.*



At the onset of the charter, City Schools of Decatur will not consider experience in lieu of certification in the core areas (English/language arts, social studies, science, mathematics). In addition, as a comprehensive Career, Technical, and Agricultural Education course of study is created, it may become necessary to hire experts in the field who do not immediately hold PSC certification. For instance, if a biomedical strand is developed and students could earn a certificate as an X-ray Technician, City Schools of Decatur would consider hiring an X-ray Technician with at least 5 years of work experience including experiences in training other technicians. City Schools of Decatur would qualify the teacher as Highly Qualified.

39. *If certification by the GAPSC is not required, describe the charter system's procedure for determining whether a teacher has demonstrated competency in the subject area(s) in which he/she will teach as required by NCLB.*

In the example above in response number 37, competency in the subject area would be shown by the achievement of certification or licensure by the professional regulatory body related to that field.

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

City Schools of Decatur will utilize the state salary scale with a local supplement for certified staff. All other administrative and support staff salary scales are competitive with Georgia school districts. Benefits offered under the charter system will continue to include: participation in the State of Georgia Teacher's Retirement System, social security, state health insurance, dental insurance, and life insurance. Other benefits such as annuities, flexible spending accounts, and short- and long-term disability benefits are available as employee deductions. Courtesy tuition is available to any parent or legal guardian who is a full time employee

City Schools of Decatur is researching the implementation of a reward structure that would provide additional compensation to teachers whose students have consistently demonstrated exceptional achievement. The MAP assessments would allow City Schools of Decatur to build standardized growth targets that can be used to offer such a system.

41. *Describe the charter system's procedures to ensure that staff members are subject to fingerprinting and background checks.*

There has been an internal audit of fingerprinting and background checks for all employees. Every employee, including, but not limited to, classified staff who do not work directly with students, has undergone a background check and fingerprinting. This process will continue as a charter system. There is also a schedule in place to track this effort and to plan for renewals every five years for all employees. Two pieces of software will provide accountability for this process: *CSI*, an accounting and human resources system, and *My PDExpress*, a tracking system for professional learning that assists certified staff in monitoring their Professional Learning Units in preparation for certification renewal.

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

As a charter system, City Schools of Decatur will remain a public school system of the State of Georgia with sovereign immunity. As a charter system the school system will retain the same insurance coverage that it currently carries. City Schools of Decatur will procure its insurance coverage through the Georgia School Boards Association (see appendix)..

43. *Describe whether transportation services will be provided and, if so, provide a brief description of the transportation program.*

City Schools of Decatur will contract with the DeKalb County School System to provide all bus transportation services for students within the City of Decatur and any students with disabilities per IDEA and all applicable laws. The Board will approve this agreement annually. Buses will be provided to each school during the morning and after school and also for planned field trips or athletic events. This will be accomplished through an intergovernmental agreement.

44. *If transportation services are provided, state that the transportation program will comply with applicable law.*

The transportation program will comply with all applicable laws. City Schools of Decatur will continue to contract with the DeKalb County Board of Education for the provision of transportation services and support staff. School bus insurance requirements under Georgia law will be adhered to as a charter system.

45. *If transportation services are not provided, describe how this will not be a barrier to eligible students to attend schools within the charter system.*

N/A

46. *Describe whether food services will be provided (including participation in federal school meal programs).*

The City Schools of Decatur School Nutrition Program will provide food services, including participation in federal school meal programs.

47. *If food services will be provided, briefly describe the proposed program.*

Food services will include the following: breakfast and lunch at all schools, snacks at after-school sites, catering for school-related events, and pre-game meals for athletics. Any such service will continue to be subject to state and federal regulation, policies, and statutes followed by the City Schools of Decatur School Nutrition Program.

48. *Identify any schools within the charter system that are currently in Needs Improvement status, and explain how the charter system will support these schools.*

Currently there are no schools within the charter system that are in Needs Improvement status.

FACILITIES

49. Describe the school facility(ies) to be used and its(their) location(s).

<b>City Schools of Decatur</b>					
School	Address	Grade Configuration	Built In	Recent Facility Improvements	ADA Compliance
<b>Clairemont Elementary</b>	155 Erie Avenue Decatur, GA 3003	Grades K-3	1936	2000 renovation & addition 2005 addition	✓
<b>Oakhurst Elementary</b>	175 Mead Road Decatur, GA 30030	Grades K-3	1915	2002 renovation & addition	✓
<b>Winnona Park Elementary</b>	510 Avery St. Decatur, GA 30030	Grades K-3	1923	2001 renovation & addition 2005 renovation & addition	✓
<b>Glennwood Academy</b>	440 E. Ponce de Leon Decatur, GA 30030	Grades 4-5	1913	2003 renovation & addition	✓
<b>Renfroe Middle School</b>	220 W. College Ave. Decatur, GA 30030	Grades 6-8	1972	1999 addition	✓
<b>Decatur High School</b>	310 N. McDonough St. Decatur, GA 30030	Grades 9-12	1965	2002 renovation 2005 renovation 2007 renovation	✓
<b>College Heights Early Childhood Learning Center*</b>	917 S. McDonough St. Decatur, GA 30030	Ages 0-4 including 3-4 year old students with disabilities	1955	2005 renovation	✓

\*Part of the City Schools of Decatur but not a facility with students in grades K-12. See Footnote 1.

50. Provide a Certificate of Occupancy, or a timeline for obtaining a Certificate of Occupancy, prior to students occupying the proposed facility(ies).

Certificates of occupancy (see appendix) will be displayed in each building.

51. Provide the charter system’s emergency safety plan, or in the alternative an assurance that the charter system will prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and will submit and obtain approval of that plan from the Georgia Emergency Management Agency by a specified date.

City Schools of Decatur maintains safety plans (see appendix) according to GEMA standards with information needed by school staff to respond to emergency events. Each school will have a safety committee that meets quarterly to maintain its safety plan, schedule drills, and plan safety instructions for staff. Safety plans will be distributed to all school staff and will be available on the system's internal web site. At the system level, the central office will have copies of all school plans for reference, each including instructions for how and when the central office will respond to an emergency. The system also will have a crisis response plan to address the

emotional impact of an emergency event. Safety plans will be submitted to GEMA every two years for review.

## PARENT AND COMMUNITY INVOLVEMENT

52. *Describe how parents, community members, and other interested parties were involved in developing the petition.*

Although not realized at the time, the system charter petition process truly began with the community input sessions of 2003. Hundreds of community and staff members voiced their opinions regarding what they liked about City Schools of Decatur, what they hoped for City Schools of Decatur, and what they wanted to be reviewed and possibly changed in order for all students to achieve at high levels. The Strategic Plan of 2004 set in motion a process of continuous improvement based on community involvement that will logically continue as City Schools of Decatur moves forward with the charter system petition.

City Schools of Decatur and its stakeholders will examine a variety of sources to use as the basis for educational planning. Data forms the foundation of the charter petition. Data, broadly defined, include academic achievement data, standardized test results, teacher perception results, student perception survey results, stakeholder satisfaction/school improvement survey results, school improvement plans, the district's strategic plan, and a host of other tools, including school-level newsletters and the like.

All stakeholders were actively involved in the development of the system charter petition, with a focus on how the system charter will enhance student achievement for all students within City Schools of Decatur. The Board participated in legislative discussions about the Charter Systems Act, learned more about the charter petition process at its August 2007 retreat, and received updates at work sessions and monthly Board meetings. The Central Office Leadership Team (COLT) and principals participated in informational and brainstorming sessions regarding the development of the charter petition. Parents and community representatives were involved in the charter system petition planning process, including School Council members, City of Decatur representatives, and members of the Decatur Education Foundation Board of Directors. The Superintendent addressed the faculty and staff of each school to make them aware of the process and to solicit input. An electronic open forum, [charter@csdecatur.org](mailto:charter@csdecatur.org), was available for individuals to submit comments/questions and to receive a timely response. All documents related to the charter petition planning process (planning grant application, list of frequently asked questions and responses, powerpoint presentations, and the draft charter petition) were posted on the district's website.

The following meetings were held during the development of the charter petition:

- August 2007: Information session at Board retreat
- September 10, 2007: Board work session regarding the charter petition
- September 12 and 13, 2007: Informational and input meetings with community planning groups (School Council Chairs, City of Decatur representatives, and Decatur Education Foundation Board members)
- September 2007: Informational and input meetings with the faculty and staff of each school

- September 25 and 26, 2007: Informational and input meetings open to all parents and community members at Central Office at Westchester
- October 3 and 8, 2007: Two public hearings at Central Office at Westchester
- October 9, 2007: Regularly-scheduled Board meeting with public comment
- October 16, 2007: Input session at Central Office at Westchester
- October 22, 2007: Input session at Decatur Housing Authority Community Center
- November 13, 2007: Regularly-scheduled Board meeting with public comment
- November 27, 2007: Special session with the Board regarding the charter petition
- December 11, 2007: Regularly-scheduled Board meeting with public comment

53. *Describe how parents, community members, and other interested parties will be involved in the charter system.*

The City of Decatur combines the pace and familiarity of a small town with the charms and intellectual vitality of a college town environment. Home to Agnes Scott College and Columbia Theological Seminary, and near Emory University, the 18,000 residents who live within the city's four-square-mile area have high expectations for their community and the school system serving it.

Fortunately, Decatur's school system is, and has been, an integral part of the Decatur community. Its academic excellence is one of the reasons current residents stay in the city, and the schools are a strong draw for potential residents considering moving into Decatur.

Parents will have the opportunity to be included in school-level decision-making processes through involvement on School Leadership Teams, PTA/PTO/PTSA organizations, and in other ways determined by the School Leadership Teams. Parents whose schedules do not allow them to serve in these capacities will be encouraged to attend open house events, parent-teacher conferences, and to meet with their school principal(s) during regularly scheduled open office hours at each school. Several electronic forums will be built to encourage participatory processes: school e-mail distribution lists, community e-mail distribution lists, and the Parent Portal on *Infinite Campus* (student information system). See the Description of Governance section for more details related to School Leadership Teams.

Members of the community will be encouraged to attend the system's regular monthly Board meetings (second Tuesday of every month) and School Leadership Team meetings in order to stay abreast of school system issues that may affect those who do not have children who attend Decatur schools. Additionally, events may be held throughout the school year that will require the support of parent and community volunteers.

The school system will maintain close relationships with the Decatur business community. Over 75 Decatur businesses and organizations will serve as Partners-in-Education and support the schools through donations, volunteer efforts, and a host of other activities. Business partners will meet with district and school leaders at the beginning of each school year to discuss goals and to strategically match resources with needs.

Parents and business representatives will be invited to participate on a number of different advisory committees established by the Superintendent. Two examples of these advisory committees will be the system-wide Calendar Development Committee and the Master Plan Oversight Committee. The Calendar Development Committee will consist of teachers and administrators from each school, district administrators, parent representatives, and representatives from the Decatur Recreation Department. The committee will meet monthly between October and February to develop a calendar for the next two school years, review feedback from the community, and make a recommendation to the Board. This committee will examine the research around alternative calendars and present options to School Leadership Teams for their consideration. The Master Plan Oversight Committee will consist of teachers, administrators, parents, and community members for the purpose of providing oversight of City Schools of Decatur's building program on the Decatur High School and Renfroe Middle School campuses. It will meet a minimum of three times each year to review design development, financial management, and schedules.

Title I-eligible schools will involve parents in school activities in a variety of ways. All parents in City Schools of Decatur will be surveyed at the beginning of the school year. Results of the survey will be shared with parents of students eligible for Title I at the first Title I Parent Advisory Council meeting held at each local Title I-eligible school. With parental input, teachers funded by Title I will plan and allocate funds for parenting activities, workshops, and information meetings scheduled throughout the school year.

In conjunction with the first PTA/PTO/PTSA Open House meetings, parents will be provided with information about Title I programs being implemented at their home schools. Parents of participating students eligible for Title I will be invited to serve on their local schools' Title I Parent Advisory Councils and will be encouraged to attend meetings at local schools to provide input in the development and revision of both the district and local LEA Title I Parental Involvement policy, plan, and compact. One parent and one teacher from each school's Title I Parent Advisory Council will serve on the district Title I Parent Advisory Council so that input and information will be disseminated to and from parents in the community.

In addition to local school activities, parents will be invited to attend annual system-wide parent meetings hosted by City Schools of Decatur's Family/School Partnership Committee. The Family/School Partnership Committee is a committee that will consist of representatives from the various programs in the school system that work together to help students succeed in school. This committee will distribute system-wide surveys to parents. Using the results, the committee will collaborate and combine funds to bring outstanding speakers and workshop leaders to educate and inform all parents in City Schools of Decatur.

The Decatur Education Foundation is a non-profit corporation that exists to nurture and support academic achievement and enrichment opportunities for all the children and youth of the City of Decatur. The Foundation provides philanthropic support for Decatur schools, students, and teachers and is governed by a 28-member Board of Directors comprised of educational and business leaders from the Decatur community, many of whom are also parents with children in the school district.

## DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS

*\* For each of the criteria listed under “Demonstration of Fiscal Feasibility and Controls,” the petitioner may discuss individual schools, the school system as a whole, or a combination of both.*

Currently the structure for fiscal responsibility rests with the five member elected Board. The Board will retain this responsibility as a charter system. Annually, each school will receive its operational budget based on enrollment. During the course of the Spring, the schools, with the assistance of their School Leadership Teams, will determine necessary staff member units, professional learning activities, technological needs, building repair issues, and instructional material requests. During this time, the principal and representatives of the School Leadership Teams will meet with the Board members in a work session to present their budget and connections to the school improvement plans.

The Finance Director for City Schools of Decatur will facilitate the budget development process annually and will perform periodic long-term reviews for the charter system. The City Schools of Decatur audit has consistently had no adverse findings over the last four years, and every effort will be made to continue this standing as a charter system. The Finance Department projects sources and amount of revenue based on historic financial data. Preliminary information is presented to the Superintendent and subsequently to the Board in the fall. The Board then provides guidance to the district administration of the expectations for the upcoming year and future years. Allotments consider QBE funding that includes a significant local contribution. In the Spring, the Superintendent reviews all budget requests and presents a draft budget to the Board, which includes all requests, including those from individual schools. Staff prioritizes the budget to consider consistency and equity among schools and programs. By late Spring, a preliminary budget, which includes administrative decisions about realistic priorities that incorporate Board parameters and that impact instruction is presented to the Board. Prior to the close of the fiscal year, the Board adopts the budget. This same process will be followed as a charter system.

The Finance Department reports to the Board on a monthly basis about the budget versus actual expenditures for all funds. Three times a year, the financials are part of the action agenda for Board discussion and approval. Site-based management will continue under the charter system. City Schools of Decatur’s Title I funds are used to target needs based on a qualifying school’s improvement plan. Staff will continue to explore grant-funding opportunities from multiple sources. In addition, under the system charter the Board will continue its strong financial commitment to professional learning. Professional learning is targeted to meet the goals of this charter petition.

The system will receive revenue from state, federal and local sources. State sources of revenue are primarily based on the student full-time equivalent reported for the Quality Basic Education funding formula. Another state source of revenue is grants for specific programs, such as pupil transportation, nurses, preschool handicap, vocational education, alternative sparsity, National Board Teacher Certification, preKindergarten, and the Governor’s Art Council.

Federal and state sources of revenue will include Title I, Title II Improving Teacher Quality, Title III ESOL Consortium, Title IV Safe and Drug Free schools, Title V Innovative Programs, Title VI B Special Education, Preschool Special Education, Education of the Homeless, 21<sup>st</sup> Century Community Learning, JROTC, and Vocational Education.

Local sources of revenue will include school property taxes, tuition for non-resident students, tuition for participation in the district's child care program, interest earnings, facility use fees, mini-grants through the Decatur Education Foundation, and other funding sources that may become available to the system by virtue of its charter system status.

*54. Describe how federal, state, and local funds will be distributed to each system charter school to maximize spending at the school level.*

Schools will have autonomy to budget and spend funds to address their needs. School budget requests will be reviewed from a systemic standpoint to ensure that staff, programs and materials are in line with the district's philosophy and are equitable across schools. Systemic budget review will also ensure consistency and equity among all schools. Financial reports will be submitted to the Board monthly for review. The Board will approve financial reports after expenditures have occurred. The waiver requested by City Schools of Decatur will exempt City Schools of Decatur from policies that currently prevent the system from making local decisions about spending.

Schools will receive an allotment of funds for staff, materials, and supplies. School allotments will be based on the enrollment of the building and the particular educational needs of students within that building. Within that allotment, School Leadership Teams will have autonomy to direct money within the school as they deem appropriate. In addition, the School Leadership Teams may request additional funds for particular projects and goals by petitioning the Superintendent.

*55. State that the charter system will be subject to an annual financial audit by either an independent Georgia-licensed certified public accountant or by the State Auditor.*

The charter system will utilize an independent Georgia-licensed CPA for the annual financial audit.

*56. Describe how each system charter school's enrollment count will be determined for purposes of calculating charter school funding pursuant to O.C.G.A. § 20-2-2068.1(c).*

Student enrollment will be determined based on the residents of the school district and some from outside the district. Students who do not live in the district will be classified as either courtesy tuition or tuition-paying students. Courtesy tuition will be available for any school-age children of a full-time employee who is the parent or legal guardian of the school-age children. Courtesy tuition will be communicated as an option to potential employees during the recruitment and hiring process by the hiring administrators and the human resources department.



Tuition applications will be available to the parent or legal guardian who is not a resident or full-time employee. The district will advertise the option to attend City Schools of Decatur in local magazines marketed to the Atlanta metropolitan region.

57. *Provide a proposed timeline as to when schools within the charter system will begin to receive state and local funding from the local board in order to begin operation.*

When City Schools of Decatur transitions to a charter system, current funding will continue as it is currently received. The district receives state formula funds monthly. City Schools of Decatur seeks to be completely funded through the QBE formula. The district receives local property taxes within a month of their collection. The months the district receives the majority of taxes are January, February, June, and July. The district will comply with federal monitoring requirements for schools receiving federal funds.

58. *State that the charter system will comply with the federal monitoring requirements for schools receiving federal funds.*

The charter system will comply with federal requirements for schools receiving federal funds.

59. *Describe the plans, if any, for securing other sources of funding, including funding from corporations, individuals, foundations, philanthropic groups, or any other source.*

The philanthropic arm of the City Schools of Decatur is the Decatur Education Foundation, a non-profit 501(c)(3) corporation with the mission to nurture and support academic achievement and enrichment opportunities for all the children and youth of the City of Decatur, Georgia. The Foundation has been in existence for six years and is governed by an independent 28-member Board of Directors consisting of education and business leaders from the Decatur community. As of December 31, 2006, the Decatur Education Foundation holds over \$600,000 in assets and gives more than \$50,000 annually in grants to Decatur students, teachers, and schools. Approximately one-third of the Foundation's assets are held in restricted scholarship funds for college scholarships that are available exclusively to Decatur High School graduates. The Decatur Education Foundation will continue its support of City Schools of Decatur in its status as a charter system.

City Schools of Decatur will employ and leverage several partnerships:

- City Schools of Decatur will contract with the DeKalb Board of Education to provide bus transportation for enrolled students who live within the City of Decatur and to provide services on an as-needed basis that City Schools of Decatur is unable to provide for special education students with low-incidence disabilities.
- City Schools of Decatur will continue the ongoing relationship with Early Learning Property Management (ELPM), a non-profit organization whose mission is to support and promote early childhood learning and development by providing safe and adequate facilities where early learning programs and activities can be conducted, thereby fostering early child development, especially for disadvantaged children. Working with ELPM, College Heights Elementary School was renovated and transformed into a state-of-the-art

early childhood center that is operated by City Schools of Decatur, in partnership with the Decatur/DeKalb YMCA and Head Start. The Decatur/DeKalb YMCA offers high quality fee-based child care for ages 0-3 in one wing of the building, and the state-funded pre-K and Head Start programs are operated by City Schools of Decatur. The partnerships with Head Start and the YMCA allow City Schools of Decatur to offer high-quality early childhood education to pre-school children.

- In 2004, an anonymous donation enabled City Schools of Decatur and the Ben Franklin Academy (BFA) to develop a program called *Back on Track*. An independent school near Decatur on the Emory University campus, BFA offers high school students individualized instruction with the goal of helping them graduate and seek further education. At BFA, instructors tailor the pace and delivery of instruction to match each student's strengths and weaknesses. The goal of the *Back on Track* program is to enable DHS juniors and seniors who are behind in their coursework or graduation credits to catch up and graduate with their classmates.
- City Schools of Decatur will continue to partner with the City of Decatur Parks and Recreation Department to provide an after-school program that is available to all students in grades K-8. The program is funded mostly through grants, but the City of Decatur and the City Schools of Decatur will both make financial contributions to the program.

City Schools of Decatur has a track-record of partnering for academic and organizational innovation with parents and organizations. As a charter system, City Schools of Decatur will continue that success and aggressively pursue other funding sources, yielding advancements that area systems will study and emulate.

#### DESCRIPTION OF GOVERNANCE STRUCTURE

*\* For each of the criteria listed under "Description of Governance Structure," the petitioner may discuss individual schools, the school system as a whole, or a combination of both.*

*60. Generally describe the structure, rights, and responsibilities of the principal, governing council, and board of education with respect to each charter system school.*

City Schools of Decatur is a public school system, created by the General Assembly through the Charter for the City of Decatur, Georgia. The five member elected local Board is a body corporate and politic that is empowered to engage in legal process and to enact such policies, bylaws, rules and regulations, not inconsistent with the laws of the State of Georgia or the United States, for the government of the Board, the Superintendent, teachers and students of the school system, as the Board may deem proper. Because the Board is the legally created body corporate and politic and is vested with the power and authority to bind and contract for the school system, it will retain its rights and responsibilities under the system charter and neither individual system charter schools, nor their School Leadership Teams or principals, will have authority to bind the system or to contract or assume debts or obligations on behalf of the individual schools or the system.

The Board has hired a professional educator as the system CEO, the Superintendent of Schools, who also serves as the secretary for the Decatur Board of Education. The Board meets monthly in public sessions at advertised times, consistent with the Open Meetings Act. A formal agenda is followed for each Decatur Board of Education meeting and includes a section for public comment prior to any consent or action item.

The Board functions quite transparently. An electronic interface, *eBoard*, helps in that regard. *eBoard* allows the Board to publish an agenda and supporting documentation well in advance of the board meeting. The Board now operates in a paperless format to allow for more broad access. In addition, the implementation of *ePolicy* has been a substantive process in City Schools of Decatur. Every policy was examined over the last two years, resulting in edits, deletions, and additions.

There is a central office staff that ensures that the school system is adhering to policies and procedures set by the Board, acts as a resource and support for the schools, and ensures consistency and continuity from school to school. This will continue under the system charter in order to provide the support and expertise desired by the schools.

Each school will widen the circle of engagement to have a governing council, which will be called the School Leadership Team. The School Leadership Team differs from the current school councils required by state law in the following ways:

- 1) Intent. The School Leadership Teams shall primarily govern, not advise.
- 2) Composition. The School Leadership Teams will have more autonomy to determine their own composition.
- 3) Leadership. The School Leadership Teams will determine their own leadership in voting for their own chair.

Parent or legal guardian members of the School Leadership Team will be elected by a majority of votes of parents and legal guardians of students that will be enrolled in the school at the onset of the member's term. Candidates for parent or legal guardian seats must have a child who will be enrolled at the school during the term for which the member will serve on the team. Teacher members of the School Leadership Team will be elected by a majority vote of staff who work at the school at the time of the election. Students and community or business leaders who serve on School Leadership Teams will be appointed by the elected members of the team. Each School Leadership Team will develop bylaws, which will address the School Leadership Team's internal governance procedures. School Leadership Teams will not incorporate or form any other business entity.

In the operation of the system charter, the School Leadership Teams will meet at a designated time, as set forth in its bylaws. They will meet at least one time per month for nine months of the year. For each meeting, an agenda will be structured, similar to those developed for the Board meetings, and will include items for spotlight, discussion, and action by the School Leadership Team. In addition, time for comments from the school community will be included on the agenda for each meeting. Minutes will be maintained and meetings will be advertised. The agenda and supporting materials will be available to the community within the same timeframe that the Board uses. Special sessions may be called by the chair of the School Leadership Team.

These sessions are also subject to the same transparency requirements as regularly-scheduled Board meetings. Term length for School Leadership Team members will be two years. Terms for the parent, teacher and community member seats will be staggered such that the initial term for some members may be less than two years, with the goal of always having a mix of both new and experienced members to ensure continuity and mentoring across each School Leadership Team.

In school improvement plans, School Leadership Teams will set forth their goals and objectives for a three-year period, connecting the goals to the five major goals of this charter petition and of the system's Strategic Plan. The school improvement plans will contain specific objectives, timelines, and outcomes. The plans will be discussed, including a review of the results, and approved by the School Leadership Teams in the fall. In addition, the schools will each determine what necessary interventions and steps must be taken to meet performance goals, such as Adequate Yearly Progress. With the initiation of charter status, a new testing system will be implemented, as described in the assessment section of this petition.

*61. State that the governing council of each charter system school will be subject to the provisions of O.C.G.A. § 50-14-1, et seq. (Open and Public Meetings) and O.C.G.A. § 50-18-70, et seq. (Inspection of Public Records).*

Adherence to the open and public meetings act and inspection of public records requirements as outlined in O.C.G.A. § 50-14-1, et seq. and O.C.G.A. § 50-18-70, et seq. will be adhered to by the School Leadership Team for each school. These requirements shall be addressed in the bylaws. The School Leadership Teams will have the right to set the dates and times for their meetings as set forth in the bylaws. The school system will assist the schools by publishing and publicizing the meeting times. All meetings will be publicized and agendas created using the same timeline as the Board.

*62. Describe the governing council's function, duties, and composition.*

The duties of the School Leadership Team shall include, but not be limited to, the following:

- 1) Recommend personnel for submission to the Superintendent for hire;
- 2) Determine use of funding (as per formula based on enrollment) in technology and instructional materials;
- 3) Develop, approve, and monitor the continuous school improvement planning process (three year plan with annual reviews and updates that includes plans to foster student and teacher development);
- 4) Review assessment data and use it for decision-making purposes;
- 5) Assist with school accreditation and improvement reviews and assessments, such as SACS;
- 6) Review and approve the implementation of any state waiver based on the Impact Principle and within the purview of the School Leadership Team;
  - a. Impact Principle: in making decisions related to the implementation of any state waiver, impact will be considered in this order: impact on the student(s) in question, students in the affected class, students in the affected grade, teacher in

the affected class, students in the entire school, teachers in the entire school, and the families in the entire school.

- 7) Review and approve changes to its bylaws; and
- 8) Recommend school needs to the Board during the annual budget process.

Annually, each school will receive its operational budget based on enrollment. During the months of budget construction, the schools, with the assistance of their School Leadership Teams, will determine necessary staff member units, professional learning activities, technological needs, building repair issues and instructional material requests. During this time, the principal and representatives of the School Leadership Team will meet with the Board in a work session to present their budget and its connections to the school improvement plan.

The Board will continue to make decisions and have final jurisdiction over the following areas:

- Overall fiscal management (including but not limited to purchasing and contracting)
- Final development and approval of the annual system budget
- Fiscal expenditures beyond the school's allocations
- Legal oversight
- Fair/non-discriminatory personnel practices
- System Strategic Plan, including overall goals and objectives of the charter system
- Final approval regarding school improvement plans
- Calendar
- Curriculum, assessment, and testing
- Overall safety/maintenance of buildings
- School Nutrition
- Transportation
- Decisions related to one school that will impact another school
- Existing and future Board policy
- Final approval regarding personnel, including hiring and termination
- Attendance zones
- Appeals
- Facilities
- Hiring and evaluation of the Superintendent
- Other areas as necessary

School Leadership Teams can provide recommendations related to the areas outlined above, and in such cases, the School Leadership Team shall submit items to the Superintendent, who serves as the secretary for the Board, for inclusion on the monthly Board agenda for information or action.

The principal will be responsible for the following:

- Implementing policies and procedures that maintain a safe and healthy environment for all students.
- Ensuring that the state curriculum is being taught and the instructional model employed by the school is being implemented.
- Conducting assessments of his/her staff in concert with system guidelines and any applicable laws.

- Reviewing the applications for employment and reviewing the certification of candidates for teaching positions, including the score of the individual on any standardized assessment, such as the Gallup Teacher Insight survey.
- Developing an inclusive process within the school to interview and select teachers and other staff to fill positions. A seat is available for a School Leadership Team member on any interview team.
- Preparing a personnel report which includes hires, transfers, and terminations, for each School Leadership Team meeting.
- Developing personnel by providing appropriate staff development/professional learning opportunities and writing professional learning plans when necessary. In the event that a staff member is not performing at acceptable levels the principal will recommend that the individual not return the following year. In the case of a tenured teacher, the provisions of the Georgia Fair Dismissal Act will be followed.
- Ensuring adherence to the system's Strategic Plan.
- All tasks contained in the Principal Job Description for the City Schools of Decatur.

The individual schools will develop their school improvement plans using specific data and needs demonstrated in concert with student assessment results and results collected from annual surveys of families. These plans will align with the district Strategic Plan. Building needs will also be developed at the school level and in communication with the Director of Maintenance and Facilities. Every plan will meet the overarching vision, mission, and goals of the school system as set forth in the beginning of this document. In this way, the charter system will ensure that the Board retains its oversight responsibility, while allowing each school the flexibility to meet the vision, mission, and goals in the manner most suited to its student body, teachers, and parents.

When making decisions, groups should strive to make decisions by reaching consensus; however, unanimity may not always be possible. For that reason, each School Leadership Team's bylaws will set forth the criteria related to quorums for transacting business and for voting. Central Office personnel will be available to assist School Leadership Teams in their decision-making process.

In the event of a personnel action that might require immediate disciplinary action, or in the event that an employee makes a complaint, applicable Board policies will be followed, the system's Director of Human Resources will be contacted, and the Superintendent will be responsible for taking action and/or recommending action to the Board for decision.

*63. Describe how and when governing board members will be selected, how long each governing board member will serve, and how governing board members may be removed from office.*

See response to number 60. Parent or legal guardian members of the School Leadership Team will be elected by a majority of votes of parents and legal guardians of students enrolled in the school at the time of election. Candidates for parent or legal guardian seats must have a child who will be enrolled at the school during the term for which the member will serve on the team. Teacher members of the School Leadership Team will be elected by a majority vote of staff who

work at the school. Students and community or business leaders who serve on School Leadership Teams will be appointed by the elected members of the team. Additionally, each school shall have an open nomination and election process prior to the start of each school year, to be completed by the commencement of classes. For the first year of the charter, elections will take place in the Spring to allow for adequate professional learning time during the summer months. Each member will serve a two-year term except for the principal, whose term shall be for so long as he or she remains principal of the school. Terms for the parent, teacher and community member seats shall be staggered such that the initial term for some members may be less than two years. Current School Council members whose terms have not expired must participate in the election process in order to be considered as a member of the School Leadership Team. The most important requirement to be a member of the School Leadership Team is an honest desire and commitment to contribute to the educational experience and learning of all the children of the respective school. Given that, there will be a need for financial (accounting) or budgetary skills, organizational and/or administrative skills, interpersonal skills, legal and/or school regulation skills, educational experience and expertise, communications and/or community involvement skills, and planning and strategic skills. These skills are not required for any parent to be a member of a School Leadership Team. Rather, they may be used as each School Leadership Team examines their respective composition to ascertain whether they have the members they need in order to support the school.

The professional learning for School Leadership Team members will include, but not be limited to, discussion around the following topics:

- The School Leadership Team's authority, duties and responsibilities
- Boundaries
- Delegation
- Trust and equity
- Decision-making processes
- Accountability
- Communication

The professional learning may be conducted by an outside agency.

After providing public notice at least two weeks before the meeting of each electing body, the principal of each school shall call a meeting of electing bodies for the purpose of selecting members of the School Leadership Team. The electing body for the parent members shall consist of all parents and guardians eligible to serve as a parent member of the School Leadership Team, and the electing body for the teacher members shall consist of all certified personnel eligible to serve as a teacher member of the School Leadership Team. A student's parent(s) or guardian(s) shall collectively have one vote for each student enrolled in the school. The School Leadership Team shall specify in its bylaws the month in which elections are to be held and shall specify a nomination and election process.

Prior to the election, the School Leadership Team shall provide social and electronic opportunities to communicate with possible candidates. For instance, a school may require candidates for School Leadership Team positions to participate in a forum. City Schools of Decatur recognizes the importance of informed elections, particularly in electing a governing body.

Any member may withdraw from the School Leadership Team by delivering to the Chair of the School Leadership Team a written resignation and submitting a copy to the secretary of the School Leadership Team or school principal. Should School Leadership Team members determine that a member of the team is no longer active in the team as defined by the bylaws of the team, the School Leadership Team may, by a majority vote, remove such person from the School Leadership Team, effective as of a date determined by the team.

The office of School Leadership Team member shall be automatically vacated under the following conditions:

- (1) If the member resigns;
- (2) If the member is removed as a member by a majority vote of the School Leadership Team; or
- (3) If the member no longer has a child enrolled at the school.

An election within the electing body for a replacement to fill the remainder of an unexpired term shall be held within 30 days, unless there are fewer than 90 days left before the end of the school year, in which case the School Leadership Team will decide whether to fill the position before the end of the school year.

Members of the School Leadership Team shall include:

- (1) A minimum of 7 and a maximum of 11 voting members, and always an uneven number of members. The School Leadership Team shall define the number of voting and non-voting members it will have in its bylaws, provided that the School Leadership Team must have a minimum of 7 and a maximum of 11 voting members;
- (2) Of the total voting membership, at least three of the members must be parents or guardians of students enrolled in the school;
- (3) Of the total voting membership, at least two of the voting members shall be certified teachers who work at the school;
- (4) The school principal;
- (5) Of the total voting membership, at least one of the members shall not be a parent, guardian, or employee of City Schools of Decatur. If this position is deemed impossible to fill by the School Leadership Team, a parent may be appointed by the School Leadership Team; and
- (6) A member of the Central Office staff who serves in a non-voting, advisory capacity. This individual will serve as a liaison between the school and the system.

In addition, members of the School Leadership Team may include:

- (1) Other members as specified in the team's bylaws, such as, but not limited to, students, staff, and representatives of school-related organizations. Such members shall be appointed by the other members of the School Leadership Team. Selection procedures for these members shall be specified in the team's bylaws. Student members may be required to abstain from personnel matters; and



- (2) An employee of the school system may serve as a parent representative on the School Leadership Team of a school in which his or her child is enrolled.

The goal for each School Leadership Team is to strike a balance in terms of diversity, expertise, and the ratio of parent/employee voting members. The parent/employee ratio should be as even as possible, in that, no more than 50% of the voting member positions may be filled by employees of the City Schools of Decatur. Each School Leadership Team may add members at its discretion (subject to the 11-member maximum) in order to create a School Leadership Team that has the balance needed in order to make the best decisions for all students. No parent or teacher may serve on multiple School Leadership Teams.

The Board is committed to providing meaningful opportunities to promote parental and community engagement. It is the desire of the Board that the composition of the School Leadership Teams will be inclusive and diverse. Each School Leadership Team will make every reasonable means to engage parents and community members so that a culturally sensitive environment exists in every school in the City Schools of Decatur. The School Board may, at its discretion and to the extent permitted by applicable Federal and State law, appoint up to two additional members of each School Leadership Team, who shall have all of the rights, privileges, duties and responsibilities of the elected voting members of the School Leadership Team.

The officers of the School Leadership Team shall be a chairperson, vice chairperson, and secretary. Officers of the School Leadership Team shall be elected by secret ballot by the team at the first meeting of the team following the election of School Leadership Team members. The officers of the School Leadership Teams shall hold office for the term specified in the School Leadership Team's bylaws. Any member of the School Leadership Team, unless otherwise prohibited by its bylaws, may be selected to fill the position of chairperson, vice chairperson, or secretary. The vice chairperson shall, in the absence or disability of the chairperson, perform the duties and exercise the powers of the chairperson and shall perform such other duties as shall be required by the team. The secretary shall attend all meetings, act as clerk of the School Leadership Team, and be responsible for recording all votes and minutes of all proceedings in the books to be kept for that purpose. The secretary shall give or cause to be given notice of all meetings of the School Leadership Team and shall perform such other duties as may be prescribed by the team. In the absence of the secretary of the School Leadership Team, the chair of the team shall appoint another member of the team to be the acting secretary for purposes of that meeting.

The community of Decatur has appreciated the systemic nature the system has assumed since the Strategic Plan of 2004. In that vein, community members have requested that the K-3 schools work diligently to continue these efforts. At the 4-12 level, only one school option is available. To encourage the continuation of a systemic approach, the K-3 School Leadership Teams will meet together occasionally during the school year. They may do this by combining their regularly scheduled meetings, or choose to schedule all of their meetings at the Central Office at Westchester, with some time dedicated to concerns that affect all K-3 schools.

For the first year, a System Charter Task Force will be convened prior to the 2008-09 school year. Members will include any interested current School Council members, a Board member,

and central office personnel. This System Charter Task Force will meet as many times as needed in order to accomplish the following tasks:

- (1) Draft sample bylaws for each School Leadership Team to consider;
- (2) Create a meeting agenda structure to be used by each School Leadership Team;
- (3) Draft a conflict of interest statement; and
- (4) Review election procedures for successive years.

64. *Describe how the governing council will ensure that current and future council members avoid conflicts of interest.*

In the nomination process, potential School Leadership Team members will be required to execute a conflict of interest certification representing and warranting that they have been truthful in disclosing any conflicts of interest. This conflict of interest certification will be drafted by the System Charter Task Force prior to the establishment of the system charter.

65. *Describe the governing council's role in upholding the school's mission and vision.*

The members of the School Leadership Team are accountable to the constituents they serve and shall:

- (1) Maintain a school-wide perspective on issues;
- (2) Regularly participate in School Leadership Team meetings;
- (3) Participate in information and training programs;
- (4) Act as a link between the School Leadership Team and the community;
- (5) Encourage the participation of parents and others within the school community;
- (6) Sign a confidentiality agreement; and
- (7) Work to improve student achievement and performance as outlined in the charter, school improvement plan, and strategic plan.

Initial and ongoing professional learning will be provided for all School Leadership Team members, including the principal, and will be organized by system-level personnel. Training will include but not be limited to the following: participatory leadership, laws pertaining to open records and open meetings, ways to effectively plan for and lead meetings, effective school improvement planning, and ways to analyze and use data for school-based decision-making. Participation in the training will be a requirement for an individual's inclusion on a School Leadership Team.

As City Schools of Decatur engaged with the community on the drafting of this petition, the community made clear that they did not wish to backslide to the conditions that existed pre-Strategic Plan, in that they did not want isolated elementary schools that had a great deal of autonomy, rather than a systemic focus and shared goals. In response to this repeated comment and request, a System Charter Leadership Team will be formed.

The goals of the System Charter Leadership Team will be to provide feedback, continuity, and communication between and across School Leadership Teams; provide community involvement in system charter oversight at the systemic level; and review and recommend changes to the system charter to the Superintendent.

The following are the primary functions of the System Charter Leadership Team:

- (1) Assess the effectiveness of the system charter;
- (2) Share information and innovations from each school;
- (3) Focus on system goals and outcomes;
- (4) Provide oversight for the systemic nature of the School Leadership Teams;
- (5) Develop an Administrator appraisal process;
- (6) Mediate between School Leadership Teams and other entities;
- (7) Discuss possible charter revisions; and
- (8) Provide oversight and recommendations to the Superintendent on issues submitted by the School Leadership Teams with a scope and impact beyond the local school.

Two members from each School Leadership Team, preferably the principal and one other member, will participate on the System Charter Leadership Team. The meeting will be initiated and organized by the Superintendent of City Schools of Decatur. Additional system-level staff will participate as requested by the Superintendent and attendance may vary at each meeting depending on the needs of the group. The System Charter Leadership Team will meet at least four times each year. The Superintendent will provide a report to the Board following each System Charter Leadership Team meeting.

In addition and to provide a systemic approach to all of the charter schools in the system, a General Assembly comprised of all School Leadership Team members will meet once during the school year at the State of the System event. The purpose of the General Assembly will be to review the performance of the system charter, its governing bodies, and the City Schools of Decatur Strategic Plan. The System Charter Leadership Team will provide the necessary documentation, logistics, and support for these activities. Recommendations from this event will be submitted to the Superintendent.

The following chart summarizes the roles and responsibilities of the governing bodies:

School Board	System Charter Leadership Team	School Leadership Teams
<p>The Board will continue to make decisions in the following areas and have final jurisdiction over:</p> <ul style="list-style-type: none"> <li>• Overall fiscal management (including but not limited to purchasing and contracting)</li> <li>• Final development and approval of the annual system budget</li> <li>• Fiscal expenditures beyond the school's allocations</li> <li>• Legal oversight</li> </ul>	<ul style="list-style-type: none"> <li>• Assessing the effectiveness of the system charter;</li> <li>• Sharing information and innovations from each school;</li> <li>• Focusing on system goals and outcomes;</li> <li>• Providing oversight for the systemic nature of the School Leadership Teams;</li> <li>• Developing an Administrator appraisal process;</li> <li>• Mediating between</li> </ul>	<ul style="list-style-type: none"> <li>• Recommend personnel for submission to the Superintendent for hire;</li> <li>• Determine use of funding (as per formula based on enrollment) in technology and instructional materials;</li> <li>• Develop, approve, and monitor the continuous school improvement planning process (three year plan with annual reviews and updates that includes plans to foster student and teacher</li> </ul>

<ul style="list-style-type: none"> <li>• Fair/non-discriminatory personnel practices</li> <li>• System Strategic Plan, including overall goals and objectives of the charter system</li> <li>• Final approval regarding school improvement plans</li> <li>• Calendar</li> <li>• Curriculum, assessment, and testing</li> <li>• Overall safety/maintenance of buildings</li> <li>• School nutrition</li> <li>• Transportation</li> <li>• Decisions related to one school that will impact another school</li> <li>• Existing and future Board policy</li> <li>• Final approval regarding personnel, including hiring and termination</li> <li>• Attendance zones</li> <li>• Appeals</li> <li>• Facilities</li> <li>• Supervision of the Superintendent</li> <li>• Other areas as necessary</li> </ul>	<p>School Leadership Teams and other entities;</p> <ul style="list-style-type: none"> <li>• Discussing possible charter revisions; and</li> <li>• Provide oversight and recommendations to the Superintendent on issues submitted by the School Leadership Teams with a scope and impact beyond the local school.</li> </ul>	<p>development));</p> <ul style="list-style-type: none"> <li>• Review assessment data and use it for decision-making purposes;</li> <li>• Assist with school accreditation and improvement reviews and assessments, such as SACS;</li> <li>• Review and approve the implementation of any state waiver (within the School Leadership Team’s purview) based on the Impact Principle = in making decisions related to the implementation of any state waiver, impact will be considered in this order: impact on the student(s) in question, students in the affected class, students in the affected grade, teacher in the affected class, students in the entire school, teachers in the entire school, and the families in the entire school.</li> <li>• Review and approve changes to its bylaws; and</li> <li>• Recommend school needs to the Board during the annual budget process.</li> </ul>
--	--	---

The Board shall retain all powers and duties not expressly delegated to the System Charter Leadership Team or the School Leadership Teams.

66. *Describe how the governing council will appraise the principal’s performance.*

Over the duration of the charter, City Schools of Decatur will be developing a new teacher and administrator evaluation and appraisal process. The System Charter Leadership Team will develop an administrator appraisal process.

City Schools of Decatur will build an administrator evaluation process that is cyclical, or 360 degrees. The evaluation will be conducted by the following stakeholders and constituents:

School Leadership Team, teachers, and Superintendent or his/her designee. The final evaluation of administrators will rest with the Superintendent or his/her designee. School Leadership Teams will analyze data from each perception group in order to recommend an evaluation rating to the principal's supervisor.

67. *Describe how the governing council will ensure effective organizational planning and financial stability.*

The central office will remain the primary accountability measure for schools and School Leadership Teams in terms of financial stability and organizational planning. The system's Finance Director and Assistant Superintendent will provide leadership and support during certain important processes (i.e., school improvement planning, budget).

68. *Describe the governing council's role in resolving teacher, parent, and student grievances and other conflicts.*

The principal of each school remains the chief arbiter of conflicts within the school building. When the principal needs assistance in resolving any dispute or the party in question is not satisfied with the result, central office personnel (e.g., the Director of Human Resources, the Assistant Superintendent) will be available to provide support and implement Board Policy GAE: Complaints and Grievances. The School Leadership Team's role will be to act as a link to the community and provide proactive support to the principal about possible concerns and issues. See also response number 35.

69. *Describe how parents, community members, or other interested parties will be involved in the system charter school's governing council.*

Parents, community members, and other interested parties may run for School Leadership Team office. In addition, they may participate as business partners with an individual school or with the school district. Interested individuals may join the PTA/PTO/PTSA and assume leadership roles within that organization.

70. *List any proposed business arrangements or partnerships with existing schools, educational programs, businesses, or nonprofit organizations and disclose any potential conflicts of interest.*

Partnerships already referenced in this petition:

1. Early Learning Property Management
2. Partnership for Community Action/Head Start
3. Babies Can't Wait
4. City of Decatur Parks and Recreation
5. Ben Franklin Academy
6. DeKalb County Board of Education
7. Decatur Education Foundation
8. Decatur/DeKalb YMCA
9. Decatur Police and Fire

In addition to these partnerships, City Schools of Decatur will proactively seek to build on its current success so that it has one of the best trained, most motivated, and highly effective instructional workforces in the country. These partnerships could include institutions of higher education, nonprofit organizations that focus on urban education and teacher quality, and organizations that provide specialized services.

71. *Describe the method that the local board and the system charter school plan to utilize for resolving conflicts.*

In the event of a local conflict, the Superintendent will convene the System Charter Leadership Team to problem-solve the situation. The Superintendent will consider the System Charter Leadership Team's recommendation and either act on that recommendation or request a special listening session or special session with the Board. An opportunity will be provided for the School Leadership Team to be heard and the Board will take up the matter after listening to the Superintendent's recommendation.

72. *State if the charter system intends to contract, or has contracted for, the services of a for-profit entity or any other educational management agency.*

N/A

73. *List the criteria, if any, by which the charter system's charter may be revoked, in addition to those provided for in O.C.G.A. § 20-2-2065.*

This response addresses not only revocation of the charter, but also termination (both by the state board and the Board).

City Schools of Decatur recognizes that pursuant to O.C.G.A. § 20-2-2068(a)(2) (A)-(F) the state board may terminate a system charter if it finds:

- (1) A failure to comply with any recommendation or direction of the state board with respect to O.C.G.A. § 20-14-41;
- (2) A failure to adhere to any material term of the charter, including, but not limited to performance goals set forth in the charter;
- (3) A failure to meet generally accepted standards of fiscal management;
- (4) A violation of applicable federal, state or local law or court orders;
- (5) The existence of competent substantial evidence that the continued operation of the charter school or charter system would be contrary to the best interests of the students or the community; or
- (6) A failure to comply with any provision of Code Section 20-2-2065.

In addition, the state board and the Board agree that the Board may, in its own discretion and by its own action, terminate the system charter if the Board finds that the continuation of the charter is not in the best interest of the system as a whole, or the students, employees or community.

Because the City Schools of Decatur is proposing a cohesive, systemic, charter system, as opposed to a network of charter schools that are related only because they are located within the same geographic district, the Board does not anticipate that it would ask the state board to terminate the charter or any of its system charter schools. It is the Board's intent that all of its schools will be system charter schools or there will be no system charter. Notwithstanding the foregoing, the City Schools of Decatur recognizes that under O.C.G.A. § 20-2-2068(a)(3), it may request that the state board terminate the charter of individual system charter schools.

With regard to the right of an individual system charter school to request that the state board either terminate the system charter or amend the system charter with respect only to that particular school (O.C.G.A. § 20-2-2068(b)), the Board believes that such action on behalf of one system charter school would likely not be in the best interest of the system as a whole; therefore, the state board and Board expressly recognize and agree that pursuant to O.C.G.A. § 20-2-2068(b) the Board, immediately and by its own action, is authorized to terminate the system charter if it does not agree to any amendment(s) proposed by the system charter school and state board.

The state board and the Board understand and agree that the Charter System Act does not repeal or otherwise render void the Charter of the City of Decatur, pursuant to which the school system was created. Accordingly, the parties understand and agree that in the event that the system charter is terminated for any reason whatsoever, whether by the state board or by the Board, the school system shall immediately revert to its existence and operation as an independent public school system created and existing under Georgia law and shall continue its existence as an independent public school system. The parties understand and agree that the making and/or granting of the system charter will not and does not effectuate a revocation or repeal of the legislation (i.e., the Charter of the City of Decatur) that created the school system as an independent public school system. The state board and the Board understand and agree that the existence of the school system as a charter system is merely a continuation of the existence of the school system as created in the Charter of the City of Decatur and that upon termination of the charter for any reason, the school system will continue its existence under the City Charter.

#### STATEMENT ON ANNUAL REPORT

74. *State that the charter system shall, by October 1, submit an annual report that includes all State-mandated assessment and accountability scores and complies with all requirements set out in O.C.G.A. § 20-2-2067.1(c)(1)-(6).*

As a charter school system in the State of Georgia, City Schools of Decatur will provide an annual report to the Georgia Department of Education, the Board, and the parents and guardians of students enrolled in the district by October 1 of each school year in accordance with O.C.G.A. § 20-2-2067.1 (c)(1). The report shall contain at a minimum:

- 1) An indication of progress toward the goals included in the district charter;
- 2) Academic data for the previous year including all state-mandated assessment and accountability scores and Adequate Yearly Progress data;

- 3) Unaudited financial statements for the fiscal year ending June 30; audited financial statements will be submitted upon completion;
- 4) Updated contact information for the school district, all schools within the district, the district Superintendent, and all school principals;
- 5) Other supplemental information to demonstrate the charter system's success.

City Schools of Decatur will use the template provided by the Georgia Department of Education in preparing the annual report.

In addition, City Schools of Decatur will publish its district report card and school report cards in an effort toward transparency. City Schools of Decatur will continue to use the Internet, local school newsletters, listservs, and phone trees to communicate results to families.

#### REQUIRED ATTACHMENTS/APPENDICES

75. *Attach the charter system's proposed annual calendar(s).*

Refer to appendix

76. *Attach a copy of any intended contracts for the provision of educational management services.*

N/A

77. *Attach a copy of the local board resolution approving the proposed charter system petition.*

Refer to appendix

78. *Attach a copy of the notice sent to principals within the proposed charter system regarding hearings on the charter system petition.*

Refer to appendix



# Appendices

1. Strategic Plan\*
2. District Report Card
3. School Report Cards
4. Statement outlining links to any pertinent websites
  - CSD site
  - GSBA site for the policy link
  - ELS site
  - IB site
  - Schlechty site
  - GA DOE charter
  - GA Charter School Association
  - GSBA ePolicy, eBoard
  - BFA
5. Code of Conduct
6. Insurance Coverage including the terms and conditions and coverage amounts thereof
7. Certificates of Occupancy\*
8. Safety Plans
9. Proposed Annual Calendar\*
10. Local board resolution approving the proposed charter system petition
11. Notice sent to principals regarding hearings on the charter system petition\*
12. We should also include notices of all other meetings and include a print out of the CSD website page that outlines all of the things related to the charter petition)
13. ITBS waiver letter
14. 3-column chart

# GOAL 1: IMPROVE ACADEMIC ACHIEVEMENT

The City Schools of Decatur will provide the highest quality of instruction, ensuring consistently challenging “knowledge work” for every student in the system.

Strategy	Person(s) responsible	Timeline
1-A. School Board members, superintendent and district/school administrators model the behavior of a community of learners. <ul style="list-style-type: none"> <li>▪ School Board will move to the e-Board process, allowing more transparency in policy development.</li> <li>▪ The Superintendent will participate in the Bell South Southeast Superintendent’s Network.</li> </ul>	Board Members Superintendent	January 2007
1-B. Develop a “Professional Education Portfolio” to include critical components necessary for every teacher in City Schools of Decatur to perform at highest levels. Components will be determined by district initiatives and the building’s School Improvement Plan. Reward teachers monetarily who complete each component of the portfolio.	Asst. Superintendent Staff Development Professional Learning Advisory Committee Finance Director Superintendent	Fall 2004 Summer 2006
1-C. Create and promote use of a Professional Learning Center. Teachers, school staff, parents and community should have the benefit of a well-equipped training facility meeting technological needs and adult comfort levels.	Asst. Superintendent Professional Learning Asst. Superintendent/IA	Fall 2006
1-D. Develop a professional library and electronic database of a professional library at each site.	Instructional Technology Coordinator Media Specialists Instructional Coaches	Fall 2007
1-E. Organize teams of teachers and administrators to study, review and plan for implementation of the newly developed standards-based curriculum to be released by the Department of Education in Spring 2004.	Assistant Superintendent/IA Math/Science Coordinator Instructional Coaches Curriculum Renewal Teams	Summer 2005
1-F. Provide ongoing in-house coaching and support for implementation of GPS and Bright from the Start Content Standards.	Instructional Coaches Early Childhood Coordinator	Fall 2006
1-G. The year following each content area GPS implementation, develop companion parent documents to assist parents in knowing the standards and offering strategies.	Assistant Superintendent/IA Instructional Coaches Curriculum Renewal Teams	Summer 2005 Fall 2007
1-H. Develop a new Teacher Quality and Evaluation System.	Superintendent Assistant	Fall 2007

# GOAL 1: IMPROVE ACADEMIC ACHIEVEMENT

The City Schools of Decatur will provide the highest quality of instruction, ensuring consistently challenging “knowledge work” for every student in the system.

Strategy	Person(s) responsible	Timeline
	Superintendent/IA	
1-I. Develop an in-class observation tool to provide feedback and support for the implementation of design qualities, state curriculum standards, use of technology and instructional strategies independent to each school’s instructional framework.	Assistant Superintendent/IA	Fall 2008
1-J. Highly qualified staff will be in place by 2007. Opportunities will be provided through in house staff development, on line training opportunities, certificates by Praxis Test/ <u>GACE</u> . Emphasis on recruitment of highly qualified and committed new staff members will be assisted by the use of Gallup’s Teacher <u>Insight</u> Program. Principals will be trained in the use of the screening tool.	Principals Superintendent HR Director	Fall 2005 Spring 2007
1-K. Student activities planned by instructional staff will contain qualities determined by the guidelines of the school’s instructional framework to ensure student engagement at every level.	Principals Teachers Instructional Coaches	Fall 2005 Fall 2008
1-L. K3 schools will use the yearly ELS implementation review to improve instructional frameworks. GL and RMS will use the yearly PYP and MYP self-assessment tools to improve instructional framework. DHS will use a yearly assessment to improve its instructional framework.	Principals Assistant Superintendent/IA School Councils Instructional Coaches	Fall 2004 Spring 2008
1-M. Increase the availability of technology for use by the students. Each school will have held devices, equipment with portability, and interactive technological devices.	Technology Director Instructional Technology Coordinator	Fall 2005 Fall 2007
1-N. Develop a system of measuring the impact of technology on student learning.	Instructional Technology Coordinator Technology Director	January 2008
1-O. Use (PLATO) for credit recovery, Alternative Education Program, In School Suspension, and focused skill instruction.	HS Principal Assistant Superintendent MS Principal	Fall 2004 Spring 2007
1-P. Increase the number of opportunities for high school students to take advanced placement classes.	Superintendent HS Principal Asst. Superintendent/IA	Fall 2005 Fall 2008
1-Q. Re-vision career and technical education, including increasing number of students taking classes at technical institutions.	CTE Director HS Principal Asst. Superintendent/IA	Fall 2008

# GOAL 1: IMPROVE ACADEMIC ACHIEVEMENT

The City Schools of Decatur will provide the highest quality of instruction, ensuring consistently challenging “knowledge work” for every student in the system.

Strategy	Person(s) responsible	Timeline
1-R. A senior year capstone project will be researched, and implemented for all graduates by 2009.	HS Principal Interested Staff	Fall 2005 Fall 2009
1-S. Develop a written document detailing the articulation of Spanish instruction K-12.	Assistant Superintendent/IA Spanish teachers	Fall 2007
1-T. Conduct a yearly School Improvement Survey based on the school reform model to be completed by faculty/staff and parents. Results will be used to assist in planning The School Improvement Plan for the upcoming year.	Principals Instructional Coaches School Councils Assistant Superintendent/IA	Spring 2004 Spring 2008
1-U. The Director and educational leaders will work cooperatively with the Exceptional Students Services Stakeholders’ Committee (made up of parents, staff, , and community agency representatives) to continually evaluate progress made on the continuous improvement plan developed in September, 2003. The four goals that will be targeted for the next three years are: <ul style="list-style-type: none"> <li>• Increase the percentage of students with disabilities who receive instruction in the general education setting with appropriate supports and accommodations</li> <li>• Increase the percentage of parents of students with disabilities who are active and satisfied participants in their child’s education.</li> <li>• Decrease the gap in reading performance of students with and without disabilities on statewide achievement tests.</li> <li>• Decrease the disproportionate representation of students with disabilities to reflect the demographics of the general population.</li> </ul>	ESS Director Stakeholder’s Committee	Fall 2003 Spring 2007
1-V. A training schedule will be developed outlining the training that will be necessary for the accomplishment of these goals. This training includes: <ul style="list-style-type: none"> <li>• Co-teaching and differentiation of instruction.</li> <li>• Managing challenging behavior.</li> <li>• IEP process and procedures.</li> <li>• Federal laws and state regulations regarding students with disabilities.</li> </ul>	ESS Director Principals Asst Superintendent Professional Learning Instructional Coaches	Summer 2004 Summer 2007
1-W. The Director of ESS and the Family Engagement Liaisons will increase the frequency and quality of communication between CSD and families of students in ESS programs. This will include avenues such as parent surveys, informational surveys, informational sessions, website	ESS Director Family Engagement Liaisons	Summer 2004 January 2008

# GOAL 1: IMPROVE ACADEMIC ACHIEVEMENT

The City Schools of Decatur will provide the highest quality of instruction, ensuring consistently challenging “knowledge work” for every student in the system.

Strategy	Person(s) responsible	Timeline
postings and other forms of communication.		
1-X. Administrators and teachers from all schools consistently using protocols for looking at student work	Assistant Superintendent/IA Central Office Leadership Team Principals Instructional Coaches	January 2008
1-Y. Teachers will explicitly teach reading and writing in all content areas.	Assistant Superintendent Professional Learning Instructional Coaches	Fall 2008
1-Z. Alternative education will be assessed and program options will be explored.	Superintendent Middle/High School Principals	Fall 2004 2008

## GOAL 2: CLOSE THE ACHIEVEMENT GAP

**The City Schools of Decatur will close the achievement gap between white and black students as evidenced by state and national test criteria.**

Strategy	Person(s) responsible	Timeline
2-A. Build an alignment for services for children ages 0-5 and efficient use of staff and resources: Head Start, YMCA child care, Frasier Child Development Center and Pre-Kindergarten.	Board Members Superintendent	Fall 2005 Fall 2007
2-B. Investigate language-based experiential programs for the Early Childhood Learning Center (i.e., The Waterford Early Learning System) by reading relevant literature, engaging in site visits, and using NAEYC consultants. Data will be collected to review effectiveness every year for three years.	ECLC Director ECLC Coordinator Assistant Superintendent/IA	Fall 2006 Fall 2007
2-C. All Early Childhood Learning Center staff will be certified as Early Childhood Teachers, CDA or possess a 2 year associates degree or pass the state Cut Off Para Pro Test. The ECLC will attain NAEYC accreditation, ensuring teacher and program quality.	Assistant Superintendent/IA HR Director ECLC Director	Fall 2005 September 2007
2-D. The Racial Achievement Gap will be clearly identified, made public, recalculated using data from each school, reviewed annually at each school site and across the district.	Superintendent Assistant Superintendent/IA Principals	Winter 2004 annually
2-E. Every K-12 school will annually review a School Improvement Plan developed by the principal, staff and School Council.. Each plan will address criteria of No Child Left Behind and system standards noted by the school-based school reform model.	Superintendent Assistant Superintendent/IA Principals Instructional Coaches School Staffs	Winter 2004 Annually
2-F. A systemic comprehensive support model will be developed and implemented at each school, including various tiers of support and appropriate documentation.	ESS Director Support Model Committee	Winter 2006
2-G. An electronic, norm-referenced benchmarking product will be purchased and used in most grades PK-10.	Assistant Superintendent/IA Principals Instructional Services	Fall 2007
2-H. Community and retired teachers will be tapped to create a cadre of tutors. Tutors will be trained in strategies to address reading problems, provided age appropriate and leveled reading materials and give support to assist in their tutoring responsibility.	Assistant Superintendent Professional Learning	Spring 2004 Fall 2007
2-I. A panel of instructional personnel will review research based reading and mathematics programs for specific use with students who are functioning below grade level in reading and mathematics.	Assistant Superintendent/IA Math/Science Coordinator Instructional Coaches Teachers	Fall 2004 Fall 2007

## GOAL 2: CLOSE THE ACHIEVEMENT GAP

**The City Schools of Decatur will close the achievement gap between white and black students as evidenced by state and national test criteria.**

Strategy	Person(s) responsible	Timeline
2-J. Develop summer programs at transition points: PK/K, 3/4, 5/6, 8/9. Use Middle School Survivor (summer 2006) as a model.	Principals Staff Assistant Superintendent/IA Summer School administrators Instructional Coaches	Summer 2004 Annually Summer 2006
2-K. All students will have access to a certified teacher either before or after school for tutoring (remediation or enrichment/acceleration of concepts).	Principals/Staff Finance Director	Fall 2004-2005 Fall 2007
2-L. Appoint person (not necessarily CSD-employed) to develop tutoring and mentoring programs for students that are struggling or transitioning.	Superintendent Assistant Superintendent Professional Learning Finance Director	Winter 2004 Fall 2007
2-M. Investigate rewarding CSD staff for building relationships with families. Develop a plan detailing the financial implications of such a system, incorporating a new teacher quality and evaluation system.	Assistant Superintendent/IA Principals HR Director Finance Director Teachers	Fall 2005 Fall 2007
2-N. All teachers will participate in professional learning opportunities embedding topics of individual differences in learning styles, socio-economic, cultural and demographic factors into professional learning about differentiated instruction.	Assistant Superintendent Professional Learning Superintendent Principals/Staff Instructional Coaches	Summer 2004 Summer 2007
2-O. Increase under-represented students participating in upper-level academic classes at DHS: AP, Honors, , Advanced Math Classes, SAT preparation courses.	Principals Guidance Counselors Teachers	Fall 2008

## GOAL 3: OPERATE AS ONE SYSTEM

**The City Schools of Decatur will develop a systemic approach to providing a challenging and quality educational experience for all students.**

Strategy	Person(s) responsible	Timeline
3-A. As part of the Standard Bearer process, staff will be trained in the core concepts, design qualities and protocols. The process takes three years.	Superintendent Principals Center Leadership in School Reform	Fall 2004 Continue
3-B. Principals will attend a summer session orientation and leadership development provided by Center for Leadership of School Reform.	Superintendent Principals	Summer 2004 Continue
3-C. District staff, principals, and team teacher leaders will attend a fall conference on Working on the Work	Superintendent Principals	Fall 2004 Continue
3-D. All staff will read the books “Shaking up the School house” and “Working on the Work”. Each school will have a Community of Learners plan for discussion of the concepts.	Superintendent Principals Direct Staff	Winter 2004 Continue
3-E. An Executive Assessment Review process (baseline completed in September 2003) will be repeated every three years.	Superintendent	Summer 2006 November 2006
3-F. In order that the school system move toward the same goals, the approved district goals and strategies from the Strategic Plan must be used as a base for development of school level plans.	Superintendent Principals Asst. Superintendent/IA	Fall 2004 Continue
3-G. A culture of accountability will be fostered beginning with the School Board flowing to the Superintendent, top district administrators, principals, teachers, and support staff.	School Board Superintendent	2004 Continue
3-H. To honor the employees or groups of employees that demonstrate teamwork from all schools in all positions, a Superintendent’s Recognition Program (called Superintendent’s Award of Excellence) will be implemented to honor employees who are committed to the Belief System and Walk the Talk.	Superintendent Public Info. Officer	Fall 2005 Continue
3-I. The district will become a Strength Based Organization – one concerned with assisting employees to become successful in their position. District administrators and principals will form a team and participate in a Strength Based Training Program, requiring self-evaluation. This concept will be continued so that school personnel will become involved in recognition of style and strength. New personnel will also participate. Explore training to tie resources into our work.	Superintendent District Staff Asst. Superintendent Professional Learning	Summer 2005 Continue
3-J. The various departments, Finance, Nutrition, Human	Directors	Fall 2004



# GOAL 3: OPERATE AS ONE SYSTEM

The City Schools of Decatur will develop a systemic approach to providing a challenging and quality educational experience for all students.

Strategy	Person(s) responsible	Timeline
Resources, Technology, Curriculum and Instruction, Exceptional Student Services, Maintenance and Community & Public Relations, will conduct a self assessment to determine the following: <ul style="list-style-type: none"> <li>• Policies and procedures related to their department are up to date and clear to all employees</li> <li>• Job Descriptions are accurate and up to date, software is operational and their department is a support to the schools. Efficiency or area experts may be hired to assist with this process.</li> <li>• Review staff and processes for efficiency.</li> </ul>	District Staff Assoc. Supt.	Continue
3-K. As retirement or natural vacancy of positions takes place at the district office or school administrative arena, positions will be changed and aligned to meet the designated District Goals.	Superintendent	Summer 2004 Continue
3-L. Surveys which address the climate of each school and the district based on Effective School Research, will be incorporated into the data collection process and utilized in school improvement plans.	Superintendent Principals Asst. Superintendent/IA Director of PR	Spring 2005 2008
3-M. Customer satisfaction/climate surveys will be conducted with various stakeholder groups annually.	Superintendent Principals Asst. Superintendent/IA Director of PR	Spring 2005 2008
3-N. Budget requests for increases should be tied to School Improvement Plans so that the core work of the school district can be accomplished.	Superintendent Director of Finance Principals Asst. Superintendent/IA	Winter 2005 Continue
3-O. Develop the use of technology/information systems to review data and make systemic decisions.	Director of Technology Director of Finance Principals Director of HR	Winter 2005 Continue
3-P. Work from one student info system and all other student databases become obsolete.	All Staff	Spring 2008
3-Q. Develop a plan to move to the PC technology platform.	Technology	Spring 2007
3-R. Establish channels for communication and articulation at Each level (ECLC, K-3, 4-5, 6-8, 9-12).	All Administrators BOE Central Office	Annually

# GOAL 4: IMPROVE FISCAL RESPONSIBILITY

The City Schools of Decatur will be fiscally responsible while maintaining educational quality.

Strategy	Person(s) responsible	Timeline
4-A. Continue to monitor enrollment and school configuration to maximize educational benefits, maximize facility use, minimize disruption and enhance services. This will be done annually as part of budget process.	Superintendent Asst. Supt./IA Director of Finance Principals/Directors	Annually
4-B. A partnership for community education will be developed. Existing school facilities will share so that the schools can reach out to the various members of the community to provide life long learning and maintain value in each neighborhood.	Superintendent School Board	Fall 2004 Continue
4-C. A proposal for the use of Fifth Avenue will be made	Superintendent School Board Central Office Leadership Team Principals	2008
4-D. Additional partnerships will be sought with the City Government and other service providers to explore joint planning and more efficient delivery of services.	Superintendent School Board	Fall 2004 Continue
4-E. A systemic approach to the budgetary planning process for CSD will be employed to ensure that all levels are being provided with equal resources.	Superintendent District Staff Director of Finance Principals	Winter 2005 Annually
4-F. Programmatic annual reviews will be conducted to ensure that existing programs are academically sound and cost effective.	Associate Superintendent/IA Principals/Staff	Fall 2004 2007
4-G. Develop and adopt an assessment tool that will review the effectiveness of existing programs, contracts, personnel and practices that affect our core business. Develop a review schedule for implementation. Director of Finance and Asst. Supt./IA will identify all programs to be assessed by Spring 2007	Superintendent Director of Finance Principals Central Office Leadership Team Asst. Supt./IA	Fall 2004 Spring 2007
4-H. An external audit should be done on an annual basis to ensure fiscal accountability.	School Board Superintendent Director of Finance	Fall 2005 Annually

# GOAL 5: STRENGTHEN RELATIONSHIP WITH COMMUNITY

**The City Schools of Decatur will develop a systemic approach to providing a challenging and quality educational experience for all students.**

Strategy	Person(s) responsible	Timeline
5-A. School Board Members and the Superintendent will Explore alternate ways to connect with community at each school location.	Superintendent School Board	Fall 2004
5-B. Initiate partnerships with community agencies for enhancement of vocational, technical, and other educational opportunities for students.	HS Principal Asst. Supt./IA Vocational Ed. Director	2007
5-C. The School District will explore the opportunity for joint Personnel to accomplish the key task of Grant Writing.	Superintendent School Board	2004 2007
5-D. Should maintain the discussions regarding the implementation of capital bond projects.	City & CSD Master Plan Comm. Staff	2006
5-E. The school board will choose a viable option for the Fifth Avenue facility.	Superintendent School Board	Fall 2005 2008
5-F. Develop a plan for parking at Westchester.	Director of Maintenance	Fall 2007

# TARGETS WILL HELP DISTRICT MEASURE PROGRESS ON OUR GOALS

## Goal 1

### Improve academic achievement

- Meet AYP for all schools (100% compliance with NCLB)
- Increase percentage of 3rd graders reading at grade level to 100% (currently 80%)
- Increase percentage of students meeting or exceeding state passing score on CRCT Reading (grades 4, 6, 8) by 5 points (currently, 83, 78, 82)
- Increase percentage of students meeting or exceeding state passing score on CRCT Math (grades 4, 6, 8) by 5 points (currently, 81, 72, 74)
- Increase percentage of students meeting or exceeding state passing score on CRCT Language Arts (grades 4, 6, 8) by 5 points (currently, 80, 72, 81)
- Increase percentage of students meeting or exceeding state passing score on CRCT Social Studies (grades 4, 6, 8) by 5 points (currently, 81, 81, 87)
- Increase percentage of students meeting or exceeding state passing score on CRCT Science (grades 4, 6, 8) by 5 points (currently, 83, 87, 80)
- Increase percentage of students taking at least one AP course prior to graduation by 5% (currently 50.6%)
- Achieve SAT scores which exceed state and national averages for 12th graders
- Specific yearly achievement targets are set for all students in grades 1-8 all CRCT areas, and 11<sup>th</sup> graders for the GHSGT (available on District Report Card)
  - 5% decrease in students not meeting standards
  - 5% increase of remainder for percentage exceeding standards



# TARGETS WILL HELP DISTRICT MEASURE PROGRESS ON OUR GOALS

## Goal 2

### Close the achievement gap

- Reduce CRCT achievement gap between black and white students in the meets/exceeds category in reading, language arts and math by 35% by 2008: use a different formula that includes data from each K-12 school
- Increase the average SAT score (for critical reading and math) for black students 100 points (currently 858)
- Decrease retention rate of black students to 5% (currently 10%)
- Increase percentage of black graduates receiving college preparatory diplomas by 15% (currently 21.2%)
- Increase percentage of black students taking at least one AP course prior to graduation by 5%
- Specific yearly achievement targets are set for black students in grades 1-8 all CRCT areas, and 11<sup>th</sup> graders for the GHS GT (available on District Report Card)
  - 5% decrease in students not meeting standards
  - 5% increase of remainder for percentage exceeding standards

# **TARGETS WILL HELP DISTRICT MEASURE PROGRESS ON OUR GOALS**

## **Goal 3**

Operate as one system

- Implement the Georgia Performance Standards revised curriculum (100 % teacher training) rollout through 2013
- Implement the Design Qualities and Working on the Work principles (100% teacher and staff training) ongoing as new staff is hired

# **TARGETS WILL HELP DISTRICT MEASURE PROGRESS ON OUR GOALS Goals 4 and 5**

## Improve fiscal responsibility

- Maintain a millage rate at or below current level (20.24)
- Maintain a minimum 5% fund balance annually
- Annual audits will be conducted by an outside party with minimal findings

## Strengthen relationship with the community

- Publish and distribute an Annual Report to all city residents
- Receive majority “responsive and effective” rating on annual stakeholder survey
- establish comprehensive guidelines for appropriate use of facilities
- choose a viable option for Fifth Avenue
- Hold school based Community Listening Sessions focused on school improvement





# Report Card 2007

The City Schools of Decatur (CSD) 2007 Report Card is provided for the purpose of showing growth toward our school district's vision and strategic goals. All reported data is from the 2006-2007 academic year.

Tests administered throughout the school year are used to assess student progress. Norm-referenced tests yield information about how our students are doing in comparison to other students around the country, while criterion-referenced tests show how well our students can demonstrate the state curriculum. Data from both types of tests are included in the annual report card to show our students' progress toward established performance targets.

## School Improvement Survey Results

In the spring of 2007, CSD conducted a survey of parents' opinions about the school improvement planning process using a multi-method design. A phone survey was conducted with a purposeful sample of CSD families in combination with a computer survey which families could self-select to take. A total sample size of 380 responses yielded opinions regarding curriculum, fiscal responsibility, school environment, and communication which schools are using to evaluate and further develop their School Improvement Plans. Parents were asked to give the school district a grade of A=5, B=4, C=3, D=2, or F=1 on a total of 23 indicators. Sixty-five percent of all responders gave CSD a score of A or B on all indicators.

## 2006-2007 Highlights:

- All CSD schools made Adequate Yearly Progress for the 2nd year in a row.
- The achievement gap among students has been reduced by 30% since 2004.
- CSD has the fourth highest district graduation rate in the state.
- 99% of CSD 3rd graders met or exceeded expectations on state tests in mathematics.
- Renfro Middle students scored at least 10 points above the state on state tests in science.

## What grade would you give your child's school on the following?

Curriculum/Standards/Expectation/Progress	Average score
Communicating to you and your child about what needs to be learned	3.57
Assigning grades that fairly represent your child's mastery of the curriculum standards	3.94
Providing meaningful and challenging instruction	3.77
Celebrating academic achievement	3.72
Providing extra help and resources to students who are struggling academically	3.90
Closing the achievement gap	3.41
Providing extra-curricular activities that are meaningful to students	3.85
Scoring by grade: 5 (A) 29.1% 4 (B) 34.1% 3 (C) 23.1% 2 (D) 11.2% 1 (F) 2.8%	

## What grade would you give the school district on the following?

Fiscal	Average score
Allocating resources equally across the school district.	3.64
Integrating technology	3.66
Maintaining buildings and grounds	3.69
Spending money responsibly	3.30
Scoring by grade: 5 (A) 25.9% 4 (B) 32.6% 3 (C) 22.3% 2 (D) 12.3% 1 (F) 7.1%	

## What grade would you give CSD schools on the following?

School Environment	Average score
Promoting a culture of excellence for all students	3.68
Making you feel welcome when you visit the school	4.13
Building positive, nurturing relationships between your child and faculty members	3.92
Providing a safe environment for students to learn	4.09
Handling discipline fairly	3.64
Scoring by grade: 5 (A) 35.6% 4 (B) 33.2% 3 (C) 19.9% 2 (D) 9.2% 1 (F) 2.5%	

## What grade would you give CSD schools on the following?

Family/Community Involvement & Communication	Average score
Communicating with families about school improvement plans	3.66
Collaborating with families on how to improve schools	3.53
Communicating with families of students who are struggling academically	3.41
Communicating the challenges the school system faces	3.30
Accessibility to and communication with your child's teachers	4.00
Accessibility to and communication with your child's administrators	3.93
Efforts to strengthen relationship between the district and community	3.59
Scoring by grade: 5 (A) 28.4% 4 (B) 30.8% 3 (C) 23.9% 2 (D) 11.9% 1 (F) 5.2%	

City Schools of Decatur challenges every student to succeed by providing **rigorous, engaging** and **authentic** learning experiences delivered by **highly qualified, caring** adults in safe and inviting schools.

## Student Profile 2006-2007

Total Student Enrollment	2,484
Students with Disabilities	12.6%
Students that are Gifted	21.5%
English Language Learners	1.7%
Free/Reduced Lunch	26.9%
Black	42.3%
Hispanic	1.7%
White	51%
Multi-racial	3.4%
Other	1.7%
Attendance Rate	96.9%
Courtesy Tuition Students	106
Paying Tuition Students	144

## Teacher Profile 2006-2007

	CSD	State
Teachers with advanced degrees	77.5%	55%
Average years experience	13	12.49
% of Highly Qualified Teachers*	100	94.78
Starting Salary (for T-4 certification level)	\$35,227	\$31,659**

\* Highly Qualified Teachers are defined by the No Child Left Behind Act as certified teachers that have passed a content assessment.

\*\* State starting salaries do not include local supplements.

## Our Goals

- 1 Improve academic achievement.
- 2 Close the achievement gap.
- 3 Develop a systemic approach.
- 4 Improve fiscal responsibility.
- 5 Strengthen relationships with the community.

# GOAL 1

IMPROVE ACADEMIC ACHIEVEMENT

## Performance of all students on the Criterion-Referenced Competency Test

(The CRCT is a state-mandated test that shows our students' mastery of the state curriculum.)

	Baseline I 2001-02		Baseline II 2002-03		Year 1 2003-04		Year 2 2004-05		Year 3 2005-06				Year 4 2006-07				Year 5 2007-08				Ultimate 2013-14		
	Results		Results		Results		Results		Target		Results		Target		Results		Target		Results		Target		
	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	
<b>Grade 1:</b>																							
Reading		13%			61%	6%	59%	3%	49%	13%	48%	5%	49%	7%	55%	7%	51%	8%			53%	0%	
English/Language Arts		11%			47%	8%	50%	5%	40%	15%	23%	12%	25%	9%	29%	12%	27%	6%			31%	0%	
Math		12%			63%	7%	54%	6%	64%	9%	61%	5%	51%	15%	44%	11%	65%	7%			67%	0%	
<b>Grade 2:</b>																							
Reading		15%			66%	7%	67%	6%	57%	16%	56%	5%	57%	8%	64%	4%	58%	10%			60%	0%	
English/Language Arts		14%			36%	10%	49%	5%	39%	15%	23%	10%	25%	10%	26%	10%	27%	9%			31%	0%	
Math		14%			49%	6%	53%	5%	50%	11%	52%	4%	42%	14%	32%	8%	52%	9%			54%	0%	
<b>Grade 3:</b>																							
Reading		12%			60%	4%	61%	5%	51%	15%	41%	9%	42%	8%	54%	7%	44%	7%			47%	0%	
English/Language Arts		16%			30%	11%	29%	11%	19%	21%	32%	10%	34%	11%	28%	8%	35%	11%			39%	0%	
Math		17%			42%	8%	43%	8%	43%	14%	45%	4%	44%	13%	42%	1%	45%	12%			48%	0%	
Science		14%			19%	11%	28%	9%	21%	11%	35%	7%	25%	17%	48%	15%	23%	9%			27%	0%	
Social Studies		14%			35%	8%	37%	5%	37%	11%	41%	8%	37%	10%	37%	2%	38%	9%			42%	0%	
<b>Grade 4:</b>																							
Reading				17%	57%	15%	64%	8%	54%	18%	47%	14%	48%	13%	41%	13%	50%	12%			52%	0%	
English/Language Arts				20%	33%	9%	28%	8%	18%	18%	31%	17%	33%	16%	37%	12%	34%	15%			38%	0%	
Math				19%	25%	19%	26%	21%	27%	16%	31%	19%	28%	15%	38%	18%	29%	14%			33%	0%	
Science				17%	37%	11%	36%	4%	39%	14%	37%	10%	27%	20%	37%	24%	40%	12%			43%	0%	
Social Studies				13%	26%	10%	31%	6%	28%	10%	22%	8%	29%	9%	30%	11%	30%	8%			33%	0%	
<b>Grade 5:</b>																							
Reading		10%			29%	12%	59%	7%	49%	17%	27%	13%	29%	9%	33%	15%	31%	5%			34%	0%	
English/Language Arts		12%			53%	6%	37%	6%	27%	16%	30%	4%	32%	6%	36%	12%	34%	7%			37%	0%	
Math		15%			36%	11%	43%	7%	38%	12%	42%	8%	38%	11%	43%	7%	39%	10%			42%	0%	
Science		14%			28%	10%	24%	7%	30%	11%	17%	11%	7%	21%	33%	26%	32%	9%			35%	0%	
Social Studies		14%			25%	3%	34%	7%	27%	11%	21%	6%	28%	10%	34%	7%	29%	9%			33%	0%	
<b>Grade 6:</b>																							
Reading				22%	48%	17%	60%	8%	50%	18%	41%	9%	42%	18%	34%	5%	44%	17%			47%	0%	
English/Language Arts				28%	21%	27%	34%	16%	24%	26%	25%	7%	27%	24%	20%	7%	29%	23%			33%	0%	
Math				28%	26%	26%	31%	22%	21%	25%	41%	24%	42%	24%	28%	22%	44%	23%			47%	0%	
Science				13%	29%	10%	35%	5%	25%	10%	25%	26%	27%	9%	28%	27%	29%	8%			33%	0%	
Social Studies				19%	28%	9%	32%	8%	30%	16%	21%	13%	31%	15%	34%	9%	32%	14%			35%	0%	
<b>Grade 7:</b>																							
Reading		14%			46%	8%	50%	10%	40%	20%	18%	16%	20%	13%	23%	11%	22%	9%			26%	0%	
English/Language Arts		16%			37%	14%	33%	14%	23%	24%	24%	12%	26%	12%	26%	8%	28%	11%			32%	0%	
Math		18%			27%	21%	28%	21%	29%	15%	30%	17%	20%	27%	47%	15%	31%	13%			34%	0%	
Science		11%			25%	18%	30%	13%	20%	23%	27%	37%	29%	22%	50%	18%	31%	6%			34%	0%	
Social Studies		15%			36%	11%	43%	8%	38%	12%	38%	14%	38%	11%	48%	8%	39%	10%			42%	0%	
<b>Grade 8:</b>																							
Reading				18%	63%	12%	63%	12%	53%	22%	22%	8%	24%	14%	27%	8%	26%	13%			30%	0%	
English/Language Arts				19%	45%	17%	42%	12%	32%	22%	37%	10%	39%	15%	35%	7%	40%	14%			43%	0%	
Math				26%	21%	21%	34%	23%	23%	23%	27%	17%	24%	22%	27%	24%	25%	21%			29%	0%	
Science				20%	30%	16%	26%	15%	32%	17%	22%	15%	33%	16%	33%	16%	34%	15%			37%	0%	
Social Studies				13%	41%	12%	41%	11%	42%	10%	39%	10%	43%	9%	40%	9%	44%	8%			47%	0%	

# GOAL 2

CLOSE THE ACHIEVEMENT GAP

## Performance of black students on the Criterion-Referenced Competency Test

	Baseline I 2001-02		Baseline II 2002-03		Year 1 2003-04		Year 2 2004-05		Year 3 2005-06				Year 4 2006-07				Year 5 2007-08				Ultimate 2013-14		
	Results		Results		Results		Results		Target		Results		Target		Results		Target		Results		Target		
	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	
<b>Grade 1:</b>																							
Reading		19%			45%	14%	21%	7%	11%	17%	19%	14%	21%	14%	21%	16%	23%	14%			27%	0%	
English/Language Arts		17%			26%	16%	19%	12%	9%	22%	2%	24%	4%	18%	7%	27%	7%	12%			12%	0%	
Math		19%			39%	16%	21%	13%	41%	16%	31%	17%	21%	27%	14%	11%	42%	14%			45%	0%	
<b>Grade 2:</b>																							
Reading		25%			38%	14%	40%	9%	30%	19%	25%	13%	27%	17%	34%	6%	29%	20%			33%	0%	
English/Language Arts		25%			15%	19%	21%	9%	11%	19%	5%	23%	7%	22%	8%	18%	10%	20%			15%	0%	
Math		25%			23%	9%	24%	12%	25%	22%	22%	7%	12%	17%	6%	8%	27%	20%			31%	0%	
<b>Grade 3:</b>																							
Reading		22%			37%	9%	35%	8%	25%	18%	9%	19%	11%	18%	16%	15%	14%	17%			18%	0%	
English/Language Arts		29%			10%	21%	9%	19%	0%	29%	6%	22%	8%	23%	3%	18%	11%	24%			15%	0%	
Math		32%			10%	17%	17%	15%	12%	29%	4%	11%	13%	28%	18%	1%	15%	27%			19%	0%	
Science		27%			1%	23%	6%	20%	3%	24%	4%	16%	-6%	26%	8%	15%	6%	22%			11%	0%	
Social Studies		26%			4%	17%	10%	9%	6%	23%	2%	17%	8%	22%	6%	2%	9%	21%			14%	0%	
<b>Grade 4:</b>																							
Reading				32%	28%	27%	33%	17%	23%	27%	13%	28%	15%	28%	6%	26%	17%	27%			22%	0%	
English/Language Arts				36%	11%	17%	9%	19%	0%	29%	6%	32%	8%	32%	8%	24%	11%	31%			15%	0%	
Math				35%	3%	35%	5%	47%	5%	32%	8%	36%	7%	31%	3%	18%	8%	30%			13%	0%	
Science				29%	7%	23%	3%	9%	9%	26%	9%	19%	0%	29%	3%	24%	12%	24%			16%	0%	
Social Studies				22%	0%	20%	3%	14%	3%	19%	3%	16%	4%	18%	5%	11%	5%	17%			10%	0%	
<b>Grade 5:</b>																							
Reading		20%			28	15%	23%	13%	13%	23%	6%	27%	8%	21%	12%	30%	11%	15%			15%	0%	
English/Language Arts		21%			7%	21%	7%	14%	0%	24%	10%	9%	12%	13%	10%	22%	15%	16%			19%	0%	
Math		25%			10%	21%	13%	16%	12%	22%	17%	16%	13%	21%	14%	7%	15%	20%			19%	0%	
Science		26%			4%	18%	4%	17%	6%	23%	0%	23%	0%	33%	6%	26%	9%	21%			14%	0%	
Social Studies		27%			6%	7%	4%	16%	8%	24%	1%	13%	10%	23%	9%	7%	11%	22%			15%	0%	
<b>Grade 6:</b>																							
Reading				35%	24%	31%	33%	15%	23%	25%	14%	17%	16%	31%	15%	9%	18%	30%			23%	0%	
English/Language Arts				44%	3%	45%	9%	30%	0%	40%	4%	16%	6%	40%	7%	13%	9%	39%			14%	0%	
Math				43%	8%	45%	9%	38%	0%	40%	1%	49%	3%	39%	4%	22%	6%	38%			11%	0%	
Science				23%	5%	17%	6%	10%	0%	20%	3%	54%	5%	19%	7%	27%	8%	18%			13%	0%	
Social Studies				34%	7%	15%	8%	15%	9%	31%	6%	28%	10%	30%	9%	9%	12%	29%			16%	0%	
<b>Grade 7:</b>																							
Reading		23%			21%	13%	23%	18%	13%	28%	4%	28%	6%	23%	5%	22%	9%	18%			14%	0%	
English/Language Arts		28%			14%	23%	13%	23%	3%	33%	5%	21%	7%	22%	10%	14%	10%	23%			15%	0%	
Math		33%			4%	35%	10%	39%	6%	35%	5%	32%	0%	42%	18%	15%	9%	28%			14%	0%	
Science		20%			4%	28%	6%	24%	0%	34%	4%	68%	6%	42%	19%	18%	9%	15%			14%	0%	
Social Studies		29%			8%	20%	14%	13%	10%	26%	10%	25%	11%	25%	13%	8%	13%	24%			17%	0%	
<b>Grade 8:</b>																							
Reading				39%	39%	24%	40%	23%	30%	33%	1%	17%	3%	35%	8%	16%	6%	34%			11%	0%	
English/Language Arts				38%	20%	31%	17%	20%	7%	30%	7%	17%	9%	34%	10%	16%	12%	33%			16%	0%	
Math				48%	6%	37%	8%	38%	8%	45%	7%	35%	10%	44%	8%	24%	11%	43%			15%	0%	
Science				39%	9%	30%	8%	30%	11%	36%	5%	28%	12%	35%	3%	16%	14%	34%			18%	0%	
Social Studies				27%	16%	22%	12%	22%	18%	24%	14%	18%	19%	23%	9%	9%	20%	22%			24%	0%	





# Clairemont Elementary School Report Card 2007

**City Schools of Decatur  
Clairemont Elementary School  
155 Erie Avenue  
Decatur, Georgia  
Jan Goodloe, principal  
Grades K-3  
[www.clairemont.cityschoolsofdecatur.com](http://www.clairemont.cityschoolsofdecatur.com)**



Clairemont Elementary's 2007 Report Card is provided for the purpose of showing our school's growth toward the district's strategic goals 1 and 2: improve academic achievement among all students and close the achievement gap. The Clairemont Elementary Report Card includes multi-year data from both norm-referenced and criterion-referenced tests to show our students' progress toward established performance targets.

## 2006-2007 Highlights:

- Third grade science scores on the CRCT were in the top 9% of the schools in the state and were 21 points higher than the state average for students who met or exceeded the standard.
- Clairemont parents and staff joined together to offer two new early morning "clubs" for students. All students may now choose to go to knitting or chess one morning a week, and students in second and third grades can go to a book club. This is in addition to occasional after school opportunities to participate in Track Club or Chorus.
- Clairemont students, parents, and staff worked on the installation of a new butterfly garden, pond and waterfall. These areas were designed two years ago during a second grade expedition. Improvements will continue during this school year.
- Efforts to train all staff members in Expeditionary Learning Schools (ELS) remain in place. 100% of the staff received on-site training, and many staff members attended off-site training. The ELS Implementation Review for 2006-2007 stated that Clairemont Elementary experienced "substantial improvement in every area."

## Clairemont Teacher Profile

Total # of Teachers	34
Teachers with Advanced Degrees	79%
Average Years of Experience	12.96

## Clairemont Student Profile

Total Student Enrollment	268
Students with Disabilities	16.8%
Gifted Students	13.4%
English Language Learners	.9%
Free/Reduced Lunch	36%
Black	31%
Hispanic	1.1%
White	65.7%
Other	.7%
Multi-Racial	1.5%
Attendance Rate	96.57%
Courtesy Tuition Students	4
Paying Tuition Students	1



# Claremont Elementary GOALS 1&2

IMPROVE ACADEMIC ACHIEVEMENT  
CLOSE THE ACHIEVEMENT GAP

**Criterion-Referenced Competency Test (CRCT)**  
Shows mastery of the state curriculum standards reported as exceeds, meets, and does not meet.

	Year 2 2004-05		Year 3 2005-06				Year 4 2006-07				Year 5 2007-08				Ultimate 2013-14	
	Results		Target		Results		Target		Results		Target		Results		Target	
	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet
<b>Grade 1: All Students</b>																
Reading	55%	3%	45%	13%	51%	6%	52%	11%	57%	5%	53%	10%			56%	0%
English/Language Arts	41%	8%	31%	18%	22%	10%	24%	16%	29%	16%	26%	14%			30%	0%
Math	44%	6%	46%	11%	60%	6%	50%	16%	41%	14%	47%	14%			50%	0%
<b>Grade 2:</b>																
Reading	70%	8%	60%	18%	61%	8%	62%	16%	57%	5%	63%	14%			65%	0%
English/Language Arts	48%	4%	38%	14%	20%	10%	22%	12%	27%	12%	24%	11%			28%	0%
Math	54%	4%	56%	9%	54%	3%	44%	13%	36%	8%	56%	11%			59%	0%
<b>Grade 3:</b>																
Reading	63%	4%	53%	14%	37%	9%	39%	12%	58%	8%	40%	11%			43%	0%
English/Language Arts	16%	22%	6%	32%	25%	11%	27%	28%	30%	4%	29%	24%			33%	0%
Math	45%	10%	46%	13%	51%	5%	47%	13%	45%	4%	48%	14%			51%	0%
Science	20%	14%	21%	17%	21%	11%	11%	21%	58%	10%	24%	18%			28%	0%
Social Studies	31%	4%	32%	1%	30%	11%	33%	0%	44%	4%	34%	0%			38%	0%
<b>Grade 1: Black Students</b>																
Reading	11%	11%	1%	21%	29%	18%	31%	18%	18%	14%	33%	16%			36%	0%
English/Language Arts	0%	21%	0%	31%	0%	24%	3%	27%	9%	36%	5%	23%			10%	0%
Math	5%	16%	8%	25%	24%	24%	14%	34%	9%	32%	10%	29%			15%	0%
<b>Grade 2:</b>																
Reading	29%	14%	19%	24%	22%	28%	24%	21%	23%	9%	26%	18%			30%	0%
English/Language Arts	7%	7%	0%	17%	0%	28%	3%	15%	5%	27%	5%	13%			10%	0%
Math	7%	14%	10%	17%	17%	11%	7%	21%	5%	22%	12%	18%			16%	0%
<b>Grade 3:</b>																
Reading	30%	5%	20%	15%	6%	17%	8%	13%	15%	23%	11%	11%			15%	0%
English/Language Arts	0%	50%	0%	60%	0%	22%	3%	53%	0%	15%	5%	45%			10%	0%
Math	5%	20%	8%	23%	0%	11%	8%	23%	8%	15%	10%	25%			15%	0%
Science	0%	35%	3%	30%	0%	22%	0%	32%	8%	38%	5%	27%			10%	0%
Social Studies	5%	10%	8%	6%	0%	17%	8%	5%	8%	7%	10%	4%			15%	0%

	Results		Target	Results		Target	Results		Target	Results		Target
	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet
<b>Grade 3</b>												
Reading (all students)		61	63		65	63		52		64		66
Reading (black students)		39	47		45	48		43		49		51
English/Language Arts (all students)		38	55		62	56		50		56		59
English/Language Arts (black students)		42	44		40	45		41		46		49
Math (all students)		62	63		69	63		52		64		66
Math (black students)		49	49		46	50		47		51		53

The District Strategic Plan examines district data and uses earlier years as baselines. The K5 reconfiguration in 2004-05 necessitates that year to be the baseline year for schools.



Various state contexts cause us to re-think our targets: scores released only for certain grades (2002-03) and the phase-in of a new curriculum (2005-08). Targets are set considering results of baseline year(s). We consider a 10% "implementation dip" for the first year of the Georgia Performance Standards in each content area. Those results become the new baseline. CRCT Exceeds and ITBS use a 5% growth formula based on baseline scores.

- Target met or exceeded
- Approaching target, progress made
- Target not met

[www.csdecatur.org](http://www.csdecatur.org)



# Oakhurst Elementary School Report Card 2007

**City Schools of Decatur**  
**Oakhurst Elementary School**  
 175 Mead Rd.  
 Decatur, Georgia  
 Mary Mack, principal  
 Grades K-3  
[www.oakhurst.cityschoolsofdecatur.com](http://www.oakhurst.cityschoolsofdecatur.com)



Oakhurst Elementary's 2007 Report Card is provided for the purpose of showing our school's growth toward the district's strategic goals 1 and 2: improve academic achievement among all students and close the achievement gap. The Oakhurst Elementary Report Card includes multi-year data from both norm-referenced and criterion-referenced tests to show our students' progress toward established performance targets.

### 2006-2007 Highlights:

- 100% of our third grade students met or exceeded standards on the CRCT in both math and social studies which tied us as the top performing elementary school in the state of Georgia in those areas.
- We increased the overall scores on the Implementation Review in the Expeditionary Learning Schools (ELS) framework and had a huge community turnout for our end-of-the-year ELS Showcase.
- We doubled our goal of moving black students from the meets to exceeds category in second grade reading and third grade math.
- The Oakhurst PTA and the Oakhurst Community Garden, along with many other volunteers from the school and community, completed the construction of our outdoor classroom.
- Three shows from the 0-5 News program won top awards at the International Media Festival.

### Oakhurst Teacher Profile

Total # of Teachers	33
Teachers with Advanced Degrees	67%
Average Years of Experience	13.67

### Oakhurst Student Profile

Total Student Enrollment	232
Students with Disabilities	27%
Gifted Students	16.8%
English Language Learners	0.8%
Free/Reduced Lunch	29%
Black	40.9%
Hispanic	1.3%
White	52.2%
Other	0.4%
Multi-Racial	5.2%
Attendance Rate	96.84%
Courtesy Tuition Students	26
Paying Tuition Students	18



<b>Oakhurst Elementary</b> <b>GOALS 1&amp;2</b> IMPROVE ACADEMIC ACHIEVEMENT CLOSE THE ACHIEVEMENT GAP		Year 2 2004-05		Year 3 2005-06				Year 4 2006-07				Year 5 2007-08				Ultimate 2013-14		
		Results		Target		Results		Target		Results		Target		Results		Target		
		Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	
<b>Criterion-Referenced Competency Test (CRCT)</b>  Shows mastery of the state curriculum standards reported as exceeds, meets, and does not meet.	<b>Grade 1: All Students</b>																	
	Reading	59%	2%	49%	12%	39%	4%	41%	2%	52%	7%	42%	0%			45%	0%	
	English/Language Arts	59%	0%	49%	10%	24%	15%	26%	8%	31%	13%	28%	0%			32%	0%	
	Math	59%	5%	60%	11%	59%	6%	49%	16%	51%	8%	61%	14%			63%	0%	
	<b>Grade 2:</b>																	
	Reading	60%	5%	50%	15%	49%	2%	50%	2%	71%	2%	52%	1%			54%	0%	
	English/Language Arts	35%	3%	25%	13%	17%	12%	19%	6%	29%	7%	21%	0%			25%	0%	
	Math	42%	6%	44%	8%	54%	0%	44%	10%	33%	7%	45%	9%			48%	0%	
	<b>Grade 3:</b>																	
	Reading	60%	5%	50%	15%	39%	10%	41%	5%	49%	5%	42%	0%			45%	0%	
	English/Language Arts	44%	5%	34%	15%	29%	7%	31%	7%	23%	5%	33%	6%			36%	0%	
	Math	47%	9%	48%	10%	36%	2%	49%	10%	40%	0%	50%	10%			52%	0%	
	Science	38%	11%	39%	12%	38%	5%	28%	15%	37%	16%	41%	13%			44%	0%	
	Social Studies	38%	5%	39%	2%	36%	7%	40%	2%	25%	0%	41%	0%			44%	0%	
	<b>Grade 1: Black Students</b>																	
	Reading	26%	4%	16%	14%	13%	4%	15%	3%	29%	10%	17%	2%			22%	0%	
	English/Language Arts	30%	0%	20%	10%	0%	21%	3%	14%	7%	22%	5%	7%			10%	0%	
	Math	30%	11%	32%	17%	33%	13%	23%	23%	29%	10%	34%	20%			37%	0%	
	<b>Grade 2:</b>																	
	Reading	45%	7%	35%	17%	25%	4%	27%	4%	41%	0%	29%	4%			33%	0%	
English/Language Arts	27%	5%	17%	15%	4%	21%	6%	13%	9%	9%	9%	4%			14%	0%		
Math	30%	9%	32%	9%	25%	0%	15%	10%	5%	18%	34%	9%			37%	0%		
<b>Grade 3:</b>																		
Reading	35%	9%	25%	19%	14%	18%	16%	11%	17%	7%	18%	3%			23%	0%		
English/Language Arts	18%	9%	8%	19%	9%	13%	11%	14%	3%	11%	14%	14%			18%	0%		
Math	26%	15%	28%	12%	9%	4%	28%	12%	21%	0%	30%	10%			33%	0%		
Science	15%	18%	18%	17%	9%	9%	0%	19%	0%	31%	19%	16%			24%	0%		
Social Studies	15%	9%	18%	6%	4%	13%	18%	6%	3%	0%	19%	4%			24%	0%		
		<b>Results</b>		<b>Target</b>		<b>Results</b>		<b>Target</b>		<b>Results</b>		<b>Target</b>		<b>Results</b>		<b>Target</b>		
<b>Iowa Tests of Basic Skills (ITBS)</b>  Normal Curve Equivalent (1-99)	<b>Grade 3</b>																	
	Reading (all students)		63		63		60		63		62		64				66	
	Reading (black students)		51		47		46		48		45		49				51	
	English/Language Arts (all students)		55		55		48		56		56		56				59	
	English/Language Arts (black students)		47		44		39		45		42		46				49	
	Math (all students)		63		63		58		63		60		64				66	
	Math (black students)		54		49		48		50		43		51				53	

The District Strategic Plan examines district data and uses earlier years as baselines. The K5 reconfiguration in 2004-05 necessitates that year to be the baseline year for schools.



Various state contexts cause us to re-think our targets: scores released only for certain grades (2002-03) and the phase-in of a new curriculum (2005-08). Targets are set considering results of baseline year(s). We consider a 10% "implementation dip" for the first year of the Georgia Performance Standards in each content area. Those results become the new baseline. CRCT Exceeds and ITBS use a 5% growth formula based on baseline scores.

- Target met or exceeded
- Approaching target, progress made
- Target not met

[www.csdecatur.org](http://www.csdecatur.org)





# Winnona Park Elementary School Report Card 2007

**City Schools of Decatur  
Winnona Park Elementary School  
510 Avery St.  
Decatur, Georgia  
Greg Wiseman, principal  
Grades K-3  
[www.winnonapark.cityschoolsofdecatur.com](http://www.winnonapark.cityschoolsofdecatur.com)**

Winnona Park Elementary's 2007 Report Card is provided for the purpose of showing our school's growth toward the district's strategic goals 1 and 2: improve academic achievement among all students and close the achievement gap. The Winnona Park Elementary Report Card includes multi-year data from both norm-referenced and criterion-referenced tests to show our students' progress toward established performance targets.



### 2006-2007 Highlights:

- 100% of Winnona Park third graders met or exceeded math standards on the CRCT.
- 96% of Winnona Park second graders met or exceeded reading standards, and over half exceeded expectations on the CRCT.
- Winnona Park students, staff, and community members collaborated in creating a beautiful pond and butterfly garden behind the school as the culmination of two grade level learning expeditions.
- Winnona Park students enthusiastically attended the newly formed track club and participated in our monthly "Walk to School Days" for the first time in 2006.

### Winnona Park Teacher Profile

Total # of Teachers	39
Teachers with Advanced Degrees	79%
Average Years of Experience	13.86

### Winnona Park Student Profile

Total Student Enrollment	284
Students with Disabilities	1.2%
Gifted Students	8.5%
English Language Learners	1.7%
Free/Reduced Lunch	30%
Black	32%
Hispanic	3.2%
White	56%
Other	3.2%
Multi-Racial	5.6%
Attendance Rate	96.4%
Courtesy Tuition Students	3
Paying Tuition Students	0



# Winnona Park Elementary GOALS 1&2

IMPROVE ACADEMIC ACHIEVEMENT  
CLOSE THE ACHIEVEMENT GAP

## Criterion-Referenced Competency Test (CRCT)

Shows mastery of the state curriculum standards reported as exceeds, meets, and does not meet.

	Year 2 2004-05		Year 3 2005-06				Year 4 2006-07				Year 5 2007-08				Ultimate 2013-14	
	Results		Target		Results		Target		Results		Target		Results		Target	
	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet
<b>Grade 1: All Students</b>																
Reading	63%	5%	53%	15%	50%	5%	51%	3%	55%	8%	53%	0%			55%	0%
English/Language Arts	50%	8%	40%	18%	24%	11%	26%	6%	28%	9%	28%	0%			32%	0%
Math	60%	7%	61%	11%	63%	6%	53%	16%	39%	12%	62%	14%			64%	0%
<b>Grade 2:</b>																
Reading	73%	3%	63%	13%	57%	9%	58%	5%	66%	4%	59%	1%			61%	0%
English/Language Arts	64%	8%	54%	18%	32%	7%	34%	4%	23%	11%	35%	0%			39%	0%
Math	63%	7%	64%	12%	48%	7%	38%	17%	27%	10%	65%	15%			67%	0%
<b>Grade 3:</b>																
Reading	61%	6%	51%	16%	47%	11%	48%	6%	55%	9%	50%	0%			52%	0%
English/Language Arts	28%	8%	18%	18%	42%	5%	43%	6%	43%	14%	45%	6%			48%	0%
Math	39%	6%	40%	9%	45%	5%	41%	9%	41%	0%	42%	10%			45%	0%
Science	25%	6%	26%	11%	47%	5%	37%	15%	50%	18%	29%	13%			33%	0%
Social Studies	40%	4%	41%	1%	56%	5%	42%	1%	41%	4%	43%	0%			46%	0%
<b>Grade 1: Black Students</b>																
Reading	24%	10%	14%	20%	18%	24%	20%	13%	15%	23%	22%	2%			26%	0%
English/Language Arts	24%	19%	14%	29%	6%	29%	8%	18%	4%	27%	11%	7%			15%	0%
Math	24%	14%	27%	21%	35%	18%	25%	28%	4%	35%	28%	24%			32%	0%
<b>Grade 2:</b>																
Reading	33%	8%	23%	18%	26%	16%	28%	10%	38%	10%	30%	4%			33%	0%
English/Language Arts	25%	17%	15%	27%	11%	21%	13%	13%	10%	19%	15%	4%			20%	0%
Math	15%	17%	18%	21%	21%	16%	11%	26%	10%	19%	19%	22%			24%	0%
<b>Grade 3:</b>																
Reading	37%	11%	27%	21%	8%	23%	10%	13%	15%	20%	13%	3%			17%	0%
English/Language Arts	4%	11%	0%	21%	8%	38%	10%	26%	5%	30%	13%	14%			17%	0%
Math	15%	11%	18%	10%	0%	23%	18%	10%	20%	0%	19%	10%			24%	0%
Science	0%	11%	3%	23%	0%	23%	0%	33%	20%	45%	5%	28%			10%	0%
Social Studies	7%	7%	10%	5%	0%	23%	10%	5%	10%	10%	12%	4%			16%	0%
	<b>Results</b>		<b>Target</b>		<b>Results</b>		<b>Target</b>		<b>Results</b>		<b>Target</b>		<b>Results</b>		<b>Target</b>	
<b>Iowa Tests of Basic Skills (ITBS)</b>																
<b>Grade 3</b>																
Reading (all students)		65		63		68		63		65		64				66
Reading (black students)		47		47		46		48		43		49				51
English/Language Arts (all students)		61		55		65		56		64		56				59
English/Language Arts (black students)		50		44		41		45		46		46				49
Math (all students)		65		63		69		63		64		64				66
Math (black students)		50		49		44		50		44		51				53

The District Strategic Plan examines district data and uses earlier years as baselines. The K5 reconfiguration in 2004-05 necessitates that year to be the baseline year for schools.



Various state contexts cause us to re-think our targets: scores released only for certain grades (2002-03) and the phase-in of a new curriculum (2005-08). Targets are set considering results of baseline year(s). We consider a 10% "implementation dip" for the first year of the Georgia Performance Standards in each content area. Those results become the new baseline. CRCT Exceeds and ITBS use a 5% growth formula based on baseline scores.

- Target met or exceeded
- Approaching target, progress made
- Target not met

[www.csdecatur.org](http://www.csdecatur.org)



# Glennwood Academy Report Card 2007

**City Schools of Decatur  
Glennwood Academy  
440 E. Ponce de Leon Ave.  
Decatur, Georgia  
Dr. Gloria Lee, principal  
Grades 4-5  
[www.glennwood.cityschoolsofdecatur.com](http://www.glennwood.cityschoolsofdecatur.com)**

Glennwood Academy's 2007 Report Card is provided for the purpose of showing our school's growth toward the district's strategic goals 1 and 2: improve academic achievement among all students and close the achievement gap. The Glennwood Academy Report Card includes multi-year data from both norm-referenced and criterion-referenced tests to show our students' progress toward established performance targets.



## 2006-2007 Highlights:

- Glennwood Academy became a candidate school for the International Baccalaureate Primary Years Programme and will seek full authorization as an IB World School at the end of the 2007-2008 school year.
- For the sixth year in a row, Glennwood was named a Title I Distinguished School by the Georgia Department of Education.
- Glennwood Academy partners with Fidelity Bank to offer the Fidelity Bank Little Lion Savings Program – a unique student savings program at the school site.
- Glennwood's collaborative project with Fidelity Bank, the Decatur Education Foundation, and the Georgia Shakespeare Tavern continues to flourish. Glennwood Academy students study Shakespeare and produce stage performances of Shakespearean plays. In the 2007-2008 school year, students will study and perform *Julius Caesar*.

## Glennwood Academy Teacher Profile

Total # of Teachers	36
Teachers with Advanced Degrees	81%
Average Years of Experience	12.91

## Glennwood Academy Student Profile

Total Student Enrollment	331
Students with Disabilities	16%
Gifted Students	31.4%
English Language Learners	2%
Free/Reduced Lunch	35%
Black	42.9%
Hispanic	1.5%
White	49.2%
Other	2.4%
Attendance Rate	96.74%
Courtesy Tuition Students	16
Paying Tuition Students	5



<b>Glennwood Academy</b> <b>GOALS 1&amp;2</b> IMPROVE ACADEMIC ACHIEVEMENT CLOSE THE ACHIEVEMENT GAP		Year 2 2004-05		Year 3 2005-06				Year 4 2006-07				Year 5 2007-08				Ultimate 2013-14		
		Results		Target		Results		Target		Results		Target		Results		Target		
		Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	
<b>Criterion-Referenced Competency Test (CRCT)</b>  Shows mastery of the state curriculum standards reported as exceeds, meets, and does not meet.	<b>Grade 4: All Students</b>																	
	Reading	64%	8%	54%	18%	47%	14%	48%	13%	41%	13%	50%	12%			52%	0%	
	English/Language Arts	28%	8%	18%	18%	31%	17%	33%	16%	37%	12%	34%	15%			38%	0%	
	Math	26%	21%	27%	16%	31%	19%	28%	15%	38%	18%	29%	14%			33%	0%	
	Science	36%	4%	39%	14%	37%	10%	27%	20%	37%	24%	40%	17%			43%	0%	
	Social Studies	31%	6%	28%	10%	22%	8%	29%	9%	30%	11%	30%	8%			33%	0%	
	<b>Grade 5:</b>																	
	Reading	59%	7%	49%	17%	27%	13%	29%	9%	33%	15%	31%	5%			34%	0%	
	English/Language Arts	37%	6%	27%	16%	30%	4%	32%	6%	36%	12%	34%	7%			37%	0%	
	Math	43%	7%	38%	12%	42%	8%	38%	11%	43%	7%	39%	10%			42%	0%	
	Science	24%	7%	30%	11%	17%	11%	7%	21%	33%	26%	32%	18%			35%	0%	
	Social Studies	34%	7%	27%	11%	21%	6%	28%	10%	34%	7%	29%	9%			33%	0%	
	<b>Grade 4: Black Students</b>																	
	Reading	33%	17%	23%	27%	13%	28%	15%	28%	6%	26%	17%	27%			22%	0%	
	English/Language Arts	9%	19%	0%	29%	6%	32%	8%	32%	8%	24%	11%	31%			15%	0%	
	Math	5%	47%	5%	32%	8%	36%	7%	31%	3%	18%	8%	30%			13%	0%	
	Science	3%	9%	9%	26%	9%	19%	0%	29%	3%	24%	12%	25%			16%	0%	
	Social Studies	3%	14%	3%	19%	3%	16%	4%	18%	5%	11%	5%	17%			10%	0%	
	<b>Grade 5:</b>																	
	Reading	23%	13%	13%	23%	6%	27%	8%	21%	12%	30%	11%	15%			15%	0%	
English/Language Arts	7%	14%	0%	24%	10%	9%	12%	13%	10%	22%	15%	16%			19%	0%		
Math	13%	16%	12%	22%	17%	16%	13%	21%	14%	7%	15%	20%			19%	0%		
Science	4%	17%	6%	23%	0%	23%	0%	33%	6%	26%	9%	28%			14%	0%		
Social Studies	4%	16%	8%	24%	1%	13%	10%	23%	9%	7%	11%	22%			15%	0%		
<b>Iowa Tests of Basic Skills (ITBS)</b>  Normal Curve Equivalent (1-99)	<b>Results</b>		<b>Target</b>		<b>Results</b>		<b>Target</b>		<b>Results</b>		<b>Target</b>		<b>Results</b>		<b>Target</b>			
	<b>Grade 4</b>																	
	Reading (all students)		65		64		66		63		68		62				59	
	Reading (black students)		48		47		47		46		44		46				43	
	English/Language Arts (all students)		59		58		60		57		61		56				53	
	English/Language Arts (black students)		46		45		46		44		42		44				42	
	Math (all students)		60		59		63		58		63		57				54	
	Math (black students)		45		44		48		44		42		43				41	
	<b>Grade 5</b>																	
	Reading (all students)		64		60		64		61		65		61					63
	Reading (black students)		43		42		47		43		48		44					47
	English/Language Arts (all students)		58		57		58		58		61		58					60
	English/Language Arts (black students)		43		45		48		46		49		47					50
	Math (all students)		58		60		58		61		61		61					63
Math (black students)		41		41		45		41		44		42					45	

The District Strategic Plan examines district data and uses earlier years as baselines. The K5 reconfiguration in 2004-05 necessitates that year to be the baseline year for schools.



Various state contexts cause us to re-think our targets: scores released only for certain grades (2002-03) and the phase-in of a new curriculum (2005-08). Targets are set considering results of baseline year(s). We consider a 10% "implementation dip" for the first year of the Georgia Performance Standards in each content area. Those results become the new baseline. CRCT Exceeds and ITBS use a 5% growth formula based on baseline scores.

- Target met or exceeded
- Approaching target, progress made
- Target not met



# Renfroe Middle School Report Card 2007

**City Schools of Decatur  
Renfroe Middle School  
220 W. College Ave.  
Decatur, Georgia  
Bruce Roaden, principal  
Grades 6-8  
www.renfroe.cityschoolsofdecatur.com**

Renfroe Middle School's 2007 Report Card is provided for the purpose of showing our school's growth toward the district's strategic goals 1 and 2: improve academic achievement among all students and close the achievement gap. The Renfroe Middle School Report Card includes multi-year data from both norm-referenced and criterion-referenced tests to show our students' progress toward established performance targets.



## 2006-2007 Highlights:

- Renfroe Middle School was ranked number one in the state in the percentage of seventh grade students who exceeded the standard in math and science on the CRCT.
- Renfroe Middle School was in the top ten in the state in the number of students in all grades who exceeded the standard in science on the CRCT.
- All students are taught all subjects through a thematic approach – students are shown the relationship among and between things. Thematic instruction continues to increase student performance.
- All Renfroe Middle School students have a course in Spanish as part of the instructional day.

## Renfroe Middle School Teacher Profile

Total # of Teachers	55
Teachers with Advanced Degrees	84%
Average Years of Experience	12.61

## Renfroe Middle School Student Profile

Total Student Enrollment	498
Students with Disabilities	14.5%
Gifted Students	29.7%
English Language Learners	1.6%
Free/Reduced Lunch	34%
Black	48.2%
Hispanic	1%
White	45.6%
Other	1.8%
Multi-Racial	3.4%
Attendance Rate	97.65%
Courtesy Tuition Students	21
Paying Tuition Students	21



# Renfroe Middle School GOALS 1&2

IMPROVE ACADEMIC ACHIEVEMENT  
CLOSE THE ACHIEVEMENT GAP

	Year 2 2004-05		Year 3 2005-06				Year 4 2006-07				Year 5 2007-08				Ultimate 2013-14		
	Results		Target		Results		Target		Results		Target		Results		Target		
	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	
<b>Criterion-Referenced Competency Test (CRCT)</b>  Shows mastery of the state curriculum standards reported as exceeds, meets, and does not meet.	<b>Grade 6:</b>																
	Reading	60%	8%	50%	18%	41%	9%	42%	18%	34%	5%	44%	17%			47%	0%
	English/Language Arts	34%	16%	24%	26%	25%	7%	27%	24%	20%	7%	29%	23%			33%	0%
	Math	31%	22%	21%	25%	41%	24%	42%	24%	28%	22%	44%	23%			47%	0%
	Science	35%	5%	25%	10%	25%	26%	27%	9%	28%	27%	29%	8%			33%	0%
	Social Studies	32%	8%	30%	16%	21%	13%	31%	15%	34%	9%	32%	14%			35%	0%
	<b>Grade 7:</b>																
	Reading	50%	10%	40%	20%	18%	16%	20%	13%	23%	11%	22%	9%			26%	0%
	English/Language Arts	33%	14%	23%	24%	24%	12%	26%	12%	26%	8%	28%	11%			32%	0%
	Math	28%	21%	29%	21%	30%	17%	20%	27%	47%	15%	31%	23%			34%	0%
	Science	30%	13%	20%	23%	27%	37%	29%	22%	50%	18%	31%	6%			34%	0%
	Social Studies	43%	8%	38%	12%	38%	14%	38%	11%	48%	8%	39%	10%			42%	0%
	<b>Grade 8:</b>																
	Reading	63%	12%	53%	22%	22%	8%	24%	14%	27%	8%	26%	13%			30%	0%
	English/Language Arts	42%	12%	32%	22%	37%	10%	39%	15%	35%	7%	40%	14%			43%	0%
	Math	34%	23%	23%	23%	27%	17%	24%	22%	27%	24%	25%	21%			29%	0%
	Science	26%	15%	32%	17%	22%	15%	33%	16%	33%	16%	34%	15%			37%	0%
	Social Studies	41%	11%	42%	10%	39%	10%	43%	9%	40%	9%	44%	8%			47%	0%
	<b>Grade 6: Black Students</b>																
	Reading	33%	15%	23%	25%	14%	17%	16%	31%	15%	9%	18%	30%			23%	0%
English/Language Arts	9%	30%	0%	40%	4%	16%	6%	40%	7%	13%	9%	39%			14%	0%	
Math	9%	38%	0%	40%	1%	49%	3%	39%	4%	22%	6%	38%			11%	0%	
Science	6%	10%	0%	20%	3%	54%	5%	19%	7%	27%	8%	18%			13%	0%	
Social Studies	8%	15%	9%	31%	6%	28%	10%	30%	9%	9%	12%	29%			16%	0%	
<b>Grade 7:</b>																	
Reading	23%	18%	13%	28%	4%	28%	6%	23%	5%	22%	9%	18%			14%	0%	
English/Language Arts	13%	23%	3%	33%	5%	21%	7%	22%	10%	14%	10%	23%			15%	0%	
Math	10%	39%	6%	35%	5%	32%	0%	42%	18%	15%	9%	36%			14%	0%	
Science	6%	24%	0%	34%	4%	68%	6%	42%	19%	18%	9%	15%			14%	0%	
Social Studies	14%	13%	10%	26%	10%	25%	11%	25%	13%	8%	13%	24%			17%	0%	
<b>Grade 8:</b>																	
Reading	40%	23%	30%	33%	1%	17%	3%	35%	8%	16%	6%	34%			11%	0%	
English/Language Arts	17%	20%	7%	30%	7%	17%	9%	34%	10%	16%	12%	33%			16%	0%	
Math	8%	38%	8%	45%	7%	35%	10%	44%	8%	24%	11%	43%			15%	0%	
Science	8%	30%	11%	36%	5%	28%	12%	35%	3%	16%	14%	34%			18%	0%	
Social Studies	12%	22%	18%	24%	14%	18%	19%	23%	9%	9%	20%	22%			24%	0%	
<b>Iowa Tests of Basic Skills (ITBS)</b>  Normal Curve Equivalent (1-99)	<b>Grade 6</b>																
	Reading (all students)	55		54		61		53		62		52				50	
	Reading (black students)	40		39		44		39		46		38				36	
	English/Language Arts (all students)	51		50		56		49		58		49				46	
	English/Language Arts (black students)	41		40		45		40		49		39				37	
	Math (all students)	52		51		59		50		57		49				47	
	Math (black students)	38		37		44		37		47		36				34	
	<b>Grade 7</b>																
	Reading (all students)	56		55		56		54		63		53				51	
	Reading (black students)	43		42		42		42		44		41				39	
	English/Language Arts (all students)	52		51		53		50		59		49				47	
	English/Language Arts (black students)	42		41		41		41		44		40				38	
	Math (all students)	52		51		56		50		62		49				47	
	Math (black students)	41		40		41		40		45		39				37	
	<b>Grade 8:</b>																
	Reading (all students)	58		63		56		63		56		64				66	
	Reading (black students)	45		43		40		44		41		45				48	
	English/Language Arts (all students)	57		61		55		62		54		62				64	
	English/Language Arts (black students)	46		46		42		47		43		48				51	
	Math (all students)	56		59		54		60		55		60				62	
Math (black students)	44		44		39		45		42		46						

The District Strategic Plan examines district data and uses earlier years as baselines. The K5 reconfiguration in 2004-05 necessitates that year to be the baseline year for schools.



Various state contexts cause us to re-think our targets: scores released only for certain grades (2002-03) and the phase-in of a new curriculum (2005-08). Targets are set considering results of baseline year(s). We consider a 10% "implementation dip" for the first year of the Georgia Performance Standards in each content area. Those results become the new baseline. CRCT Exceeds and ITBS use a 5% growth formula based on baseline scores.

[www.csdecatur.org](http://www.csdecatur.org)

- Target met or exceeded
- Approaching target, progress made
- Target not met



# Decatur High School Report Card 2007

**City Schools of Decatur  
Decatur High School  
310 N. McDonough St.  
Decatur, Georgia  
Lauri McKain-Fernández, principal  
Grades 9-12  
www.dhs.cityschoolsofdecatur.com**



Decatur High School's 2007 Report Card is provided for the purpose of showing our school's growth toward the district's strategic goals 1 and 2: improve academic achievement among all students and close the achievement gap. The Decatur High School Report Card includes multi-year data from both norm-referenced and criterion-referenced tests to show our students' progress toward established performance targets.

### 2006-2007 Highlights:

- *Newsweek* magazine ranked Decatur High School in the top 5% of American High Schools.
- The overall graduation rate for Decatur High School increased from 78% to 89.3% over two years.
- The gap between black and white students on the SAT decreased by 17 points.
- 89% of all seniors took the SAT and scores continued to exceed state and national averages.
- 26 students participated in a partnership program with Ben Franklin Academy in order to recover class credits.
- High interest events for students were developed and hosted throughout the school year: Community-wide pep-rally, homecoming pep-rally, safety focused assembly, and graduation in the Decatur stadium.
- William Slack was awarded a \$50,000 college scholarship for taking first-place honors in the national Young Epidemiology Scholars (YES) Competition
- Daniel Simms achieved perfect scores on the American College Test (ACT).

### Decatur High School Teacher Profile

Total # of Teachers	72
Teachers with Advanced Degrees	78%
Average Years of Experience	12.74

### Decatur High School Student Profile

Total Student Enrollment	750
Students with Disabilities	8.7%
Gifted Students	24.4%
English Language Learners	0.02%
Free/Reduced Lunch	29%
Black	47.1%
Hispanic	1.6%
White	47.7%
Other	1.5%
Multi-Racial	2.1%
Attendance Rate	96%
Courtesy Tuition Students	22
Paying Tuition Students	80



# Decatur High School GOALS 1&2

IMPROVE ACADEMIC ACHIEVEMENT  
CLOSE THE ACHIEVEMENT GAP

		Baseline II 2002-03		Year 1 2003-04		Year 2 2004-05		Year 3 2005-06				Year 4 2006-07				Year 5 2007-08				Ultimate 2013-14	
		Results		Results		Results		Target		Results		Target		Results		Target		Results		Target	
		Pass Plus	Does Not Meet	Pass Plus	Does Not Meet	Pass Plus	Does Not Meet	Pass Plus	Does Not Meet	Pass Plus	Does Not Meet	Pass Plus	Does Not Meet	Pass Plus	Does Not Meet	Pass Plus	Does Not Meet	Pass Plus	Does Not Meet	Pass Plus	Does Not Meet
<b>HIGH SCHOOL GRADUATION TESTS</b> Percent Passing on First Administration	English/Language Arts (all students)	74%	1%	74%	6%	73%	4%	75%	2%	83%	3%	75%	1%	86%	1%	75%	0%			77%	0%
	English/Language Arts (black students)	43%	10%	52%	12%	39%	22%	44%	7%	56%	16%	45%	6%	63%	11%	46%	5%			49%	0%
	Math (all students)	57%	4%	63%	4%	65%	3%	58%	2%	74%	5%	59%	1%	67%	4%	59%	0%			61%	0%
	Math (black students)	25%	18%	29%	11%	28%	26%	27%	15%	40%	21%	28%	14%	32%	15%	29%	13%			33%	0%
	Science (all students)	34%	21%	29%	27%	31%	22%	36%	18%	46%	13%	36%	17%	36%	16%	37%	16%			41%	0%
	Science (black students)	6%	52%	3%	54%	4%	57%	8%	49%	13%	42%	10%	48%	13%	44%	11%	47%			15%	0%
	Social Studies (all students)	56%	10%	50%	12%	58%	11%	57%	7%	70%	5%	58%	6%	67%	7%	58%	5%			60%	0%
	Social Studies (black students)	22%	29%	17%	28%	17%	40%	24%	26%	33%	23%	25%	25%	33%	27%	26%	24%			30%	0%
<b>SCHOLASTIC APTITUDE TEST (SAT)</b> Average Total Score	Verbal		550		537		527														
	Critical reading									511			514		537		517				540
	Math		534		532		523				521		524		527		527				549
	Total		1084		1069		1050				1032		1038		1064		1044				1089
	Writing										502		505		510		508				532
	Total with Writing										1534		1543		1574		1551				1621
	Black/White Achievement Gap (Points)		382		297		267		267		333		229		316		191				96
	Participation Rate (%)		83%		82%		88%				91%				88%						
<b>GRADUATION %</b>	Completion (Graduation) Rate (%)		58.5		67.1%		78.4%		71%		88.8%		75%		89.3%		79%				100%
<b>AMERICAN COLLEGE TEST (ACT)</b>	Average				22.6		21.8				21.4				22.6						
<b>ADVANCED PLACEMENT (AP)</b>	Number of total tests taken				109		130		119.9		206		125		319		131				152.6
	Number of AP courses tested				9		12		13		13		14		12		15				17
	Percent scoring 3 or higher				70%		61%		72%		70%		73%		65%		74%				77%



Targets are set considering results of baseline year(s). We consider a 10% "implementation dip" for the first year of the Georgia Performance Standards in each content area. Those results become the new baseline. GHS/SGT Pass Plus uses a 5% growth formula based on baseline scores.

- Target met or exceeded
- Approaching target, progress made
- Target not met

[www.csdecatur.org](http://www.csdecatur.org)



# City Schools of Decatur

## Code of Conduct K-12

This Code of Conduct, based on policies, procedures, and state laws, is intended to assist parents, students, teachers, and administrators in establishing a positive and productive learning environment. Disciplinary consequences are correlated to the seriousness of the offense, the student's age and grade level, the effect of the misconduct on the school environment, and statutory requirements.

---

### **Student Expectations**

Expectations apply to students during all school activities, including all areas of school buildings and grounds, going to or coming from school, and school-sponsored functions conducted off school premises.

Students are expected to:

- demonstrate respect for self and others at all times,
  - conduct themselves in a responsible manner,
  - attend classes regularly and on time,
  - be prepared for class,
  - dress appropriately,
  - cooperate with school officials,
  - respect all property and belongings, and
  - avoid violations of the Code of Conduct.
- 

### **Authority of Teachers and Administrators**

- Teachers, administrators, and professional staff have the authority to take reasonable measures to maintain proper control and discipline among students placed under their supervision and to ensure that a positive and safe learning environment is available for all students and staff.
- Teachers have the authority to manage their classrooms, discipline students, and refer students to the principal or designee when necessary in order to maintain a positive and safe environment in the classroom, on school grounds, and during school-related activities. Principals or designees have the authority to make decisions related to the seriousness of a student's misconduct and the impact of that conduct on the safe and effective operation of the school and school-related activities.
- Any student violating school rules and procedures will be subject to disciplinary action consistent with the law and this Code of Conduct, including interrogation, searches, suspension, and expulsion.
- In general, disciplinary action will be designed to correct misconduct and will draw on the professional judgment of teachers and administrators.
- Students and parents/guardians have the right to appeal the application of consequences and administrative decisions relating to a violation of this Code of Conduct. See related policy.

---

## Progressive Discipline Procedures

When it is necessary to impose discipline, school administrators and teachers follow a progressive discipline process.

The degree of discipline imposed is in proportion to the severity of the behavior of a particular student and takes into account the student's discipline history, the age of the student, and other relevant factors.

The following progressive discipline model is divided into four levels. Each level represents a progression of offenses and consequences.

### Level I Discipline

Level I discipline is used for minor acts of misconduct that interfere with orderly school and classroom procedures, school functions, extracurricular programs, or approved transportation. Students will usually be disciplined by the staff member involved and may be referred to the principal or principal's designee if necessary.

Examples of Level I offenses include, but are not limited to, the following:

- refusal to follow instructions from staff
- disrespectful or rude behavior to peers or adults
- instigating a fight or other disruption
- profanity
- rough physical play
- damage/misuse of school or private property
- inappropriate dress
- cheating
- use of electronic equipment
- pattern of tardiness
- any other conduct considered to be disruptive by principal or designee

Consequences for Level I offenses may include, but are not limited to, the following:

- Loss of classroom/hall/locker or outside privileges
- Isolation during lunch
- Classroom isolation from peers
- Short-term removal from classroom or activity
- Note or phone call to parent/guardian
- Written assignment related to problem, solution, or personal responsibility
- Participation in the cleaning/repair of any damage caused to school system's property or individual belongings
- Before school or after school detention

- Conference with student, parent/guardian, and/or teacher
- Participation in a school service project
- Restriction from school programs, special assemblies, field trips, etc.

## **Level II Discipline**

Level II discipline offenses require administrative intervention and possible referral for behavior support services. These offenses include, but are not limited to, repeated, unrelated acts of minor misconduct directed against persons or property, but which do not seriously endanger the health, safety or well being of others. These behaviors are disruptive to school or classroom activities and interfere with the learning and/or participation of the student or other students. Behavior support services may be initiated. See related section.

Examples of Level II offenses include, but are not limited to, the following:

- repetition of similar offenses despite interventions
- skipping class
- truancy
- loitering, trespassing
- gambling
- destruction, defacing, or theft of school or private property
- hitting, pushing, or other intentional physical aggression
- pulling fire alarm
- phone threats to building or persons
- written, spoken, or physical threat to staff or students
- bullying or suspicion of gang activity
- inappropriate bodily contact
- written or spoken profanity, vulgarity, obscenity to staff or students
- sexual harassment
- any other conduct considered to be a serious disruption by principal or designee

Consequences for Level II offenses may include, but are not limited to, the following:

- Disciplinary consequences included for Level I offenses
- Student participation in a conference with teachers, principal, and other appropriate staff
- Assignment to alternative lunch area
- Partial day in-school suspension (ISS) for specified period of time (usually 1 – 5 days)
- Full day in-school suspension (ISS) for specified period of time (usually 1 – 5 days)

- Out of school suspension (OSS) for up to three school days, to include any time during which the student was subject to suspension pending investigation.
- Financial restitution for the repair of any damage caused to public or private.

### **Level III Discipline**

Level III discipline offenses are serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, serious disruptions of the school environment, and threats to health and safety of staff, students, or property. These offenses must be reported to the principal. Any misconduct that threatens the health, safety, or well-being of others may result in immediate suspension of the student, pending investigation of the allegations. An investigation of an alleged incident must be completed within three school days, during which the student's suspension continues. A conference with the student, parent/guardian and the principal or designee is required for all Level III offenses, even if such a conference has previously occurred. Necessary behavior support services will be initiated, if not already in progress.

Examples of Level III offenses include, but are not limited to, the following:

- Repetition of similar offenses despite interventions
- Fighting or instigating a fight or other serious disruption
- Gang activity
- Assault
- Battery
- Possession of drug paraphernalia
- Suspicion of being under the influence of drugs or alcohol
- Any other conduct considered to be a serious disruption by principal or designee
- Consequences for Level III offenses may include, but are not limited to, the following:
- Disciplinary consequences included for Level I and II offenses.
- Partial day in-school suspension for up to ten days.
- Full day in-school suspension (ISS) for up to ten school days.
- Out of school suspension (OSS) for up to ten school days, to include any time during which the student was subject to suspension while an investigation was ongoing.
- Consideration of an alternative placement for up to ten school days.

### **Level IV Discipline**

Level IV discipline offenses represent the most serious acts of misconduct. These offenses must be immediately reported to the principal. These violations are so serious that they may require involvement of outside agencies and/or law enforcement. Such acts may also result in criminal penalties being imposed. Any misconduct that threatens the health, safety, or well-being of others may result in immediate suspension of the student, pending investigation of the allegations.

Examples of Level IV offenses include, but are not limited to, the following:

- Repeated physical, verbal, or written threats or actions against students, staff, or property

- Arson
- Possession of drugs or alcohol
- Possession of a weapon or object intended for use as a weapon
- Stalking
- Battery
- Tobacco use
- Any other behavior considered by the principal or designee to be dangerous or criminal.

Consequences for Level IV offenses may include, but are not limited to, the following:

- Disciplinary consequences included for Level I, II, and III offenses
- Full day in-school suspension (ISS) for longer than ten school days.
- Out of school suspension (OSS) for more than ten school days, to include any time during which the student was subject to suspension pending investigation.
- Consideration of an alternative placement for more than ten school days
- Placement in an alternative education program for up to two semesters and until such a time as the student meets the exit requirements for the alternative school program
- Expulsion from the regular school program for up to one calendar year

Acts of misconduct that may result in long term suspension (i.e., a suspension for more than ten days), alternative school, or expulsion will be reviewed through a hearing process involving a tribunal, a hearing officer, or the superintendent. Disciplinary hearing procedures are governed by the State of Georgia Public School Disciplinary Tribunal Act, and due process procedures required by federal and state law will be followed.

### **Behavior Support Programs**

The school system provides a variety of resources that are available in every school to help students who are experiencing behavior and academic problems. Prevention, intervention, and follow-up programs are developed in each school by the administrative team and selected staff based on identified school-wide and individual student needs.

- A framework for teaching character education has been developed for all grade levels. Instructional staff members at each school provide opportunities for student growth in the areas of responsibility, independence, and leadership.
- School based support programs may include counseling groups, student mediation training, peer mentoring, adult mentoring, anger management/conflict resolution activities, truancy/substance abuse/drop-out prevention activities, and crisis intervention.
- Pupil Support Services staff members are available to each school and include health services, social worker, counselors, psychologists, and behavior specialist. These staff members assist in developing and implementing individual and school-wide programs.
- Student Support Teams (SST) are active in each school and offer consultation and assistance to staff and parents in developing behavioral support and interventions for individual students who continue to exhibit difficulties.

- Special Education and Gifted Services are available to students who meet eligibility criteria through the Exceptional Student Services Programs.

### **Parent, Student, and Staff Involvement**

The board of education seeks to promote a positive environment in which there is an awareness of involvement in, and support for the overall school system discipline plan. Recognizing that open channels of communication are essential, the board invites parents, students, and staff to review this plan annually and to offer feedback to their principal.

### **School Bus Transportation**

Student behavior, while riding a school bus, is expected to be the same as while in the classroom. Good student behavior is also required on the way to and from, and at the bus stop as well as on the bus. Student behavior on a school bus requires students, parents, bus drivers, staff, and school administrators to work together. The T-Plan is designed to protect the safety of students while riding on a school bus. A disciplined bus is a safe bus. Violation of any school bus state law, school bus board policy, or school bus safety rule can result in loss of school bus transportation for a student.

#### Bus Misconduct

See disciplinary offenses #4: Improper Conduct/On the School Bus

#### The T-Plan

All students will be advised of the school bus safety rules and assigned a seat by the school bus driver. The driver will use the following steps to manage disorderly student behavior on the bus: (1) Speak privately to the student and contact parent. (2) Have a principal or designee speak privately with student. (3) Issue bus disciplinary-referral for the student to an appropriate administrator and provide the school administrator with the original and complete documentation of the previous steps.

#### School Bus Safety Rules

1. Students will follow the direction of the driver at all times.
2. Students should be at the bus stop five minutes before the bus arrives, waiting in a safe place clear of traffic and ten feet from where the bus stops.
3. Students will wait in an orderly line and avoid playing at the bus stop and at school.
4. Students will cross the roadway in front of the bus after the bus has stopped, they have looked at the driver for a hand signal, and they have looked in both directions for traffic, left, right, left (OCGA 40-6-165).
5. Students will signal the driver with a waving motion if something is dropped and wait for the driver to give a signal before picking up object.
6. Students will go directly to an available or assigned seat when entering the bus. Keep aisles and exits clear.
7. Students will remain properly seated, back against the back of the seat, bottom against bottom of the seat, and hands to themselves.

8. Students will not eat, drink, chew gum, or bring animals (dead or alive), tobacco, glass items, nuisance items, alcohol, drugs, weapons, lighters, or prohibited electronic devices on a school bus, mirrors, lasers, flash cameras, or any other lights or reflective devices may not be used to interfere with the school bus driver's operation of the school bus. Electronic devices such as, but not limited to, cellular phones, pagers, audible radios, tapes or compact discs without headphones, or any other device that might interfere with the school bus communications equipment or the school bus driver's operation of the bus are prohibited (OCGA 20-2-751.5).
9. Students may only carry items that will fit in their laps. Clothing items that can get caught in the handrail or door are not permitted, including items which hang from book bags or clothing.
10. Students will refrain from using loud voices, profanity, and/or obscene gestures, and will respect the rights and safety of others.
11. Students will not extend head, arms, or objects from the bus windows or doors.
12. Students will remain totally silent at railroad crossings (OCGA 40-6-142). Students will also be on their best behavior during any real or practice emergency situations.
13. Students will remain seated until time to get off the bus.
14. Students must provide a written note, signed by a parent/guardian and school administrator or designee giving permission to ride a different bus or get on or off the bus at a different bus stop. A written note is good for up to five days.
15. Students that do not ride for more than five consecutive days can be removed from the route.
16. Students will help keep their bus clean and in good, safe condition.
17. Bullying is prohibited (OCGA20-2-751.4)
18. Students should not vandalize the inside or outside of any school bus.

Transfer Location Procedures (Glennwood Academy)

The rules listed below should be observed by all drivers, parents, administrators, and students to ensure that students are delivered to and from school safely and on time.

1. Students are not allowed to unload or load a school bus without permission from a school official or police.
2. Drivers should remain at their buses and are responsible for the general supervision of students. If an emergency requires a driver to leave his/her bus, a school official or another driver should be asked to watch the students whenever possible.
3. During the exchange period, each driver should stand at the bus door in a position to observe students disembarking, those in the transfer area, and those boarding the bus. No students should be allowed outside the transfer area.
4. Once the exchange is completed, each driver should check the area for students and staff who remain outside. Buses should not be moved until all students are loaded and every door is closed.
5. If a bus is delayed or has mechanical problems, an alternate plan will be implemented. Drivers may be asked to transport students to schools or bus stops that are not a part of their regular route, and all drivers/ staff are expected to cooperate with the emergency plan.
6. A bus cannot stop for late students after the doors of the buses are closed. Parents are not allowed to remove students from a bus at the transfer point or drop off students at the transfer point.

7. A school official will be on duty to supervise the activity at the transfer point.

---

## **Glossary**

### **Disciplinary Offenses**

AWOL – unauthorized absence from class, school, activity, or event.

Arson – intentionally starting or attempting to start any fire or combustion.

Assault – a verbal threat or an attempt to physically harm someone without causing serious injury.

Battery – malicious and wrongful physical violence or constraint that causes serious physical harm to another person.

Bomb/Explosive – any device containing combustible materials and a fuse.

Bullying – according to Georgia law 1) any willful attempt or threat to inflict injury on person, when accompanied by an apparent present ability to do so; 2) any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm. Any student charged with a third bullying offense will be referred to a disciplinary hearing and placed in an alternative educational program. (O.C.G.A. 20-2-751.4)

Burglary – unauthorized entry into a school district building (unoccupied) with the intent of committing a felony or theft therein when the building is closed to the students and the public [See Theft].

Chronic Disciplinary Problem - a student who exhibits a pattern of behavior which interferes with the learning process of other students and which is likely to reoccur. Students who chronically disrupt or repeatedly violate other school rules may be referred to a Disciplinary Hearing. This rule applies after remediation interventions, including involvement in the behavior support programs in place at each school, have been attempted (O.C.G.A. 20-2-764).

Chronic Lack of Supplies – repeatedly reporting to class without necessary materials such as books, physical education attire, supplies, etc.

Disobedience/Insubordination – failure of a student to comply with a reasonable direction or instruction by staff.

Disorderly Conduct – behaving in a violent or seriously inappropriate manner that disrupts the educational process, activity, or event. This category is only used when the police are called to cite a student or person for extreme disruption.

Disrespect – responding in a rude and impertinent manner.

Disruption – behaving in a manner which interferes with educational activities or school-related activities.

Drug/Alcohol/Chemical Offense – use of any controlled substance or alcohol, including any transfer of a prescription drug or any substance represented or believed to be a drug, regardless of its actual content.

Electronic Communication Devices – possession or use of electronic communication or entertainment devices by students at school or school events.

Extortion – use of “mild” threats or intimidation to demand money or something of value from another (no weapon).

False Fire Alarm – reporting a fire to school or fire officials or setting off a fire alarm without a reasonable belief that a fire exists.

Felony – any offense punishable as a felony under state or federal law.



Fighting – serious mutual physical contact such as pushing, shoving, hitting, kicking, hair pulling, or hitting with an object, with or without injury.

Gambling – playing any game of skill or chance for money or anything of value.

Harassment/Intimidation/Verbal Abuse – purposefully disturbing or threatening by words or actions with the intent to pester or torment another person.

Inappropriate Dress – dressing in a manner that disrupts the teaching and learning of others or in violation of the school’s dress code.

Inappropriate Personal Property – possession of personal property that is prohibited by the school rules, such as food, beverages, and electronic equipment.

Loitering/Trespassing – entering any school property or school facility without proper authority (includes student entry during a period of suspension or expulsion).

Profanity/Vulgarity – writings, speech, or gestures that convey an offensive, obscene, or sexually suggestive message.

Public Display of Affection – physical demonstration of affection for another person while in view of others, including kissing, hugging, holding hands, etc.

Robbery – taking property from a person by force or violence or threat of aggression.

Sexual Assault/Offenses – intentional sexual contact in a harmful or offensive manner.

Tardiness – failure to be in assigned place at the assigned time without a valid excuse.

Theft/Larceny – unlawful taking and carrying away of property belonging to another person (while the building is occupied) with the intent to deprive the lawful owner of its use [See Burglary].

Truancy – staying out of school without permission or valid excuse.

Vandalism/Graffiti – willful or malicious destruction or defacement of public or private property.

Weapon – Unless otherwise defined in a specific provision of this code of conduct, an article or implement that can cause bodily harm, including guns, knives, razors, clubs, and nunchaku, or any other object intended to be used to inflict bodily harm, as identified in O.C.G.A. § 16-11-127.1.

## **Disciplinary Offenses**

Below is a list of disciplinary offenses:

### **1. Tardies**

Excessive tardies to school or classes are discouraged - whether excused or unexcused.

Consequence may range from conference to suspension. Student may also be referred to appropriate governmental agencies.

### **2. Absences**

Failure to comply with compulsory attendance as required under O.C.G.A. 20-2-690.1

Legal absences as defined by Georgia Law are the following:

#### **a. Illness**

- b. Death in family
- c. Religious holiday
- d. Instances in which attendance could be hazardous as determined by the school system administration
- e. Service as a page in legislature

Academic work missed due to lawful absences can be made up. Academic work missed due to unlawful absences cannot be made up unless permission is granted prior to the absence. Absences accumulated during a suspension are not to count against a student. Absences will count against the student if the student does not attend ISS or does not return to school after the specified period of out of school suspension. Academic work missed during a suspension can be made up and graded per conditions given under "Make up Work Missed during a Suspension" in disciplinary actions.

Consequence may range from conference to suspension. Student may be referred to appropriate governmental agencies.

### 3. Dress Code

The dress and grooming of students are significant factors in the successful operation of the educational program. Students are expected to use discretion in grooming in order to ensure a neat appearance at school or school events. The dress of students shall be appropriate for the activities of the school program in which they are participating. Students shall not wear attire which advertises or refers to use or possession of tobacco, drugs, alcohol, or other illegal substance. They shall not wear attire which includes profanity or ethnic, racial, sexual, or religious slurs, or obscene language, actions, or gestures.

Consequence may range from conference to expulsion.

### 4. Improper Conduct

#### *Interruption and Interference with School*

Acts which cause a disruption of the school environment and/or threaten the safety or well being of other persons or property, which may include but not be limited to: sit-downs, walk-outs, rioting, picketing, blocking normal pedestrian or vehicular traffic, trespassing, inciting disturbances, threats, pranks, violence, distribution of unauthorized materials, setting fires, igniting explosives, delaying or restricting educational activity, creating distracting noises, or encouraging other students to participate in any of the above are prohibited.

Consequence may range from conference to expulsion.

#### *On the School Bus*

Any inappropriate behavior on a school bus - walking around, talking back to the bus driver, causing conflicts with other passengers, eating or drinking, playing loud music, disobeying direct instructions from the driver, or behaving in any fashion deemed hazardous to passengers by the driver - is prohibited.

•Students shall be prohibited from acts of physical violence as defined by O.C.G.A. 20-2-751.6, bullying as defined by subsection (a) of O.C.G.A. 20-3-751.4, 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. Physical violence means (1) intentionally making physical contact of an insulting or provoking nature with the person of another or (2) intentionally making physical contact which causes physical harm to another unless such physical contacts or physical harms were in defense of himself or herself, as provided in O.C.G.A. 16-3-21.

- Students shall be prohibited from using any electronic devices during the operation of a school bus, including but not limited to cell phones, pagers, audible radios, tape or compact disc players without headphones, or any other electronic device in a manner that might interfere with the school bus communications equipment or the school bus driver's operation of the school bus. 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.

- If a student is found to have engaged in physical acts of violence as defined by O.C.G.A.

20-2-751.6, the student shall be subject to the penalties set forth in such code section (described later in rule). If a student is found to have engaged in bullying as defined by subsection (a) of O.C.G.A. 20-3-751.4 or in physical assault or battery of another person on the school bus, a meeting of the parent/guardian of the student and appropriate school system personnel shall be held to form a school bus behavior contract for the student. Such contract shall provide for progressive age-appropriate discipline, penalties, and restrictions for student misconduct on the bus. Contract provisions may include but shall not be limited to assigned seating, ongoing parental involvement, and suspension from riding the bus. These provisions regarding use of the behavior contract are not to be construed to limit the instances may require use of a student bus behavior contract.

- The board shall appoint a hearing officer, tribunal or panel to hold a disciplinary hearing pursuant to O.C.G.A. 20-2-754 regarding an alleged act of physical violence against a teacher, school bus driver, or other school official or employee. Any student alleged to have committed an act of physical violence shall be suspended pending the hearing by the hearing officer, tribunal or panel. The decision of the disciplinary hearing officer, tribunal or panel may be appealed to the Local Board pursuant to O.C.G.A. §20-2-754. The local board may follow the recommendations of the hearing officer, tribunal or panel or impose penalties not recommended by the hearing officer, tribunal or panel.

- A student found by a hearing officer, tribunal or panel to have committed an act of physical violence as defined in O.C.G.A. §20-2-751.6(a)(2) against a teacher, school bus driver, school official, or school employee shall be expelled from the school system. The expulsion shall be for the remainder of the student's eligibility to attend public school pursuant to O.C.G.A. 20-2-150. The local board at its discretion may permit the student to attend an alternative education program, if available, for the period of the student's expulsion. If the student who commits an act of physical violence is in kindergarten through grade eight, then the board at its discretion and on the recommendation of the hearing officer, tribunal or panel may permit such a student to reenroll in the regular public school program for grades nine through twelve. If the local board does not have an alternative education program available for students in kindergarten through grade six, the board at its discretion may permit a student in kindergarten through grade six who has committed an act of physical violence as defined in paragraph (2) of subsection (a) of O.C.G.A. 20-2-751.6 to reenroll in the public school system.

- Any student who is found by a hearing officer, tribunal or panel to have committed an act of physical violence against a teacher, school bus driver, school official, or school employee as defined in paragraph (2) of subsection (a) of O.C.G.A. 20-2-751.6 shall be referred to juvenile court with a request for a petition alleging delinquent behavior.

- Any student who is found by a hearing officer, tribunal or panel to have committed an act of physical violence as defined in paragraph (1) of subsection (a) of O.C.G.A. 20-2-751.6 against a teacher, school bus driver, school official, or school employee may be disciplined by expulsion, long-term suspension, or short-term suspension.

Consequence may result in conference, suspension or loss of transportation privileges.

### *In the Classroom*

Acts which in the opinion of the adult in charge cause a disruption in the classroom environment and interfere with the teaching/learning process are prohibited.

Consequence may range from conference to referral to the board of education which may result in expulsion.

### *At School Events*

Student conduct at school or school-related events at or away from the school campus is subject to the same regulations as in-school events.

Consequence may range from conference to expulsion.

### *Cheating*

Acts such as looking at another person's paper during a testing situation, taking unauthorized notes to a testing situation, plagiarizing another's work, getting unauthorized information during a test are considered cheating and will not be tolerated.

Consequence may range from conference to expulsion and may include academic consequence.

### *Forgery*

Reproducing, counterfeiting, forging, or mutilating any school record including, but not limited to report cards, deficiency notices, excuses, and hall passes is prohibited.

Consequence may range from conference to expulsion.

### *Gambling*

Gambling in any form is prohibited at school or school events.

Consequence may range from conference to expulsion.

### *Vulgarity*

Use of profanity, vile, vulgar, or obscene language or gestures, indecent exposure, possession and/or distribution of obscenity or pornography are prohibited.

Consequence may range from conference to expulsion.

## 5. Student Identification Card Violation

High school and middle school students must carry school identification cards while on school property and at school events. A student must not allow anyone to use his/her identification card, and he/she may not use another student's card.

Consequence may range from conference to expulsion.

## 6. Trespassing

Unauthorized presence (including loitering) on any school campus is prohibited.

Consequence may range from conference to expulsion. Student may also be referred to the police for prosecution for criminal trespassing.

## 7. Rude and/or Disrespectful Behavior

To adults

Use of profanity, negative comments (including ethnic, racial, sexual or religious slurs), refusal to follow directives or commands from authorized personnel, belligerent attitudes or actions, and/or intentionally providing misinformation are considered inappropriate student to adult behaviors.

Consequence may range from conference to expulsion.

To students

Pushing, shoving, threatening, name-calling (including ethnic, racial, sexual or religious slurs), intimidation, sexual harassment, gross and/or profane behavior or language are considered inappropriate student to student behaviors.

Consequence may range from conference to expulsion depending upon the circumstances.

## 8. Damage to Public, Private, or School Property

Theft and/or attempted theft; extortion; possession of unauthorized property; vandalism; defacement or destruction of public or private property located on school premises, at a school function, on property used by the school with the permission of the owner, at any school event held away from school, or while the student is on his/her way from school is prohibited.

Consequence may range from conference to expulsion. Student may be required to make restitution for property. Unauthorized materials may be confiscated.

## 9. Possession of Items, Objects, Materials, or Substances Not Allowed in School

*Possession*

A person is deemed to be in possession when the item in question is found on the person while at school or at any school event, on or off campus; while the individual is en route to or from school; or if the item is found in the individual's locker, back pack, vehicle, or with his/her other personal belongings.

*Tobacco*

The school system maintains a smoke-free environment. A student may not possess or use any tobacco product at school or at a school function on or off campus.

Consequence may range from conference to expulsion.

*Alcohol and Drugs*

Unlawful use or possession of illegal drugs or alcohol

The selling, possessing, using, buying, or being under the influence of alcoholic beverages or controlled drugs or any other prohibited substance by any student on the campus, at school-sponsored events at or away from the campus, or en route to or from school is prohibited.

Consequences may result in suspension from school or expulsion. Violation of this policy shall be reported to the superintendent. Illegal items will be confiscated and turned over to the police. The police may be contacted, and the student may be arrested.

*Electronic Communications Devices*

The possession or use of paging devices or electronic communication devices by students at school or school events is prohibited.

Consequence may range from conference to expulsion. Devices will be confiscated and turned over to the police.

#### *Weapons and/or Explosive Devices*

The possession, use, handling, supplying, threatening to use or transmitting of any weapon or any other instrument capable of inflicting bodily injury as a weapon is a violation of school policy and state law. The term "weapons" or "instruments" shall include but not be limited to the following: any loaded or unloaded firearm (e.g. pistol, blank pistol, signal pistol, revolver, rifle, shotgun, BB gun, look-alike firearms, etc.); any knife of any size; any razor; any defensive device (e.g., gas repellent, mace, chemical sprays, etc.); any "martial arts" device (e.g., Chinese star, nunchaku, dart, etc.); or any instrument which might be used as an offensive weapon. This shall include, but not be limited to blackjacks, chains, and pipes.

Any student who is determined to have brought a weapon (i.e., a firearm as defined in 18 U.S.C. §921) to school shall be expelled for a period of not less than one calendar year. The local board of education shall have the authority to modify such expulsion requirement on a case-by-case basis. A hearing officer, tribunal or panel shall be authorized to place a student determined to have brought a weapon to school in an alternative educational setting.

Consequence may result in suspension from school or expulsion. Violation of this policy shall be reported to the superintendent. Illegal items will be confiscated and turned over to the police. The police may be contacted, and the student may be arrested.

## 10. Violent Behavior

### *Harassment, Assault, Threats*

Verbal assault, including threatened violence, of teachers, administrators, and other school personnel

Verbal assault of, physical assault or battery of, and disrespectful conduct, including use of vulgar or profane language, toward persons attending school related functions

Verbal assault of other students, including threatened violence or sexual harassment as defined pursuant to Title IX of the Education Amendments of 1972

Physical assault or battery of other students, including sexual harassment as defined pursuant to Title IX of the Education Amendments of 1972

Threatening a person without actual physical contact, intimidating another individual so as to create an atmosphere of fear, or any other actions which cause reasonable fear of immediate or future harm are prohibited. Unwelcome sexual advances, requests for sexual favors and other inappropriate conduct of a sexual nature made by a student to an employee or to another student will not be tolerated.

### *Physical Violence*

Physical assault or battery of teachers, administrators, and other school personnel

Intentionally making physical contact of an insulting or provoking nature with the person of another.

Intentionally making physical contact which causes physical harm to another unless such physical contacts or physical harms were in defense of himself or herself, as provided in O.C.G.A. 16-3-21

Consequence may range from conference to expulsion. Police may be contacted and the student may be arrested.

### *Simple Battery/Fighting*

Violent physical contact with another person at school, at any school event, or while the student is going to or from school is prohibited.

Consequence may range from conference to expulsion. Police may be contacted and the student may be arrested.

*Aggravated assault and/or battery with an object*

An assault or battery made with a weapon or any object which is likely to or actually does result in bodily harm to another individual whether at school, at any school event, or while the student is going to or from school will not be tolerated.

Consequence may range from suspension to . Police shall be contacted, the "weapon" will be turned over to the police, and the student may be arrested.

Bullying of a student by another student is prohibited. In accordance with O.C.G.A. 20-2-751.4, bullying is defined as 1) any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so; or 2) any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm.

Consequences may range from conferences to referral to expulsion.

11. School or School Board Probation

A student who has received formal discipline for an infraction or who has come before the school board as a result of violating one or more items within the discipline code must follow the penalties resulting from the decision of the school administrator or the action of the board. Violations of probation as the result of official actions are prohibited.

Consequence may range from suspension to expulsion.

12. Chronic Discipline Problems

Willful and persistent violation of the student code of conduct

Students who chronically disrupt or repeatedly violate other school rules may be charged with repeated violations of school rules or behavior. This rule applies after remediation attempts, including consideration by the Student Support Team (SST), have been utilized.

Consequence may range from conference to expulsion depending upon circumstance and severity of infraction.

13. Off Campus Misconduct

Any off-campus behavior of a student which could result in the student being criminally charged with a felony and which makes student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process.

Consequences may range from conference to expulsion.

---

## Descriptions of Disciplinary Consequences

**Alternative School** – a school that provides an educational placement for academic instruction and behavior support away from a student’s local school. Placement at an alternative school may occur following a serious disciplinary offence or repeated offences by a student and is one possible outcome of a disciplinary hearing. The student may not return to the local school or participate in any extra-curricular activities while attending an alternative school.

**Bus Suspension** - suspension from the bus by the local school administrator for a specified period of time.

**Conference** - a meeting attended by a teacher and/or administrator and a student and/or parent or guardian.

**Closed Campus** - indicates that a student cannot leave campus during school hours.

**Deficiency Notice** - a notice sent to parent/guardian by teacher/administrator about student behavior or actions in need of attention.

**Detention** – required work/study session outside of regular school hours. The student must make arrangements for transportation.

**Expulsion** – a student is removed from all school property and activities for a specified period of time by action of the school board or its designated tribunal or hearing officer with permanent expulsion as an option.

**Hearing** – a formal proceeding held to review charges against a student due to serious or chronic misbehaviors. A hearing may be conducted by a tribunal, a hearing officer, or the board of education. Resulting action can be long term suspension, alternative school placement, or expulsion.

**Hearing Officer** – an official who conducts a disciplinary hearing for a student charged with a serious offence or repeated offences. A hearing officer must be trained and impartial, with no prior knowledge of the discipline offense or event.

**Make Up Work Missed During a Suspension** - suspended students are required to make up all work missed during a period of suspension. Work must be completed within an agreed on time determined by the students’ teachers and administrators. All work not made up within this time period will be assigned a grade of zero. Work missed because a student does not return to school on the date allowed by the suspension may not be made up.

**Manifestation Determination Review** – a meeting to consider whether or not there is a relationship between a student’s known disability and an offense subject to disciplinary action that may involve a hearing or an alternate placement for more than 10 days. This additional protection applies to students with an IEP, a 504 Plan, or a student with a disability known to the school before the behavior incident. The review is conducted by the IEP committee, the 504 committee, or a group of teachers and administrators who are knowledgeable about the student in question.

**Parent Conference** - a meeting between parent/guardian and teacher/administrator.

**Probation** – a trial period during which a student who violated school rules is subject to further disciplinary action should additional violations occur. Probation may be imposed by the local school administrator, the board of education, or a tribunal, or a hearing officer.

**Restitution** – a requirement that a student replaces or pays for damaged or missing school property or personal items.



**Suspension/In-School** - suspension in an area in the school, isolated from all regular school activities and students; assignments furnished and graded by the student's teachers; student supervised by an in-school suspension teacher; both short-term and long-term suspensions can be assigned to ISS; long-term suspension in ISS can be assigned by an administrator, tribunal, or hearing officer; a student may return to regular classes following ISS if a satisfactory conference is held with administrator, parent/guardian, and student.

**Suspension/Out of School (Short-Term)** - student may not return to school, any school campus, or any school event for a specific number of days; may not exceed ten school days; student may return to school following the short term suspension provided a satisfactory conference is held with the administrator, parent/guardian, and student; report filed in permanent record.

**Suspension/Long-Term** - student may not return to school, to any school campus, or to any school event for a period of more than ten days; any suspension of more than ten days must be by action of designated tribunal or hearing officer; A conference with administrator, parent/guardian, and student required before student can return to school.

**Tribunal** – a group of three staff members from within the system who are trained and impartial and who conduct a disciplinary hearing to determine whether or not a student has committed the offense as charged and, if so, determine the appropriate consequence.

---

## **Conduct/Discipline: Students with Disabilities**

School system rules and disciplinary consequences that apply to students without disabilities also apply to students with disabilities, including those who are being served under an Individualized Education Plan (IEP) or a 504 Plan. However, application of these rules of conduct and disciplinary consequences for students with disabilities is governed by the provisions of the Individuals with Disabilities Education Act (IDEA, rev. 2004); Section 504 of the Rehabilitation Act; applicable court decisions; and state board rules, and local school board policies and procedures. These laws and policies provide procedural protection for students with disabilities to ensure that they continue to receive a free and appropriate public education while ensuring that school systems can maintain a safe and positive learning environment for all students and staff.

A student with disabilities whose conduct is problematic should have a behavior management plan (or Behavior Intervention Plan) that identifies and addresses specific problem behaviors and describes the interventions planned to address these behaviors in the classroom. The plan also describes the possible consequences for unacceptable behaviors. If the behavior management plan is part of an IEP or a 504 Plan, it will be developed at an IEP meeting or an SST/504 meeting and must be agreed to and signed by the student's parent, guardian, or surrogate. A behavior management plan may provide that a student with a disability be subject to the same consequences as a student without a disability.

If a student with a disability violates the City Schools of Decatur Code of Conduct, the student can be removed from the class or school for up to a 10-day period (to the extent that this consequence would be applied to students without disabilities). Removal from the class or school for up to a 10-day period does not constitute a change in placement for a student with an IEP.

If a disciplinary action for a student with a disability is necessary as a result of possession of drugs, alcohol, weapon, or injury to self or others, then a Manifestation Determination Review must be conducted. This is also the case if a disciplinary action involves a change of placement for more than 10 days, such as suspension or alternative classroom. A Manifestation Determination Review considers whether or not there is a relationship between the student's disability and the behavior subject to the disciplinary action. The review is to be conducted by the IEP team and other qualified personnel. If it is determined that the behavior of the student with a disability was not a manifestation of the student's disability, the relevant disciplinary procedure applicable to students without disabilities may be applied to the student in the same manner as students without disabilities except that a student with an IEP or 504 Plan will continue to receive a free and appropriate public education.

A student with a disability who carries a weapon to school or to a school function, who possesses or uses illegal drugs, who sells or solicits the sale of a controlled substance while at school or a school function can be placed in an Interim Alternative Educational Setting (IAES) for up to 45 days. The IAES should be determined by the IEP team and selected in order to provide services and modifications that will enable the student to continue to participate in the general curriculum, to meet the goals in the IEP, and to address the student's problem behavior.

Students with disabilities may be assigned to a system wide in-school suspension program (ISS). However, a special education teacher certified in the student's primary disability area should provide service for the student during the ISS period.

Parents may challenge manifestation determination or any decision regarding placement with a right to have an expedited due process hearing.

IDEA does not prohibit a school district from reporting a crime committed by a student with a disability to appropriate authorities.

IDEA protections apply to students with a disability who do not have an IEP or a 504 Plan if the school system has knowledge that the student has a disability before the behavior incident.

---

## **Appeal of Disciplinary Action**

Any student and parent/guardian has the right to appeal the application of policies and administrative decisions affecting a student. See Policy JCE: Complaints/Students/Parents located in policy section at end of this document.

---

## **Attendance Policy and Attendance/Truancy Protocol**

### **Policy JB: Attendance**

Georgia law requires that all children between their sixth and sixteenth birthdays be enrolled in and attend school regularly. A student may enter an elementary school if he/she becomes five years of age by twelve midnight, September 1. However, a student shall not be required to enter school before his/her sixth birthday.

The superintendent shall develop and implement an attendance/truancy protocol in compliance with §O.C.G.A. 20-2-690.1 and §O.C.G.A. 20-2-690.2. See Rule JD-R3: Attendance/Truancy Protocol. In order to implement this protocol, all schools shall use the following guidelines:

A. Truant - A student is subject to the compulsory attendance laws when during the year he/she has more than five days of unexcused absences. School days missed as a result of an out-of-school suspension shall not count as unexcused days for the purpose of determining student truancy.

B. Tardy - A student arrives at an assigned place after the designated arrival or start time.

Repeated or habitual tardiness is undesirable and disruptive to instruction; therefore, teachers or principals will take corrective action.

C. Excused Absence - A student who is absent from school for an entire day or for one or more class periods shall bring a signed note from his/her parent/guardian explaining the reason(s) for the absence. A student shall be counted present if in attendance at least one half of the required instructional time designated for each grade level. The principal or his/her designee shall determine whether or not the absences will be excused or unexcused on the basis of the state board rule indicating that absences from school may be excused for the following reasons:

1. Personal illness or attendance in school endangers a student's health or the health of others. Appropriate documentation is required upon return to school for the purpose of validating that the absence is excused.
2. A serious illness or death in a student's immediate family necessitates absence from school. In the event of a serious illness in a student's immediate family, appropriate medical documentation regarding the family member will be required upon return to school for the purpose of validating that the absence is an excused absence.
3. A court order or an order by a governmental agency, including pre-induction physical examination for service in the armed forces, mandates absence from school.
4. A student whose parent or legal guardian is in military service in the armed forces of the United States or the National Guard, and such parent or legal guardian has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting, shall be granted excused absences, up to a maximum of five school days per school year, for the day or days missed from school to visit with his or her parent or legal guardian prior to such parent's or legal guardian's deployment or during such parent's or legal guardian's leave. Nothing in this Code section shall be construed to require a local school system to revise any policies relating to maximum number of excused and unexcused absences for any purposes. (§O.C.G.A. 20-2-692.1)
5. Observation of religious holidays necessitates absence from school.
6. Conditions render attendance impossible or hazardous to student health or safety.
7. Local boards of education may allow a period not to exceed one day to register to vote or to vote in public election.
8. Students are counted present at school when they are serving as pages of the Georgia General Assembly.

D. Unexcused Absence - A student is absent from school for no acceptable reason (unlawful).

1. Parental neglect
2. Illegal employment
3. Truancy

An absence shall be designated unexcused if it cannot be validated according to state guidelines in a timely manner as designated by local school procedures.

E. Withdrawal - A student transfers to another school or class. Schools are authorized to withdraw a student who:

1. Has ten consecutive days of unexcused absences;
2. Is not subject to compulsory school attendance; and
3. Is not receiving instructional services from the local school system through homebound instruction or instructional services required by the federal Individual with Disabilities Education Act (IDEA). Prior to withdrawal, the parent/guardian shall be notified in writing. The parent/guardian may request that the student be re-enrolled.

F. Skipping - A student is absent from school/class and/or an approved school activity without administrative approval. (See Student Code of Conduct)

G. Early departure - A student leaves the building for a specific reason prior to the designated school dismissal time (usually requires explanatory note from parent).

H. Grading - Absences shall not penalize student grades if the following conditions are met:

1. Absences are justified and validated for excusable reasons;
2. Make-up work for excused absences was completed satisfactorily; and
3. A grade average of 70 or above has been earned in the course work.

When unexcused absences exceed twenty days during the school year at the elementary or middle school level, the student may be retained. Such decisions may be appealed to the superintendent or his/her designee.

When unexcused absences exceed ten days in a semester for one class at the high school level, the student shall be ineligible to take the final exam for that particular class.

If a high school student is absent when a final exam is given, he/she must present a doctor's excuse in order to make up the exam. The exam must be made up by the last day of the semester for students.

When a school issues report cards each nine weeks, a student must be on roll fifteen days during the reporting period in order to receive academic grades. When a school issues report cards each semester, a student must be on roll thirty days during the reporting period in order to receive academic grades.

If a student enters a school during a reporting period and does not meet the attendance requirement as stated in the previous paragraph, a report card may be issued if the sending school can verify the student's attendance and academic performance prior to enrolling in this school system.

(Policy JB: pending Board approval 2006)

---

## **Attendance/Tuancy Protocol**

### **Purpose**

The purpose of the attendance/tuancy protocol is to increase academic achievement and reduce truancy among students in the school system in compliance with the mandates of O.C.G.A. 20-2-690-2.

Schools will keep a daily record of each student's presence, absence, tardiness, and early departure. An absence, tardy, or early departure will be entered as "excused" or "unexcused" along with the stated reason. A copy of the appropriate documentation will remain on file at the school for verification, if needed, for at least two years. Parents must provide written documentation for all absences from school within 3 days of the student's return to school. If no written documentation is received, then these absences, tardies, early departures will be unexcused and appropriate attendance procedures will be followed.

### **Statement of Receipt**

By September 1 of each school year or within 30 school days of a student's enrollment in the City Schools of Decatur, both parent/guardian and student, age ten or older, must sign a statement indicating receipt of the code of conduct which includes the attendance/ truancy policy and protocol.

## Attendance Protocol for Schools

The principal of each school will be responsible for ensuring that attendance is taken in a timely manner and that accurate records are kept. Attendance will be taken daily in every class period (elementary attendance will be taken once daily).

All attendance will be maintained daily by the principal's designee. Principal's designee will notify parents/guardian if a student is absent for the school day. Absences due to out-of-school suspensions or expulsions are considered unexcused absences.

Reporting /Investigating Absences – (principal or designee)

1. After Three Absences:

**Excused Absences:** The teacher will notify the parent(s) or guardian(s) regarding attendance when possible. If contact is unsuccessful, then a letter will be sent.

**Unexcused Absences:** After third unexcused absence, principal's designee will make telephone call to parent/guardian(s) to schedule a parent conference. Counselor, assistant principal, dean or other principal's designee will meet with student(s) and/or parent(s)/guardian(s) to discuss reasons for absences.

2. After Five Unexcused Absences:

After five days of unexcused absences and two reasonable attempts to make contact, a certified letter with return receipt request will be sent to parent(s)/guardian(s). The letter will include a copy of the Compulsory Attendance Law (O.C.G.A. 20-20-690.1)

- If no answer to certified letter, principal or designee will make a referral to the social worker.

3. After Six or More Unexcused Absences:

After six or more unexcused absences, definitely by 8 unexcused absences, a referral will be made to the school social worker requesting for a representative of the DeKalb County Juvenile Court to conduct a pre-intervention conferences with student and parent/guardian. The parent(s), guardian(s) of the child will be required to attend the pre-intervention conference.

- After seven unexcused absences by students 14 years old and older, school's and/or principal's designee will notify students they have only three unexcused absences remaining prior to violating the attendance requirements contained in subsection (a.1) of O.C.G.A. 40-5-22.

4. After Ten Absences:

- **Excused Absences:** A letter will be sent from a school administrator to the parent or guardian regarding attendance. This letter should not be sent for a child with documented, as defined in section A above, illness unless school administration and/or the school social worker determines it necessary. In addition, an administrator will confer with the School Social Worker to determine whether a referral is warranted, at this time.
- **Unexcused Absences:** A letter will be sent from a school administrator or designee to the parent or guardian regarding attendance. If the student has ten or more unexcused absences with the current academic year or ten or more days of unexcused absences in the previous academic year is between 14 and 18 years of age, his/her eligibility to obtain or retain an instruction permit or driver's license may be impacted.

- Students 14 years or older who have accumulated ten days of unexcused absences per semester and/or have more than ten days suspension from school will be reported to the Georgia Department of Motor Vehicle Safety O.C.G.A. 40-5-22. Schools will use their best efforts to notify any student 14 years of age or older with three absences remaining prior to violating the attendance requirements. The attendance officer and/or registrar will send written notification of seven unexcused absences to parents via first-class mail. The school attendance officer and/or school registrar will be responsible for submitting the Certificate of Non-Compliance and for maintaining an accurate list of sent notification letters.
- The social worker may file a truancy complaint with the DeKalb County Juvenile Court and/or file an educational neglect referral to DeKalb County Department of Family and Children Services and/or DeKalb County Solicitor General's Office.

5. After Fifteen Absences:

- Excused Absences: A school administrator will confer with the school social worker to determine whether a referral is warranted, at this time.
- Unexcused Absences: A referral will be made to the school social worker using the student support services referral form.
- If a referral is made to the school social worker, an administrator must sign the form and all relevant correspondence and documentation must be attached. The social worker will work with the student and family to address the attendance problem. The Social Worker may involve agencies and services such as mental health, social service agencies, school nurse, student and parent support groups, Juvenile Court, the Department of Family & Children Services, and/or the Solicitor General's Office. If the School Social Worker interventions are unsuccessful, a complaint shall be filed with the appropriate court of law.

6. After twenty unexcused absences, the student may be retained.

Tardies / Early Check-Out: (Tardies are considered part of the Code of Conduct)

- After eleven or more unexcused tardies: A letter will be sent from the school administrator to the parent or guardian regarding missed instructional time. This letter should not be sent for a child with documented illness, unless school administrator and/or school social worker determines it necessary. In addition, the administrator shall confer with the school social worker to determine whether a referral is warranted at this time.
- Social worker will follow up on warranted student referrals indicating eleven or more unexcused tardies to assist student and family in decreasing student tardiness.
- After fifteen unexcused tardies: the school administrator will confer with the school social worker to determine whether a referral is warranted at this time.

## Student Attendance Protocol Procedures

Student Absences:

Procedure Summary:

3 Total Absences (Excused and/Unexcused)	→	A letter is sent to inform the parent of the attendance procedures.
3 Unexcused Absences	→	A letter is sent asking for a meeting with principal's designee.
5 Unexcused Absences	→	A letter is sent explaining potential court procedures.
After 6 Unexcused Absences a referral may be made to School Worker by school administrator.	→	School Social Worker will implement strategies to improve attendance including pre-intervention conferences at school or court at 7-8 unexcused absences
7 Unexcused Absences	→	A letter is sent to students 14 or older notifying them of risk of lose of driver's license or instructional permit.
10 Unexcused Absences	→	A complaint may be filed in court for children under the age of 16 and/or a letter sent to students 14 or older; at 10 unexcused absences lose their license or permit for one year.
10 Total Absences (Excused and/or Unexcused)	→	Doctor's excuse may be required; student may be withdrawn..
20 Unexcused Absences	→	Student may be retained.

---

## Other Related Discipline Policies:

### **Policy JCAB: Interrogations and Searches (*amended 8/06*)**

The principal of each school in the school system, or his/her authorized representative, possesses the authority to conduct reasonable interrogations of students in order to investigate and to punish student misconduct.

Nugent v. Shepherd, 318 F. Supp. 314 (1970).

#### Searches

The school system endeavors to provide a safe and secure environment for all students. Toward that end, the board of education authorizes reasonable searches of students by authorized school officials. A search of a student shall be justified “when there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school.” *New Jersey v. T.L.O.*, 469 U.S. 325 (1985). The following constitute reasonable grounds for suspecting that a search will turn up evidence:

1. A school official or other employee observes a student to be in possession of drugs, illegal or stolen property, or other prohibited items.
2. A school official or other employee observes a student acting strangely or in such an unusual manner as to suggest the likelihood of the possession of drugs, illegal or stolen property, or other prohibited items.
3. A reliable source reports to school officials any of the circumstances mentioned above.

Searches shall be conducted in a manner which ensures that students are not arbitrarily stripped of personal privacy. Searches of a student’s person shall be made in private with a witness present.

The principal of each school in the school system, or his/her authorized representative, possesses the authority to conduct an inspection or search of students' school lockers, desks or articles carried upon their persons. Such a search shall be based on a reasonable suspicion of the presence of illegal, stolen or other prohibited items. Examples of prohibited items shall include, but are not limited to, water gun, contraband drugs, alcoholic beverage, handgun, razor, other dangerous weapon, other articles prohibited on school premises by law or school policy or rule.

Principals of each school where lockers or desks are issued to students shall ensure that, at the time lockers or desks are made available to students, it is clearly specified in writing that lockers and desks 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 which lead students to believe that lockers or desks are under their exclusive control.

In the event a search of a student's person, his/her personal possessions, or his/her locker or desk reveals that the student has violated or is violating the law or is concealing material whose possession is prohibited by federal, state, or local law, local law enforcement authorities shall be notified in order to take appropriate action.

### **Policy JCAC: Harassment (*Adopted 8/06*)**

The board of education prohibits sexual, racial and other harassment of all employees and students at all times and during all occasions while at school, in the work place, or at any school event or activity. Any act of harassment of students or employees by other students or employees based upon race, color, sex, national origin, religion, age or disability of students or employees shall result in prompt and appropriate discipline, including termination of offending employees or suspension or expulsion of students guilty of harassment.



Harassment includes, but is not necessarily limited to, conduct or speech which entails unwelcome sexual advances, requests for sexual favors, taunts, threats, comments of a vulgar or demeaning nature, or demands which are intimidating or create a hostile environment for a student or employee, as well as physical contact. There may be other speech or conduct which employees or students experience as illegal harassment which should be reported also; harassment can take many forms and it is not possible to itemize every aspect of the harassment forbidden by this policy.

If a student or employee believes he or she is being subjected to harassment forbidden by this policy, the student or employee should promptly report the offense to the coordinator designated in the accompanying rule. If a student or employee reports such harassment to a counselor, principal or other school system employee other than the designated coordinator designated, that employee shall be responsible for notifying the appropriate coordinator immediately. It will be the duty of the coordinator to interview the complainant and determine the acts which the complainant believes constitute harassment as well as the name or names of the perpetrators and any other relevant facts which will assist in investigating such acts. The coordinator shall investigate the complaint thoroughly by interviewing any individuals who may have knowledge of the allegations or may assist in resolving the complaint. The coordinator may involve other appropriate persons in the investigation as the coordinator may deem necessary. The coordinator shall report the substance of the investigation, conclusions reached and recommendations for corrective action and discipline to the following persons:

1. If both the perpetrator and victim are students, to the principal of the school and the parents of the students;
2. If the victim is a student and the perpetrator an employee, to the parents of the student, the principal where the student is enrolled, the supervisor of the employee and the personnel director of the school district;
3. If the victim and perpetrator are employees, to the supervisor of the perpetrator and the personnel director of the school system.

The coordinator, to the extent it is reasonably possible, shall protect the confidentiality of students and employees as well, although the discovery of the truth and the elimination of unlawful harassment shall be the overriding considerations. All records generated by the investigation shall be considered as student records protected by FERPA or as part of the personnel records of the employees dealing with performance of the employees.

The coordinator shall report to the complainant and complainant's parents, if complainant is a student, at the conclusion of the investigation the conclusions reached and the recommendations of the coordinator. If the complainant is not satisfied with the manner in which the matter has been resolved, the complainant may appeal to the superintendent, who shall review all circumstances surrounding the allegations, conduct such further investigations as the superintendent believes appropriate and take such additional action or make recommendations as the superintendent determines is warranted. The superintendent shall inform the complainant and his\her parents, if complainant is a student, of the superintendent's determination and, if dissatisfied, the complainant may request the board to review further the substance of the complaint. The board will conduct a review or convene such hearings as the board believes the circumstances warrant and will resolve the matter appropriately.

No reprisal shall occur as a result of reporting unlawful harassment under this policy, and any attempt to retaliate against a complainant shall be disciplined as is appropriate.

It is the duty of all employees to promptly report harassment forbidden by this policy to the appropriate coordinator. It is also the duty of all supervisors of personnel to instruct their subordinates as to the content of this policy and through appropriate staff development to enlighten employees as to the varied forms or expression of illegal harassment. The principals of all schools in this district shall ensure that students and parents are informed through student handbooks, if appropriate, and verbally that harassment is strictly forbidden, how it is to be reported, and the consequences for violating this policy.

**Policy JCDAC: Student Drug Use (Adopted 8/06)**

The board of education is concerned with the well-being of all students in the school system and considers the illegal use of alcohol or dangerous drugs to be wrong and harmful for any student. Such substances shall include, but not be limited to, cocaine, marijuana, LSD, glue, alcohol, barbiturates, and anabolic steroids.

No student shall possess, use, distribute, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, other controlled substance, or any alcoholic beverage. No student shall possess, use, or distribute drug paraphernalia or counterfeit drugs or possess, use, distribute, or be under the influence of chemicals or products that may result in a state of exhilaration or euphoria or otherwise alter mood or behavior.

This policy shall apply to all students before, during and after school hours in any school building and on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or to and from school activities; off school property at any school-sponsored or school-approved activity, event, or function; or during any period of time when students are subject to the authority of school personnel.

A student in violation of this policy may be subject to disciplinary sanctions consistent with local, state, and federal law, up to and including expulsion by the board of education and referral for prosecution. A disciplinary sanction may include the completion of an appropriate drug or alcohol abuse assistance or rehabilitation program at the expense of the student or parent/guardian.

This policy shall not apply to the proper possession and use of prescription medication or to the legal possession of any of the above-listed substances in connection with an approved school project.

A copy of this policy shall be made available to each student and his/her parent/guardian, and compliance with the policy is mandatory for every student enrolled in the school system. Information concerning drug and alcohol counseling rehabilitation programs shall be available.

**Policy JCDAE: Weapons (Adopted 8/06)**

The presence of weapons on school property is detrimental to the welfare and safety of students and school personnel and is a violation of state law.

**FIREARM; SUSPENSION**

Any student who is determined to have brought a firearm to school or to a school-sponsored or school-related function shall be expelled from school for a period of not less than one year, but the board of education may modify and mitigate such expulsion for good cause on a case-by-case basis. The school district may in any event provide educational services to such expelled student in an alternative school setting separate from the regular school setting, where so ordered or permitted by the board of education.

### Definition of a Firearm

As used in this policy, *firearm* shall mean any weapon (loaded or unloaded), including a starter gun which will or is designed to or may readily be converted to expel a projectile by the action of gunpowder or any other explosive, or any other *destructive device*, defined to include:

- (1) any explosive, incendiary, or poison gas including, but not limited to, bullets, ammunition of any type, fireworks of any type and size, smoke bombs, paint bombs, stink bombs, any type of homemade bomb;
- (2) any type of weapon, including shotguns, by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and
- (3) any combination of parts either designed or intended for use in converting any device into a destructive device described in subparagraph 1 or 2 and from which a destructive device may be readily assembled.

The term *destructive device* shall not include any device which is either designed or redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is redesigned for use as a signaling, pyrotechnic, line throwing, safety, or similar device; or is an antique.

### POSSESSION OF NON-FIREARM WEAPON

Any student who is determined to have brought any other non-firearm weapon to school or a school-sponsored or school-related function shall be suspended from school and referred to the district-wide hearing officer for an appropriate hearing. The school district may in any event provide educational services to such expelled student in an alternative school setting separate from the regular school setting, where so ordered or permitted by the board of education.

### Definition of Non-Firearm Weapons

*Non-firearm weapons* includes any bow and arrow, or any dirk, Bowie knife, switchblade knife, ballistic knife, or other knife; or straight-edge razor blade, spring stick, metal knucks, blackjack; any bat, club or other bludgeon-type weapon; or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, shuriken, fighting chain or martial arts device; any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any weapon of like kind; any stun gun or taser (defined as any device that is powered by electrical charging units such as batteries and emits an electrical charges in excess of 20,000 volts or is otherwise capable of incapacitating a person by an electrical charge); any item that releases or ejects a spray, foam, gas, fire, smoke, or odor; fuses for fireworks or other explosive devices; gas propellant, mace, tear gas, pepper gas, or a similar chemical gun or implement whether used for defensive or offensive purposes; or pen-style laser pointers or other tool or device used to inflict harm.

## STUDENTS WITH DISABILITIES

A. 45-Day Interim. Any student with a disability cognizable under IDEA, 20 U.S.C. §1400 et seq., who is determined to have brought a weapon to school may be placed in an interim alternative educational setting for not more than 45 days, as determined and ordered by a special education committee qualified to make special education decisions under 20 U.S.C. §1401(a)(20). If a parent or guardian requests a due process hearing under IDEA, the student shall nevertheless remain in the alternative educational setting above referred to during the pendency of any proceeding conducted in connection therewith, unless the parents and duly authorized school system representative agree otherwise.

B. Students Whose Disability is Unrelated to the Misbehavior. Any student with a disability whose behavior is unrelated to the disability shall be subject to the one-year expulsion requirement of this policy the same as a student without such disability, except to the extent that such expulsion is inconsistent with the Department of Education's final guidance concerning state and local responsibilities under the Gun-Free Schools Act of 1994, as amended; provided, in any event, some educational services shall be provided to such suspended student.

## REPORTING

Students believed to have violated this policy or the law shall be reported by the teacher or other employee to the principal or his designee, and by the latter to the superintendent, who if he or she believes an offense has been committed, should make an oral and written report to the appropriate police authorities and district attorney pursuant to O.C.G.A. §20-2-1184.

## POSSESSION OF WEAPONS BY NON-STUDENT

Possession of weapons, including firearms, on school grounds or at a school-sponsored or school-related event, by any person, including non-students, is a crime, see O.C.G.A. §16-11-127.1 (Supp.), and school officials having knowledge of violations of this law should report same to appropriate law officials. The state law just referred to contains certain exemptions with respect to said-law, including law enforcement officers of the State and United States, persons authorized in writing by a duly authorized official of the school to have in such person's possession of a weapon which is to be used as a part of any activity to be conducted at the school building, weapons contained in a locked compartment of certain motor vehicles by adults over 21 years of age in bringing or picking up a student from school, and other persons enumerated in the law.

## SETTING PENALTIES

In setting penalties for violations of any provision of this policy, the board of education, superintendent or hearing officer shall consider whether there are aggravating or mitigating circumstances and the prior record of the student.

## POSTING

It shall be the duty of principals and other administrators in charge of school facilities to see that notice of this policy, in abbreviated form, is posted in all school buildings under their jurisdiction.

## **Policy JCE: Complaints/Students/Parents (Amended 8/06)**

Any student and parent/guardian shall have the right to appeal the application of policies and administrative decisions affecting the student. The student shall be assured freedom from restraint, interference, coercion, discrimination, or reprisal as a result of making such an appeal.

A grievance shall be defined as a complaint by a student, parent, or guardian that there has been an injury to said student because of a violation, misinterpretation, or misapplication of school board policy by those empowered by the school board to enforce such policy.

Students are encouraged to discuss matters informally with local school personnel such as teachers, counselors, social workers, and administrators. If, after such discussion, a student, parent, or guardian continues to feel that a formal complaint should be made, he/she should follow the steps listed below.

**Step 1: Principal or Assistant Principal**

A complaint shall be made in writing to the principal or assistant principal within ten school days of the alleged occurrence. The principal or assistant principal shall communicate his/her written decision to the complainant within five school days after receipt of the written complaint.

**Step 2: Superintendent**

If the complainant feels that the grievance remains unresolved, the complainant may appeal the decision of the principal or assistant principal to the superintendent within five school days after receipt of such decision. The appeal must be written and must give reason as to why the previous decision is not satisfactory. The superintendent shall communicate his/her written decision to the complainant within ten school days after receipt of the written appeal.

**Step 3: Board of Education**

If the complainant continues to feel that the grievance remains unresolved, the complainant may appeal the decision of the superintendent to the board of education within five school days after receipt of such decision. The appeal must be written and must give reasons as to why the previous decision is not satisfactory. The appeal shall be made through the superintendent who shall attach to the appeal all information pertaining to the grievance. The board of education shall review the grievance and decide (1) to hold a hearing with the complainant and render a written decision within 45 days after receipt of such appeal, or (2) to notify the complainant within 30 days after receipt of such appeal that a hearing will not be held and that the previous decision stands. The board's decision shall be final.

Failure of complainant to adhere to time constraints listed above shall be grounds for termination of appeal.

**Policy JCEB: Student Hearing Procedure (Adopted 6/06)**

The board of education adopts the following rules, policies, and procedures to govern the establishment of disciplinary hearing officers, panels, or tribunals for imposition of suspension, expulsion, or appeals involving student discipline.

**I. Definitions**

- A. "Expulsion" means expulsion of a student from a public school beyond the current semester.
- B. "Long-term suspension" means the suspension of a student from a public school for more than ten school days but not beyond the current school semester.
- C. "Short-term suspension" means the suspension of a student from a public school for not more than ten school days.

**II. The superintendent shall convene a hearing before a hearing officer, panel, or tribunal in the following cases:**

- A. Where a student has committed an alleged assault or battery upon a teacher, other school official, or employee;

- B. Where a student has committed an alleged assault or battery upon another student and the school principal determines that expulsion or long term suspension may be appropriate punishment;
- C. Where a student has intentionally caused substantial damage while on school premises of personal property belonging to a teacher, other school official, employee, or student and the school principal determines that expulsion or long term suspension may be appropriate punishment;
- D. In any other discipline matter where a principal recommends a suspension or expulsion longer than 10 days or where a principal or superintendent determines there is a need for a disciplinary tribunal or hearing procedures to be implemented.

Any professional, certified employee is eligible to serve as a member of hearing tribunals. When the principal of a school refers a student to the superintendent for a hearing described above in paragraph IIA, the superintendent or his/her designee shall choose three of these members to serve as the hearing tribunal. The selection of employees to serve on tribunals shall be in accordance with rules and regulations to be promulgated by the superintendent and his/her staff.

Whenever a principal refers a student discipline matter to the superintendent, the superintendent or designee shall send a letter by certified mail to the student and his/her parent(s)/guardian(s) containing a statement of the matters asserted and charges against the student, including names of any witnesses who may be called to testify at the hearing, a statement setting forth the right of the student to prevent evidence, cross-examine witnesses and be represented by legal counsel.

The school principal shall be responsible for presenting evidence in support of the charges against the student, except in those cases where an attorney is representing the school system. All parties shall be afforded an opportunity to prevent and respond to evidence and to examine and cross-examine witnesses on any and all issues. The hearing tribunal shall have made a verbatim electronic or written record of the hearing. This record shall be available to all parties but the cost of transcribing such record shall be borne by the party requesting the transcript.

The hearing tribunal shall render a decision finding whether the student committed the offense and, if so, the appropriate punishment. The decision of the hearing tribunal shall be based solely on the evidence received at the hearing, including any evidence presented by either party relevant to the appropriate punishment to be imposed. The hearing tribunal shall render a decision in writing within ten days of the close of the record and shall furnish a copy of the decision to the student, his/her parents or legal guardians, the principal and the superintendent. The decision of the hearing tribunal shall be final and shall constitute the decision of the board of education unless either party should appeal the decision to the board of education.

Any party may appeal the decision of the hearing tribunal to the board of education by filing with the superintendent a written notice of appeal within twenty days from the date the decision is rendered. Such notice of appeal shall set forth the decision of the hearing tribunal and the basis of the appeal. Any decision of the hearing tribunal not appealed in this manner shall be final. The superintendent may in his/her discretion suspend the disciplinary action imposed by the hearing tribunal pending the outcome of the appeal.

The board of education shall review the record of the hearing before the hearing tribunal, the decision of the hearing tribunal and the notice of appeal and shall render its decision in writing within ten days from the date it receives the notice of appeal. The decision of the board of education shall be based solely on the record before the hearing tribunal and the board shall not consider any other evidence in ruling on the appeal. The board may find the facts to be different than those found by the hearing tribunal and the Board may change the punishment. The decision of the board of education shall be final.

## **Policy JD: Student Conduct/Discipline (Amended 8/06)**

### Student Expectations

On school property and at school-sponsored functions beyond school premises, students are expected to demonstrate respect for self and others, demonstrate courtesy to others, behave in a responsible manner, attend class regularly, be prepared for class, take seriously the course of study, dress appropriately, cooperate with school officials, respect other's property, and avoid violation of the student code of conduct. Because students shall be expected to conduct themselves in a manner that is in the best interest of the school system, they shall obey appropriate state and federal statutes, city ordinances, school rules, and reasonable directions and commands from school authorities.

### Authority of Teachers and Principals

Teachers and principals shall have the authority to take reasonable measures to maintain proper control and discipline among students placed under their supervision. The superintendent shall be responsible for the development and implementation of rules and regulations consistent with this policy.

A teacher shall have the authority, consistent with board policy, to manage his/her classroom, discipline students, and refer a student to the principal or designee to maintain discipline in the classroom. Each school principal shall fully support the authority of each teacher in his or her school to remove a student from the classroom. Any student violating policies and rules pertaining to conduct shall be subject to disciplinary action, including interrogation, searches, suspension, and expulsion.

Any teacher who has knowledge that a student has exhibited behavior which violates the student code of conduct and repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in his/her class or with the ability of such student's classmates to learn shall file a report of such behavior with the principal or designee. The principal and teacher shall thereafter follow the procedures set forth in Georgia law for removing a student from class.

All disciplinary action shall be handled according to school system policies and rules. In cases of disruptive, disorderly, or dangerous conduct not covered by policy or administrative rules, the principal may undertake corrective measures which he/she believes to be in the best interest of the student and the school provided any such action does not violate school board policy or procedures. It is preferable to reassign disruptive students to alternative educational settings rather than to suspend or expel such students from school. Any student and parent/guardian shall have the right to appeal the application of policies and administrative decisions relating to the student.

### Student Support Process

The school system provides a variety of resources which are available to every school to help address behavioral and academic problems of students.

The school discipline process shall include appropriate consideration of support processes as indicated in the code of conduct to help students resolve such problems. Students who exhibit chronically disruptive or inappropriate behavior shall be referred to the local school student support team (SST).

### Character Education

A framework for the teaching of character education shall be developed at all grade levels. Using the framework, instructional staff members at each school shall provide opportunities for student growth in responsibility, independence, and leadership. In addition, these opportunities shall be extended to other staff members and parents. Parental input shall be used to establish the expected outcomes of instruction in character education.

### Parent, Student, and Staff Involvement

The board of education seeks to promote a positive environment in which there is an awareness, involvement in, and support for the overall school system discipline plan. The General Assembly encourages parents and guardians to inform their children of the consequences, including potential criminal penalties, of under aged sexual conduct and crimes for which a minor can be tried as an adult. Recognizing that open channels of communication are essential, the board invites parents, students, and staff to review this plan annually and to offer feedback to their principal. Each school shall be responsible for implementing this policy and its accompanying rules and communicating this information to students, parents, and staff.

### **Policy JDA: Corporal Punishment (Adopted 10/93)**

The school board prohibits corporal punishment under any circumstances in the operation of the school system.



## Advice of Coverage

**Named Member:** Decatur City Board of Education  
**Address:** 320 N McDonough St  
Decatur GA 30030

**Member Coverage Agreement #** 773-070107

Georgia School Board Association Risk Management Fund (GSBA-RMF) is an interlocal risk management agency established under the authority of the Official Code of Georgia Annotated 20-2-2001 et seq. It is a risk sharing arrangement amongst Georgia school districts.

This document is not an insurance contract. In accordance with the Constitution of the State of Georgia and the Official Code of Georgia Annotated 20-2-2020, this agreement does not waive any immunity of the Member under applicable law.

In accordance with your instructions, the following coverage is provided by GSBA - RMF.

### Coverage Parts Available

<b>Coverage Part One</b>	General Liability: Coverage A, B, C School Leaders Liability: Coverage D	Covered Covered
<b>Coverage Part Two</b>	Automobile Liability	Covered
<b>Coverage Part Three</b>	Property Automobile Physical Damage Mechanical Breakdown	Covered Covered Covered
<b>Coverage Part Four</b>	Crime	Covered

**Agreement Period:** From 7/1/2007 at 12:01 a.m. local time at Named Member's address shown above to 7/1/2008 at 12:01 a.m. local time at Named Member's address shown above.

Coverage outlined is subject to the terms and conditions which will be set forth in the GSBA - RMF Coverage Agreement. The Coverage Agreement is being prepared and will be sent separately. If there is any inaccuracy in the description of coverage required, please advise immediately.



GSBA-RMF Authorized Signature

Decatur City Board of Education

## Section I - Limits of Liability

The Limits of Liability stated below are more fully described in the appropriate coverage parts.

### Coverage Part One - General Liability

General Aggregate.....	\$1,000,000
Products & Completed Operations Aggregate.....	\$1,000,000
Each Occurrence.....	\$500,000
Personal Injury & Advertising Liability.....	\$500,000
Fire, Water, Lightning & Explosion Damage Legal Liability.....	\$100,000
Deductible.....	
Employee Benefits Liability (Claims Made)	
Each Negligent Act.....	\$500,000
Aggregate.....	\$500,000
Deductible.....	\$1,000
Retroactive Date.....	7/1/1986

### School Leaders Liability (Claims Made)

#### Coverage Part 1- Damages and Defense Cost

Aggregate Each Agreement Period - Part 1A & Part 1B.....	\$1,000,000
--	-------------

#### Section A - Errors and Omissions

Each Claim.....	\$1,000,000
Deductible.....	\$5,000
Retroactive Date:	7/1/1986

#### Section B - Sexual Abuse

Each Claim.....	\$500,000
Deductible.....	\$1,000
Retroactive Date:	7/1/2002

#### Coverage Part 2 - Defense Cost only

Each Claim.....	\$100,000
Aggregate Each Agreement Period.....	\$300,000
Deductible.....	\$5,000
Retroactive Date:	7/15/1994

Mold and Fungus Sub-limit: \$50,000 annual member aggregate/\$200,000 Fund shared annual aggregate

### Coverage Part Two - Automobile Liability

Per Person - Bodily Injury .....	\$500,000
Per Accident - Bodily Injury and Property Damage .....	\$500,000
Uninsured/Underinsured Motorist.....	\$75,000
Medical Payments (per person).....	\$5,000
Deductible.....	
Auto Liability Notes:	

Decatur City Board of Education

**Coverage Part Three - Property, APD, and Mechanical Breakdown**

Per Occurrence.....	\$52,813,315
<b>Sub-Limits(Per Occurrence Unless Noted):</b>	
Terrorism (**Shared Limit, Aggregate).....	\$52,813,315
Flood (*Shared Limit, Aggregate).....	\$52,813,315
Earthquake>(* Shared Limit, Aggregate).....	\$52,813,315
Extra Expense.....	\$25,000,000
Accounts Receivable.....	\$10,000,000
Valuable Papers & Records.....	\$10,000,000
Property in Course of Construction, Erection, Installation or Assembly.....	\$25,000,000
Demolition and Increased Cost of Construction.....	\$25,000,000
Unscheduled Fine Arts.....	\$2,500,000
Unscheduled Landscaping and Athletic Fields.....	\$1,000,000
Property in Transit.....	\$5,000,000
Rental Value.....	\$5,000,000
Food Spoilage.....	\$250,000
Animals - Per Occurrence.....	\$5,000
Animals - Aggregate.....	\$50,000
Growing Crops.....	\$25,000
Georgia Underground Storage Tank Trust (Deductible Reimbursement and Aggregate).....	\$10,000
Automobile Physical Damage (***).....	\$100,000
<b>Deductibles</b>	
Real & Personal Property.....	\$5,000
Automobile Physical Damage .....	\$2,500
Wind (****).....	See Below
Musical Instruments.....	\$500
EDP Equipment and Media.....	\$1,000
Contractor's Equipment.....	\$5,000
Earthquake.....	\$5,000
Flood.....	\$5,000
Flood - Buildings in flood zones "A" only	
Building.....	\$500,000
Contents.....	\$500,000
Mechanical Breakdown.....	\$25,000,000
<b>Deductibles</b>	
Property Damage.....	\$1,000
Extra Expense.....	\$1,000
Consequential Loss.....	\$1,000
Utility Interruption.....	24 Hours

(\*) Note: Flood and Earthquake are subject to a maximum \$75,000,000 per occurrence and aggregate limits shared by all members of the GSBA-RMF. (\*\*)Note: Terrorism is subject to a \$100,000,000 per occurrence shared limit. (\*\*\*)Note: Limit is maximum per vehicle subject to deductible. Valuation is on Actual Cash Value. (\*\*\*\*)Note: A minimum deductible of \$100,000 or 2% of the Replacement Cost for Each Building, whichever is greater, applies to properties located inside Tier 1 Coastal Areas. The normal property deductible applies to properties located outside the Tier 1 Coastal Classification Area. The per Occurrence limit for Named Wind Storm is \$125,000,000 for Tier One members and \$250,000,000 for Tier Two members.

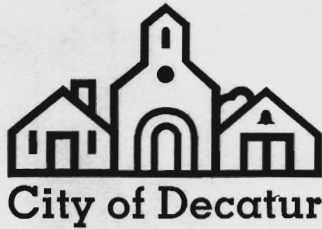
Decatur City Board of Education

**Coverage Part Four - Crime**

Per Occurrence Limit

Money & Securities (Coverage Within Premises).....	\$100,000
Deductible.....	\$500
Money & Securities (Coverage Outside Premises).....	\$100,000
Deductible.....	\$500
Employee Dishonesty/Faithful Performance Coverage.....	\$100,000
Deductible.....	\$500
Depositor's Forgery.....	\$100,000
Deductible.....	\$500
Computer Fraud.....	\$100,000
Deductible.....	\$500
Excess Crime Coverage (*).....	\$1,000,000
Superintendent Bond.....	\$100,000
Deductible.....	\$0
Drivers Education Bond.....	
Deductible.....	

(\*)Note: "Excess Crime" is a master excess policy for select members and for those who purchase crime coverage. The terms, conditions, and coverages of the excess policy may not be concurrent with the primary GSBA crime coverage. Please refer to the policy for actual terms and conditions.



# CERTIFICATE OF OCCUPANCY

Permission is hereby granted to

City Schools of Decatur

---

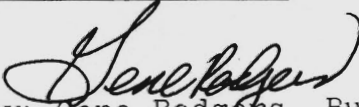
---

to occupy the structure or building located at

155 Erie Avenue, Decatur, Georgia 30030

This certificate is issued pursuant to Section 6-3  
of the Code of the City of Decatur, Georgia.

Certificate No. 00-087  
Building Permit No. 99-510  
Occupancy Classification Educational  
Maximum Occupant Load 212

  
Issued by: Gene Rodgers, Building Inspector  
Building Official

Date: 00/09/22

The City of Decatur does not make any guarantee or warranty as  
to the condition of buildings inspected, nor does it assume any  
liability in the inspection or in the certification of occupancy.

City of Decatur, Georgia  
509 North McDonough Street  
P.O. Box 220  
Decatur, Georgia 30031  
404 377-9911

White Copy - Original    -    Canary Copy - File Copy    -    Pink Copy - Public Safety



01 July 2005

Mr. *ANDY CANNON*  
Company *DECATUR SCHOOL SYST.*  
address *155 ERIE AVE*

RE: Temporary Certificate of Occupancy  
building *CLAREMONT ELEM SCHOOL*  
address *155 ERIE AVE*

Dear Mr., *CANNON*

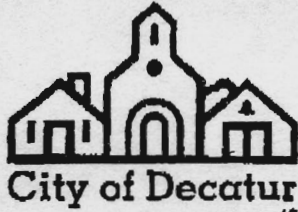
The above building is substantially complete at this time. A Certificate of Occupancy cannot be issued until the complete project complies with all applicable City Ordinances. Upon completion of outstanding items please contact this office and the Fire Department for a final inspection.

This letter will provide you with the authority to move furniture into the building and allow the staff to occupy the building.

Please contact this office at 404 370 4104 if you require additional information.

Sincerely,

  
Charles F. Logan  
Building Official



## CERTIFICATE OF OCCUPANCY

Permission is hereby granted to

College Heights Early Learning Center

to occupy the structure or building located at

917 S. McDonough Street

This certificate is issued pursuant to Section 18 - 3  
of the Code of the City of Decatur, Georgia.

Certificate No. 05-262  
Building Permit No. 05-017  
Occupancy Classification Day Care  
Maximum Occupant Load 254 Persons

Issued by: Charles F. Logan  
Building Official

Date: 12 July 2005

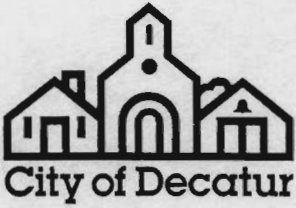
The City of Decatur does not make any guarantee or warranty as  
to the condition of buildings inspected, nor does it assume any  
liability in the inspection or in the certification of occupancy.

City of Decatur, Georgia  
509 North McDonough Street  
P.O. Box 220  
Decatur, Georgia 30031  
404 377-9911

White Copy - Original

Canary Copy - File Copy

Pink Copy - Public Safety



**FIRE INSPECTION SUMMARY**

Occupancy Name: Decatur High School  
 Location: 310 N McDonough St Decatur, Georgia 30030  
 Phone: 4-370-4120 Contact: \_\_\_\_\_

Inspection Date: 7-30-02  
 Reschedule: Yes No  
 Approved: Yes No

Type of Inspection Condition: 80% 100% Annual Follow-up Request Other:  
 Standard Use: PRE 1948 1948 BEC 1991 LSC NFPA 102 1997 LSC 2000 1994 SFPC Other:  
 Total of Violations: \_\_\_\_\_ Special Instructions: \_\_\_\_\_

ITEM #	COMMENTS
	<p>Approved to Occupancy 7-30-02 <i>[Signature]</i></p>

**Accompanied By:** This acknowledges the ownership of this facility is as stated above; and acknowledges that an exit interview was given; that I understand the terms and conditions of this notice and that I have received a copy of this Summary Report.

Andy Cannon  
 (Print Name)  
Tony Parker  
 Inspected By

Title  
7-30-02  
 Date

Andy Cannon  
 Signature  
[Signature]  
 Signature









Decatur Fire Department  
230 East Trinity Place  
Decatur, Georgia 30030-3048  
404-370-4119

Fax 404-~~370-4119~~  
377-3147

Fire Inspection Summary

Occupancy: Glenwood Academy Inspection Date: 02/08/07

Location: 440 E. Ponce de Leon Ave. Decatur, Ga. 30030

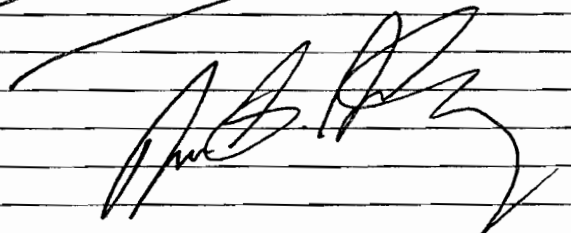
Phone: 4) 370-4435 Contact: Gloria Lee

Type of Inspection:  Final  Annual  Follow up  Plan Rev  Owner change

Alarm  Investigation  Business License  Alcohol & Beverage  Sprinkler

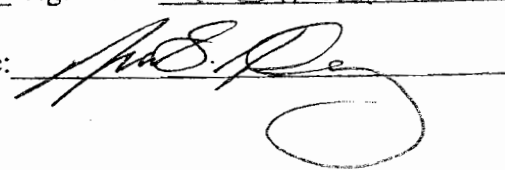
Consultation  Unsafe Bldg  Occupant Load  Request Other: \_\_\_\_\_

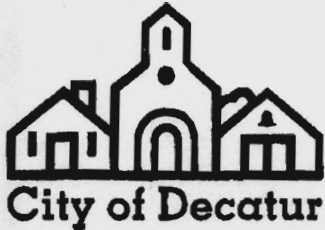
Approved:  yes  no Reschedule Date: \_\_\_\_\_ Total of Violations: N/A

Items #	Comments
	<u>modular units</u>
	<u>Approved for CO</u>
	

**Accompanied By:** This acknowledges the ownership of this facility is as stated above; and acknowledges that an exit interview was given; that I understand the terms and conditions of this notice and that I have received a copy of this Summary Report.

Name: S Girardeau Title: Adm. Assl. Signature: S Girardeau

Inspected By: A.G. Ridgway Signature: 



## CERTIFICATE OF OCCUPANCY

Permission is hereby granted to

Decatur City Schools

Oakhurst Elementary School

to occupy the structure or building located at

175 Mead Road

This certificate is issued pursuant to Section 18 - 3  
of the Code of the City of Decatur, Georgia.

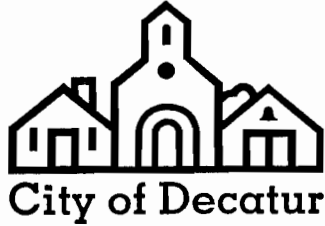
Certificate No. 02-128  
Building Permit No. 01-630  
Occupancy Classification Education  
Maximum Occupant Load 320 persons

Issued by: Charles F. Logan  
Building Official

Date: 20 November 2002

The City of Decatur does not make any guarantee or warranty as  
to the condition of buildings inspected, nor does it assume any  
liability in the inspection or in the certification of occupancy.

City of Decatur, Georgia  
509 North McDonough Street  
P.O. Box 220  
Decatur, Georgia 30031  
404 377-9911



# CERTIFICATE OF OCCUPANCY

Permission is hereby granted to

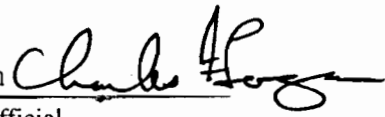
Renfroe Middle School  
Decatur Board of Education

to occupy the structure or building located at

220 West College Avenue

This certificate is issued pursuant to Section 6-3  
of the Code of the City of Decatur, Georgia.

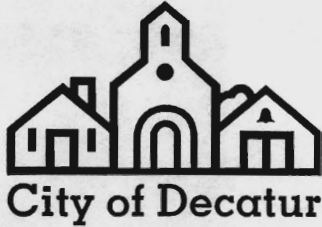
Certificate No. 99-101  
Building Permit No. 98-308  
Occupancy Classification Education  
Maximum Occupant Load \_\_\_\_\_

Issued by: Charles F. Logan   
Building Official

Date: 21 December 1999

The City of Decatur does not make any guarantee or warranty as  
to the condition of buildings inspected, nor does it assume any  
liability in the inspection or in the certification of occupancy.

City of Decatur, Georgia  
509 North McDonough Street  
P.O. Box 220  
Decatur, Georgia 30031  
404 377-9911



# CERTIFICATE OF OCCUPANCY

Permission is hereby granted to

Westchester Elementary School

to occupy the structure or building located at

758 Scott Blvd

This certificate is issued pursuant to Section 6-3  
of the Code of the City of Decatur, Georgia.

Certificate No. 99-079  
Building Permit No. 98-334  
Occupancy Classification Education  
Maximum Occupant Load \_\_\_\_\_

Issued by: Charles F. Logan  
Building Official

Date: 28 September 1999

Duplicate issued 10 August 2000 *CF*  
The City of Decatur does not make any guarantee or warranty as  
to the condition of buildings inspected, nor does it assume any  
liability in the inspection or in the certification of occupancy.

City of Decatur, Georgia  
509 North McDonough Street  
P.O. Box 220  
Decatur, Georgia 30031  
404 377-9911



# CERTIFICATE OF OCCUPANCY

Permission is hereby granted to

Winnona Park Elementary

---

---


to occupy the structure or building located at

510 Avery Street Decatur, GA 30030

---

This certificate is issued pursuant to Section 18 - 3  
of the Code of the City of Decatur, Georgia.

Certificate No.	05-441
Building Permit No.	05-428
Occupancy Classification	Education
Maximum Occupant Load	589 persons

Issued by:   
Hugh Saxon  
Building Official

Date: December 20, 2005

The City of Decatur does not make any guarantee or warranty as  
to the condition of buildings inspected, nor does it assume any  
liability in the inspection or in the certification of occupancy.

City of Decatur, Georgia  
509 North McDonough Street  
P.O. Box 220  
Decatur, Georgia 30031  
404 377-9911

# City Schools of Decatur 2008-2009 School Calendar (Recommended-Draft) 2008



**July**

Monday	Tuesday	Wednesday	Thursday	Friday
21	22	23	23	25
28	29	30	31	

**August**

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
4 Professional Learning	5 Opening Day Work Day	6 ←	7 Preplanning	8 →
11 First Day for Students	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**September**

Monday	Tuesday	Wednesday	Thursday	Friday
1 Labor Day Holiday	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

**October**

Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8	9	10 Mid-term 44 days
13 Columbus Day Work Day	14	15	16	17
20	21	22	23	24
27	28	29	30	31

**November**

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27 Thanksgiving Break	28

**December**

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17	18 89 days	19 Winter Break Begins
← 22	23	24	25	26 →
29				

**2009**

**January**

Monday	Tuesday	Wednesday	Thursday	Friday
	Winter Break		1 Work Day	2 Work Day
5 First Day of 2 <sup>nd</sup> Semester	6	7	8	9
12	13	14	15	16
19 MLK Birthday	20	21	22	23
26	27	28	29	30

**February**

Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
9	10	11	12	13 Holiday
16 President's Day	17	18	19	20
23	24	25	26	27

**March**

Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
9	10	11	12 Mid-term 46 days	13 Professional Learning
16	17	18	19	20
23	24	25	26	27
30	31			

**April**

Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
← 6	7	8 Spring Break	9	10 →
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

**May**

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22 Last Day for Students (91)
25 Memorial Day Holiday	26	27 HS Graduation	28	29

- Holiday – Schools Closed
- Important Dates
- Pre- and Post-planning – Students do not report



CITY SCHOOLS OF DECATUR  
CLAIREMONT ELEMENTARY SAFETY PLAN

**Table of Contents**

<b>1 Quick Reference.....</b>	<b>1 - 1</b>
<b>Emergency Management Team.....</b>	<b>1 - 2</b>
<b>Incident Management Sites.....</b>	<b>1 - 2</b>
<b>Vicinity Map.....</b>	<b>1 - 3</b>
<b>Incident Response Steps.....</b>	<b>1 - 4</b>
Central Office Contacts.....	1 - 4
Emergency Contacts.....	1 - 4
<b>Emergency Response Protocols and Codes.....</b>	<b>1 - 5</b>
Code Yellow (Heightened State of Security/Lockdown Protocol).....	1 - 5
Code Orange (Heightened State of Security Requiring Evacuation).....	1 - 5
Code Red (Actual Crisis Response Protocol).....	1 - 5
Code Grey (Impending Severe Weather).....	1 - 6
Code Green (Return to Normal Operations).....	1 - 6
Emergency Status Cards.....	1 - 6
Evacuation Protocol.....	1 - 6
<b>Incident Response Procedures.....</b>	<b>1 - 7</b>
Bomb or Bomb Threat.....	1 - 7
Disruptions or Civil Disturbances.....	1 - 7
Hostage or Terrorist.....	1 - 7
Intruder.....	1 - 8
Weapon on Campus.....	1 - 8
<b>2 - School Demographics.....</b>	<b>2 - 1</b>
<b>Location and Contact Information.....</b>	<b>2 - 1</b>
<b>Administrator’s Name and Position.....</b>	<b>2 - 1</b>
<b>Building Size and Type.....</b>	<b>2 - 1</b>
<b>Number of Students and Staff.....</b>	<b>2 - 2</b>
<b>Number of Rooms.....</b>	<b>2 - 2</b>
<b>Shelter Information.....</b>	<b>2 - 2</b>
<b>List of Hazardous Materials (none).....</b>	<b>2 - 2</b>
<b>Floor Plan.....</b>	<b>2 - 4</b>
<b>3 - Safety Committee Composition.....</b>	<b>3 - 1</b>
<b>Safety Committee Members.....</b>	<b>3 - 1</b>
<b>Safety Committee Meeting Schedule.....</b>	<b>3 - 1</b>
<b>Safety Plan Evaluation.....</b>	<b>3 - 1</b>
<b>Safety Committee Meeting Agenda.....</b>	<b>3 - 2</b>
<b>Emergency Evacuation Kit Checklist.....</b>	<b>3 - 3</b>
<b>Site Assessment Checklist.....</b>	<b>3 - 4</b>

**4 - Emergency Management Team and Crisis Management..... 4 - 1**

- Emergency Management Team Members..... 4 - 1
- Change of Command ..... 4 - 1
- Dissemination of Information ..... 4 - 1
- Crisis Response Resources ..... 4 - 2
- Identification of Injured and Deceased..... 4 - 2
- Identification Badges ..... 4 - 2
- Dates Drills Conducted..... 4 - 2
- Employees Trained in CPR/First Aid ..... 4 - 2
- Location of First Aid Kits..... 4 - 3
- Location of Automated External Defibrillator..... 4 - 3
- Location of Emergency Evacuation Kits ..... 4 - 3
- National Incident Management System (NIMS) Training..... 4 - 3

**5 - Relocation sites/Staging areas ..... 5 - 1**

- Emergency Relocation Sites ..... 5 - 1
- Incident Command Center..... 5 - 1
- Family Reunification Staging Area ..... 5 - 1
- Media Staging Area ..... 5 - 2
- Public Safety Staging Area..... 5 - 2
- Bus Evacuation Staging Area ..... 5 - 2

**6 - Family Reunification Protocol ..... 6 - 1**

**7 - Incident Response Procedures ..... 7 - 1**

- After Hours Building Emergency..... 7 - 2
- Bomb or Bomb Threat..... 7 - 3
- Bomb Threat Call Checklist ..... 7 - 4
- Fire ..... 7 - 5
- Late Transportation or Overnight Housing ..... 7 - 6
- Accident or Serious Injury ..... 7 - 7
- Bus Accident ..... 7 - 8
- Closing of School ..... 7 - 9
- Custody Procedures or Incidents ..... 7 - 10
- Death or Serious Illness to Student or Employee ..... 7 - 11
- Disruptions or Civil Disturbances ..... 7 - 12
- Hazardous Materials Incident Off Campus ..... 7 - 13
- Hazardous Materials Incident On School Campus ..... 7 - 14
- Hostage or Terrorist ..... 7 - 15
- Intruder ..... 7 - 16
- Student Runaway, Abduction, Or Kidnapping ..... 7 - 17
- Suicide at School ..... 7 - 18

**Tornado, Thunderstorms, or Natural Disasters ..... 7 -19**  
**Utility Emergency ..... 7 -20**  
**Vandalism or Graffiti ..... 7 -21**  
**Weapon on Campus ..... 7 -22**

**Emergency Telephone Numbers**

# 1 - Quick Reference

Section one is intended to inform staff of basic safety procedures and to guide the initial response to an incident. All staff should keep this document, class roster and emergency status cards readily available for response to an emergency.

**Emergency Management Team..... 1 - 2**

A list of school administrators with emergency management responsibilities with their contact information.

**Incident Management Sites..... 1 - 2**

Locations of emergency relocation site location, assembly areas and incident response locations.

**Vicinity Map..... 1 - 3**

Route to emergency relocation site.

**Incident Response Steps ..... 1 - 4**

A low chart showing steps to be taken by school staff, school administrators and central office administrators.

**Central Office Contacts..... 1 - 4**

Cell phone numbers for central office administrators to be contacted after initial life safety threats are addressed.

**Emergency Contacts ..... 1 - 4**

Emergency and non-emergency phone numbers for agencies that can provide assistance with an incident.

**Emergency Response Protocols and Codes ..... 1 - 5**

- Code Yellow: Heightened state of security/lockdown protocol
- Code Orange: Heightened state of security requiring evacuation
- Code Red: Actual crisis response protocol
- Code Grey: Impending severe weather
- Code Green: Return to normal operations
- Emergency Status Cards: Red, Yellow and Green signal cards
- Evacuation Protocol

**Incident Response Procedures..... 1 - 7**

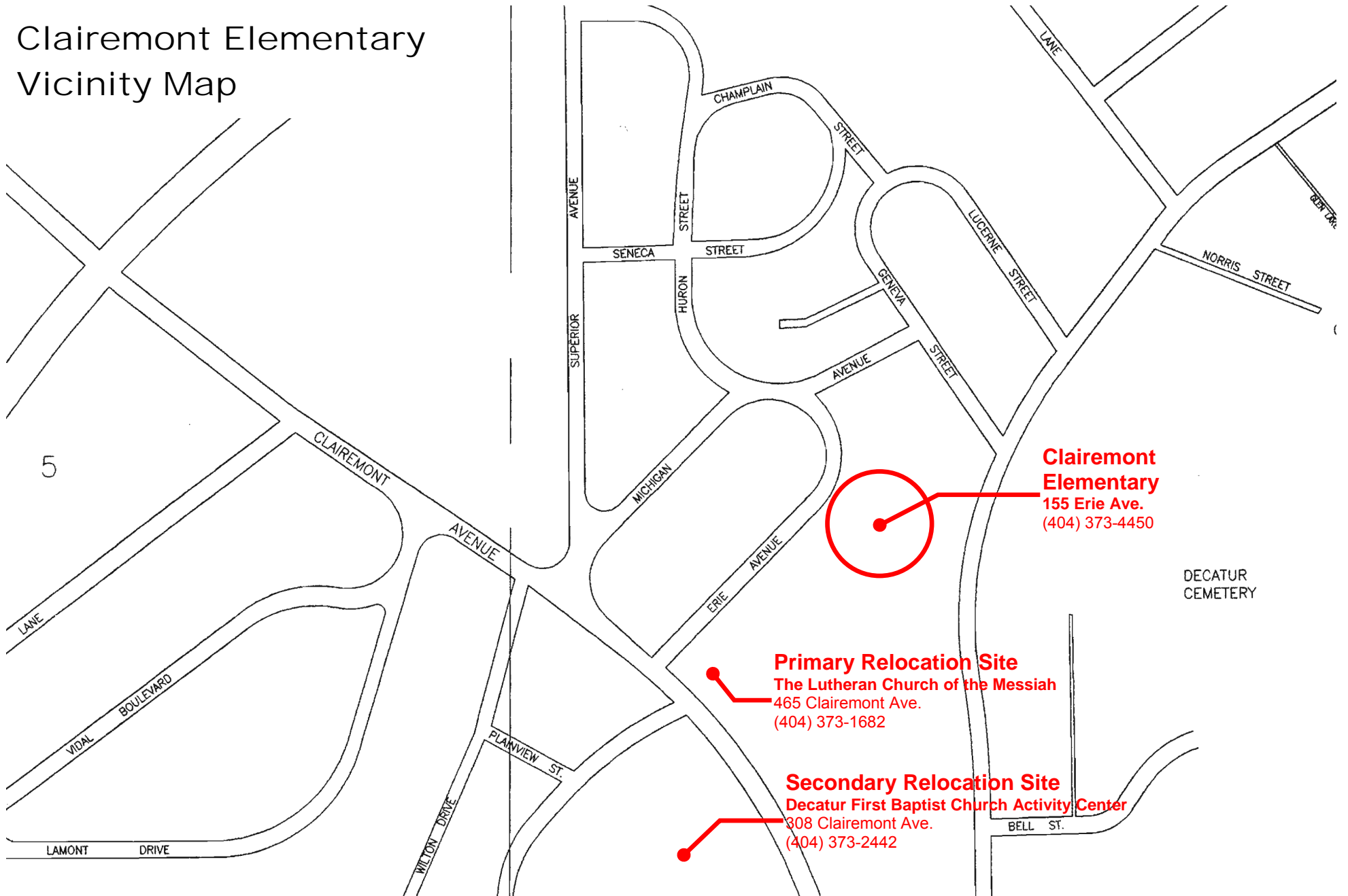
- |                                    |                                   |                  |
|------------------------------------|-----------------------------------|------------------|
| <b>What to do if there is a...</b> | Bomb Threat                       | Intruder         |
|                                    | Disruptions or Civil Disturbances | Weapon on Campus |
|                                    | Hostage or Terrorist              |                  |

## Clairemont Elementary Safety Plan

<b>Emergency Management Team</b>		<b>Contact Information</b>
System Coordinator	Mike Breunig	school cell 404-319-7951; Nextel 155*26938*38; personal cell 404-405-3921; home 770-270-0148
Assistant Coordinator	Tony Burnette	cell 404-550-5705; Nextel 155*26938*2; home: 770-719-8647
School Coordinator & Incident Commander	Jan Goodloe	cell 404-408-0989; nextel 155*26938*9 home 770-987-7486
Emergency Relocation Site Security	Celeste Tibbets	cell
News Media Spokesperson	Maria Lewis	office 404-370-4400 dial 9 + ext. 27; cell 404-488-0997; Nextel 155*26938*17
Student and Staff Family Reunification Staging Area	Nancy Luckey	cell 404-234-0344
Public Safety Equipment Staging Area - Injured Students and Staff	Susan Castle	cell 404-388-2449
Bus Evacuation Staging Area	Simone Elder	office 404-370-4408 ext. 14; cell 404-425-8717; Nextel 155*30626*2; emergency 404-379-8937

<b>Incident Management Sites</b>	<b>Primary Site</b>	<b>Secondary Site(s)</b>
Emergency Relocation Site	The Lutheran Church of the Messiah 465 Clairemont Ave Dink Laughlin, Secretary phone 404-373-1682	Decatur First Baptist Church Activity Center 308 Clairemont Ave. Kurt Varney, phone 404-373-2442, cell 404-219-3920
Incident Command Center	The Lutheran Church of the Messiah	Decatur First Baptist Church
Family Reunification Staging Area	The Lutheran Church of the Messiah	Decatur First Baptist Church
Media Staging Area	Sidewalk across from the school on Erie Ave.	Central Office, 758 Scott Blvd, Decatur
Public Safety Equipment Staging Area	The Lutheran Church of the Messiah parking lot	
Bus Evacuation Staging Area	Clairemont Elementary	

# Clairemont Elementary Vicinity Map



5

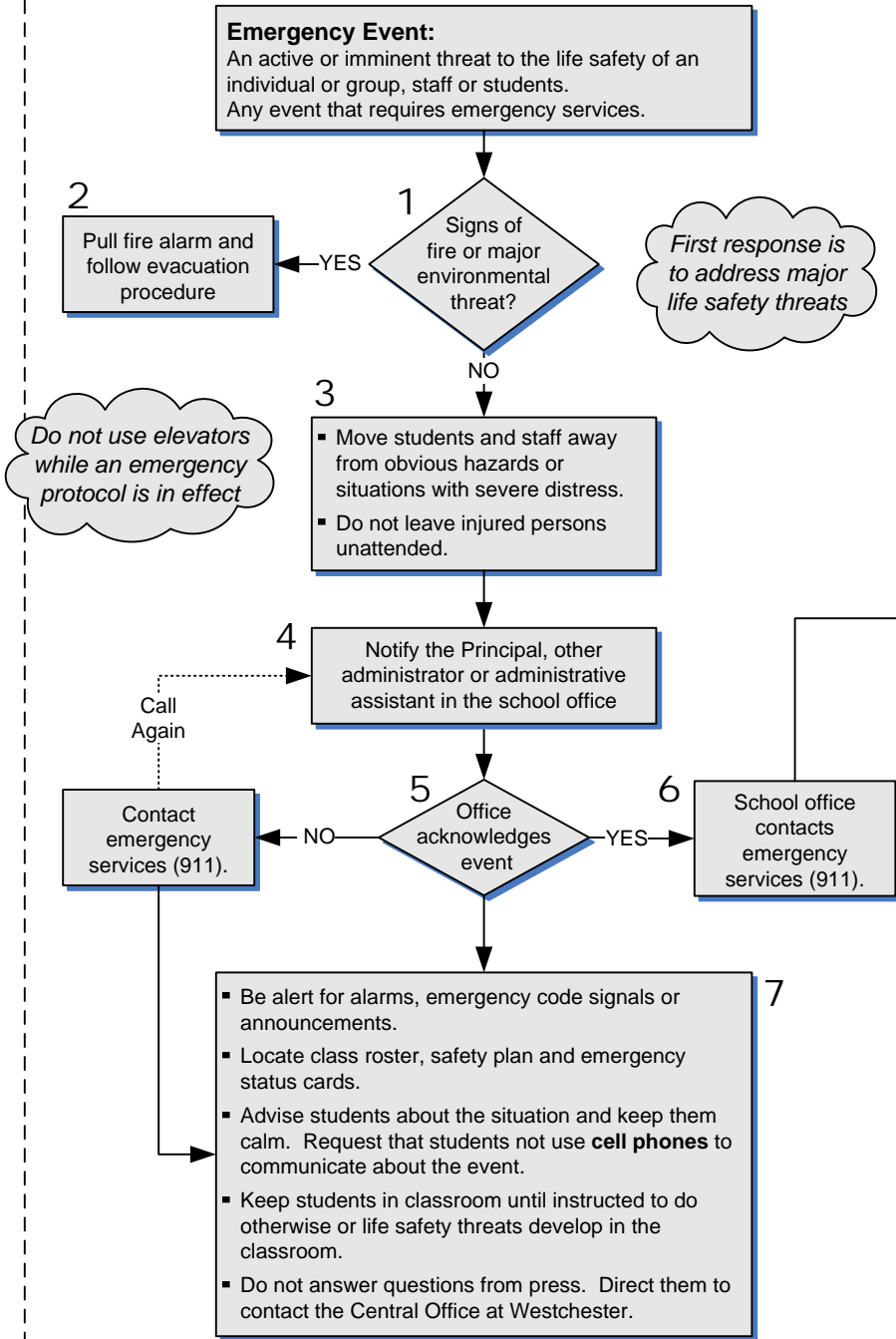
**Clairemont Elementary**  
155 Erie Ave.  
(404) 373-4450

**Primary Relocation Site**  
The Lutheran Church of the Messiah  
465 Clairemont Ave.  
(404) 373-1682

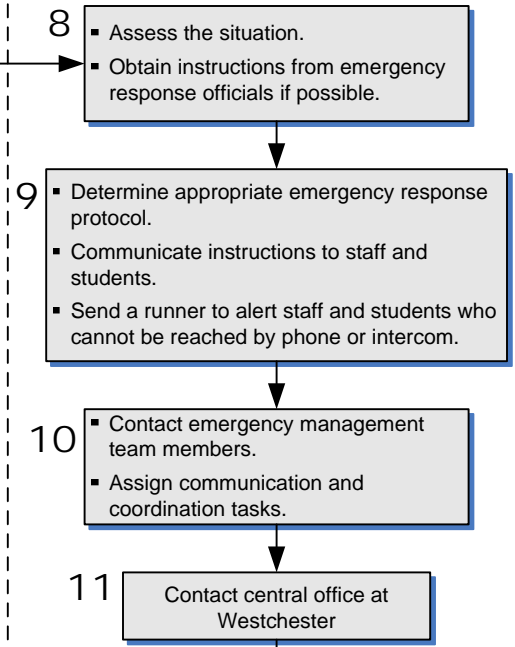
**Secondary Relocation Site**  
Decatur First Baptist Church Activity Center  
308 Clairemont Ave.  
(404) 373-2442

DECATUR CEMETERY

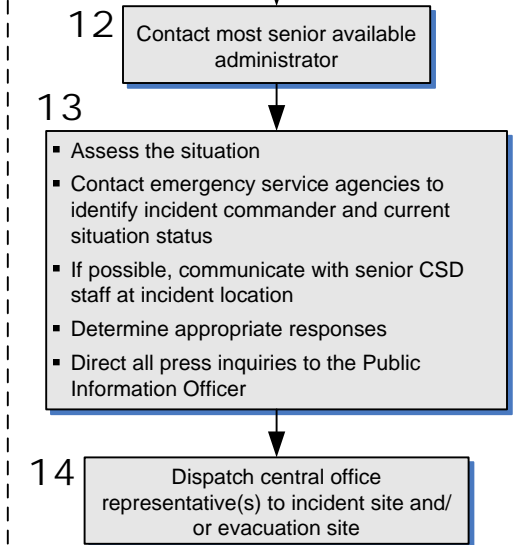
## First Response – On Site Staff or Administrator



## Second Response – School Office, Principal or Administrator



## Third Response – Central Office



# Incident Response Steps

Updated 03/28/2007

## Central Office Contacts

### Initial Contacts:

Dr. Phyllis Edwards	404-925-9150
Julie Freeman	404-488-1001
Theresa Ball	404-488-0996
Caroline Wood	404-488-1000
Mike Breunig	404-319-7951
Main Number	404-370-4400

### Secondary Contacts:

Maintenance Office	404-370-4408
Transportation	404-379-7582
Crisis Management	
Vickie Wingard	404-583-5433
Trojanel Wilson	404-314-1568
Public Information Officer	
Maria Lewis	404-488-0997

## Emergency Contacts

Primary	911
Decatur Police	404-373-6551
Decatur Fire	404-373-0600
Decatur Public Works	404-377-5571
Emergency Medical	911
American Red Cross	404-881-9800
Decatur City Hall	404-377-9911
Decatur Coop Ministry	404-377-5365
Decatur Hospital	404-377-0221
Decatur Housing Auth.	404-373-4460
Dekalb Board of Health	404-508-7835
DeKalb DFACS	404-370-5066
DeKalb Medical Center	404-501-1000
Mental Health	404-892-4646
Emory Univ. Hospital	404-325-6000
GEMA	404-635-7222
Georgia Power	1-800-850-4551
Transportation:	404-425-8717
Poison Control Center	404-616-9000
Oil & Chemical Spills	1-800-424-8802

## Emergency Response Protocols & Codes

**An authorized person will announce over the intercom that an emergency response protocol is in effect. Runners may be sent if the intercom is not operational or to ensure that personnel in outlying buildings and outside areas are notified. Do not use elevators while an emergency protocol is in effect. Ask students to refrain from using cell phones during an emergency.**

### Code Yellow

#### Heightened State of Security/Lockdown Protocol

Code yellow protocol may be initiated for: weapons on campus, unconfirmed bomb threats, fights that involve numerous individuals, weapons or is gang-related, a major crime or police chase near the school, and civil disturbance that pose a threat to students and staff.

1. If a bomb threat has been verified, all radios and cell phones should be turned off until clearance has been given.
2. All students shall be kept in the classroom with the door locked during each class period while the protocol is in effect. If students are not in class should proceed to their assigned class. Teachers will lock their classroom doors once the hallways near their rooms are clear of students. Students will not be allowed to leave classrooms unless the teacher obtains authorization from the main office.
3. If teachers observe imminent danger near their room, they should immediately secure their room and notify the main office of the danger.
4. Brief students on the heightened security status called as a precautionary measure and that no imminent danger has been detected. School staff not assigned to classroom duties should follow the school's procedures for limiting access to their workplace. Staff should also report any suspicious activity to the main office immediately.
5. All personnel and activities outside the building should be moved to an indoor, secured area unless otherwise instructed by the building administrator.
6. While the Code yellow is in effect, teachers should only open classroom doors for school staff members unless clearance is obtained from the main

### Code Orange

#### Heightened State of Security Requiring Evacuation

Examples of situations where Code Orange protocol may be initiated: a bomb threat has been deemed as real, release of chemicals that adversely affect the health and safety of students or staff; and any other event that requires the evacuation of the building.

1. The building administrator will inform all school staff that the Code Orange protocol is being implemented by use of the classroom teacher phone or the intercom.
2. If a bomb threat has been verified, all radios and cell phones should be turned off until clearance has been given.
3. All students and staff shall evacuate the building immediately and proceed to their assembly areas.
4. If students are not in class at the time the code is announced they should proceed to their assembly area.
5. All personnel and activities outside the building should be moved to an outside assembly area unless otherwise instructed by the building administrator.
6. School staff not assigned to classroom duties should follow the school's procedures for evacuating the building. They should also report any suspicious activity to the main office immediately.
7. Administrators shall direct a staff member to carry the emergency evacuation kit the assembly areas. All teachers will carry a current student roster and emergency contact information to the assembly area.
8. Once at their assembly areas, teachers should report the status of their students and staff to the building administrator. Runners, color code signs, and verbal communication may be utilized.
9. Students will not be allowed to leave their assembly areas unless the teacher obtains authorization from the main office.
10. Teachers should brief students that the school as been placed on a Code Orange.
11. While the Code Orange is in effect, teachers should only return to their classroom when clearance is obtained from the main office.

### Code Red

#### Actual Crisis Response Protocol

Examples of situations where Code Red protocol may be initiated: shots being fired on or immediately adjacent to the campus, a stabbing on campus, an explosion near but not on campus, a hostage situation or armed barricaded subject on or immediately adjacent to the campus, natural disasters, hazardous materials incidents, or threats involving weapons of mass destruction which indicate immediate danger, and a civil disturbance that is out of control.

1. Teachers will immediately advise students to move away from doors and windows, and sit on the floor. Teachers will lock their doors once the hallways near their classroom are clear of students. If teachers observe imminent danger near their room, they should immediately secure their room and notify the main office of the danger.
2. If they are not in class at the time the protocol is announced, students should proceed to their assigned class. If it appears unsafe to proceed to their classroom, students should proceed to the nearest classroom.
3. School staff not assigned to classroom duties should follow their assigned duties.
4. Personnel who are engaged in outdoor activities when the protocol is announced will need to make a prompt determination as to whether it is safer to attempt to enter the building, to take shelter, or to leave the campus to seek shelter in the safest place available. If the decision is made to leave the campus, school employees and students present should move as quickly as possible. A list of all who are evacuated should be made by the staff member present as soon as it is safe to do so.
5. Teachers should brief students that the school as been placed on a heightened security status as a response to an apparent crisis situation. They should advise students to remain quiet until more can be learned about the situation. Teachers should then begin calmly and quietly reviewing emergency evacuation procedures with students to prepare them for possible evacuation.
6. Students should not be allowed to leave the classroom unless the teacher receives instructions from the main office.
7. Teachers should not open the door to any classrooms unless they are instructed to do so by a staff member that they recognize by sight or voice. A code word is recommended to ensure that only authorized personnel are allowed in the room. Emergency response personnel may enter the room by using a master key.
8. Teachers should quickly select an appropriate emergency status card from their classroom roster book and slide it under the door. A card should also be placed in the outside window.



---

## Code Grey

### Impending Severe Weather

Code Grey protocol may be initiated: thunderstorm watch and warnings, tornado watch, hail storms, high winds, winter weather events, flashfloods, etc.

1. Review applicable emergency procedures with staff and students.
2. Monitor weather bulletins including weather radios, radio news broadcasts.
3. Keep staff informed concerning the weather situation.
4. Move students from portable classrooms to safe areas.
5. Activate "spotters" when appropriate.
6. Remove all students and staff from portable classrooms during all "warning" alerts.

---

## Code Green

### Return to Normal Operations

Once danger has passed, the building administrator may be able to put the school back to normal.

---

## Emergency Status Cards

Teachers should display their emergency status card to communicate needs when an emergency response protocol is in effect. During a lockdown, a card can be slipped under a door so that it is visible in the corridor. If an intruder is in the building, and there is concern about attracting attention, the card can be displayed in a window. At an evacuation site or assembly area, a card can be held up to communicate the status of a group or individual. The cards should be displayed as follows:

Red	Display if a teacher has an immediate need, such as a person with a medical emergency or if a teacher has immediate knowledge about the incident at hand.
Yellow	Display if a teacher needs to receive or communicate information or concerns. This may also include a student who is unaccounted for.
Green	Display if the teacher has all persons assigned to them present and has no needs or concerns.

---

## Evacuation Protocol

When it is necessary to evacuate a school building, the evacuation will be signaled by either a fire alarm, Code Orange or other coded phrase using the public address system. The phrase Code Orange will be used to notify the staff of a bomb threat or explosion. The administration team will use the information to do a team search or evacuate the building.

1. Maps indicating primary and secondary evacuation routes should be posted in all classrooms. (For security reasons, holding areas and assembly areas should only be known to school staff members).
2. Provide the evacuation of special needs individuals.
3. Teachers should bring their class record books with them.
4. Teachers should ensure that all students are out of their classrooms and adjoining restrooms and workrooms.
5. Teachers should close the doors after following their students out of the building.
6. The first student in line should be instructed to hold open the exit door(s) until all persons in the class have evacuated. (This procedure is to be continued until the building is cleared).
7. Classes will proceed to the designated holding areas/assembly areas. Once there, teachers should make note of students who are not present and furnish those names to school administrators as soon as possible.
8. Teachers should display an emergency status card to communicate current status or needs
9. Teachers should remain with their class until administrator sounds an "all clear" signal.
10. Establish and assign personnel to a management post at the off site evacuation point to assist in the collection of critical information and management of students and staff.
11. Administrators should gather lists of unaccounted for students from staff members to provide to lead administrator and emergency response personnel.
12. Identify the location of classes in the holding area/assembly area to facilitate the orderly location of students for parents wishing to pick up their children.
13. Direct parents to the family reunification site to pick up students.
14. Maintain contact with police/fire departments to stay informed about conditions at the school site.
15. When an off-campus evacuation is called, teachers should follow the same basic steps as outlined in evacuating the school building.

## What to do if there is a...

### Bomb or Bomb Threat

**Definition:** The threat of an explosion, or an actual explosive device present on the premises which may or may not have exploded.

**Signals:** Designate an emergency alert signal for every school. This signal will indicate a bomb threat, and the principal will evacuate the building. When the building is evacuated, students should be moved at least 1000 feet away from the building. School emergency code is Yellow or Orange.

**Steps of Action:**

If phone threat is made, keep the caller on the line as long as possible and ask caller to repeat the message.

When the principal requests that the building be evacuated, move to Emergency Relocation Site.

Staff should observe for unusual or suspicious noises, devices, or disturbances while evacuating

**Roles:**

**Principal:**

- Evacuate the building and notify staff
- Gather information from staff on anything suspicious.
- Assess injuries, if any
- Assign qualified staff to first aid
- Assist at evacuation site
- Account for every student

**Teacher:**

- Secure room before leaving
- Report any suspicious noises, devices, or disturbances to the principal
- Take roll before evacuation
- Assist with evacuation, if needed
- Take roll when students have reached evacuation point
- Report any missing students to the principal's office

**Secretary:**

- Take First Aid Kit to evacuation site
- Take Evacuation Kit with class rolls and after school telephone numbers

**Custodian:**

- Report to principal

### Disruptions or Civil Disturbances

**Definition:** An incident that disrupts or has the potential to disrupt the orderly functions of the school

**Signals:** Use intercom to signal level and location of the disruption. Specific instructions should follow. If staff person reports a disruption in the main office, send a messenger to the office indicating description and location of disruption.

**Steps of Action:**

Isolate disruption. Keep students in classroom. Initiate building lock-down, if necessary, by locking classroom doors, offices, and entrances.

Clear the immediate area, including restrooms and hallways. Use megaphone for crowd control.

Use intercom to signal level, location, and specific instructions.

Teachers should not leave the students unsupervised.

Staff members not supervising students should move to the area of disruption to assist, unless otherwise instructed.

Use intercom to signal that disruption is over.

**Roles:**

**Principal:**

- Assess level of disruption
- Supervise response to disruption
- Give intercom signals and give directions using megaphone, if necessary
- Communicate with staff and parents

**Secretary:**

- Contact emergency services

**Teachers:**

- Stay with students. Those not supervising students should move to the area of disruption, unless otherwise instructed.

### Hostage or Terrorist

**Definition:** A person who enters the building, apprehends a school person, and threatens violence

**Signals:** Use appropriate emergency alert signal

**Steps of Action:**

Dial 911 and Police (404) 373-6551

Initiate appropriate emergency alert signal

Secure immediate area to confine problem

Secure building by locking appropriate doors (classrooms, office, and entrances)

Await assistance

**Roles:**

**Principal:**

- Call 911

**Secretary:**

- Follow principal's instructions. Turn off bells.

**Custodians:**

- Aid in evacuation, if necessary

**Teachers:**

- Stay in classrooms, protect students, and take roll.
- Inform office if there are missing students

## What to do if there is a...

### Intruder

**Definition:** Unauthorized person(s) on the premises

**Signals:** If the intruder is in the hall, the staff will call the office or escort the stranger to the office. If the intruder is in a classroom, the staff member should use the intercom. If the intruder presents a threat, the intercom system will be used to evacuate students to a safe position away from the intruder.

**Steps of Action:**

Use appropriate emergency alert signal.

The staff member who spots an intruder will inquire as to his business and will report the situation to the principal.

The principal will assess the situation.

If required, the principal will give the appropriate emergency alert signal to initiate a lockdown. All classroom doors, office, and doors to the building should be locked.

Follow police instructions

**Roles:**

**Principal:**

Take charge of the situation and call police, if necessary

Give the Clear signal at appropriate time

Aid in communication with police and superintendent's office

**Teachers:**

Take roll, lock doors, and await further instructions

**Custodians:**

Aid as needed, if evacuation is required.

### Weapon on Campus

**Definition:** A student is observed with a weapon or is reported in possession of a weapon. A weapon is any firearm, knife, or other object capable of inflicting serious injury or death when used against another person.

**Roles:**

**Principal:**

Call 911

Call Police 373-6551 if a student is suspected of having weapon at school, even if no weapon has been seen

Locate student with the weapon. Encourage student to come to the office, but do not confront the student if the weapon is believed to be on the student's person

If the weapon is on campus, ask the student for the location. Seal off the location of the weapon but do not move or handle the weapon until police arrive

Escort police to the area where the student and/or weapon are located

Provide student information, including parent contact information

**Teacher:**

Clear hallway around classroom and bring in any students found in the immediate area.

Keep students in classrooms

Close and lock door, especially if the student with the weapon or the location of the weapon is in the immediate area

Take roll

Release lock-down only after all clear is given.

## 2 - School Demographics

Definition: Outlines the specific characteristics and details of individual schools within the school system.

Topics: Name and Location- Administrator's Name and Positions, Size and Type, Number of Students and Staff, Number of Rooms, Shelter Information, List of Hazardous materials, \* Maps

### A. Location and Contact Information

Name of school: Clairemont Elementary  
Address: 155 Erie Avenue, Decatur, GA 30030  
Telephone Number: 404-370-4450  
Email Address: jgoodloe@csdecatur.org  
Jan Goodloe, Principal  
After hour Contacts: Mike Breunig:  
school cell 404-319-7951; Nextel 155\*26938\*38;  
personal cell 404-405-3921; home 770-270-0148  
Tony Burnette: cell 404-550-5705; Nextel 155\*26938\*2;  
home: 770719-8647  
Directions to the school: Traveling northwest on Clairemont Avenue, turn right on Erie Avenue, go 600 feet to school on right.

### B. Administrator's Name and Positions

Superintendent: Dr. Phyllis Edwards; cell 404-925-9150; nextel 155\*30626\*1  
Assistant Superintendent: Julie Freeman; cell 404-488-1001; nextel 155\*26838\*20  
Principal: Jan Goodloe; cell 404-408-0989; nextel 155\*26938\*9

### C. Building Size and Type

Size (sq ft): 25,900  
Number of Floors: 2  
Number of Exits: 11  
Exterior Construction: Brick veneer, wood and steel frame  
Interior Construction: Wood and steel partitions with plaster or drywall surface

**D. Number of Students and Staff (2005-2006)**

Students:	Kindergarten:	61
	Grade 1:	78
	Grade 2:	59
	Grade 3:	57
	Total Students	255
Staff:	Administrators:	1
	Clerical:	1
	Teachers:	46
	Lunchroom	2
	Maintenance	2
	Total:	52
Total number of individuals:		307

**E. Number of rooms**

Interior Classrooms:	17
Portable Classrooms:	none
Misc. Rooms (offices, gym, lunchroom):	14
Total number of Rooms:	31

**F. Shelter Information**

Is this school a designated shelter?	no
Is this school an approved American Red Cross shelter?	no
Does this school have special needs capability?	yes
Does this school shelter pets if needed or requested?	no
What is the shelter capacity at this school?	0

**G. List of hazardous materials**

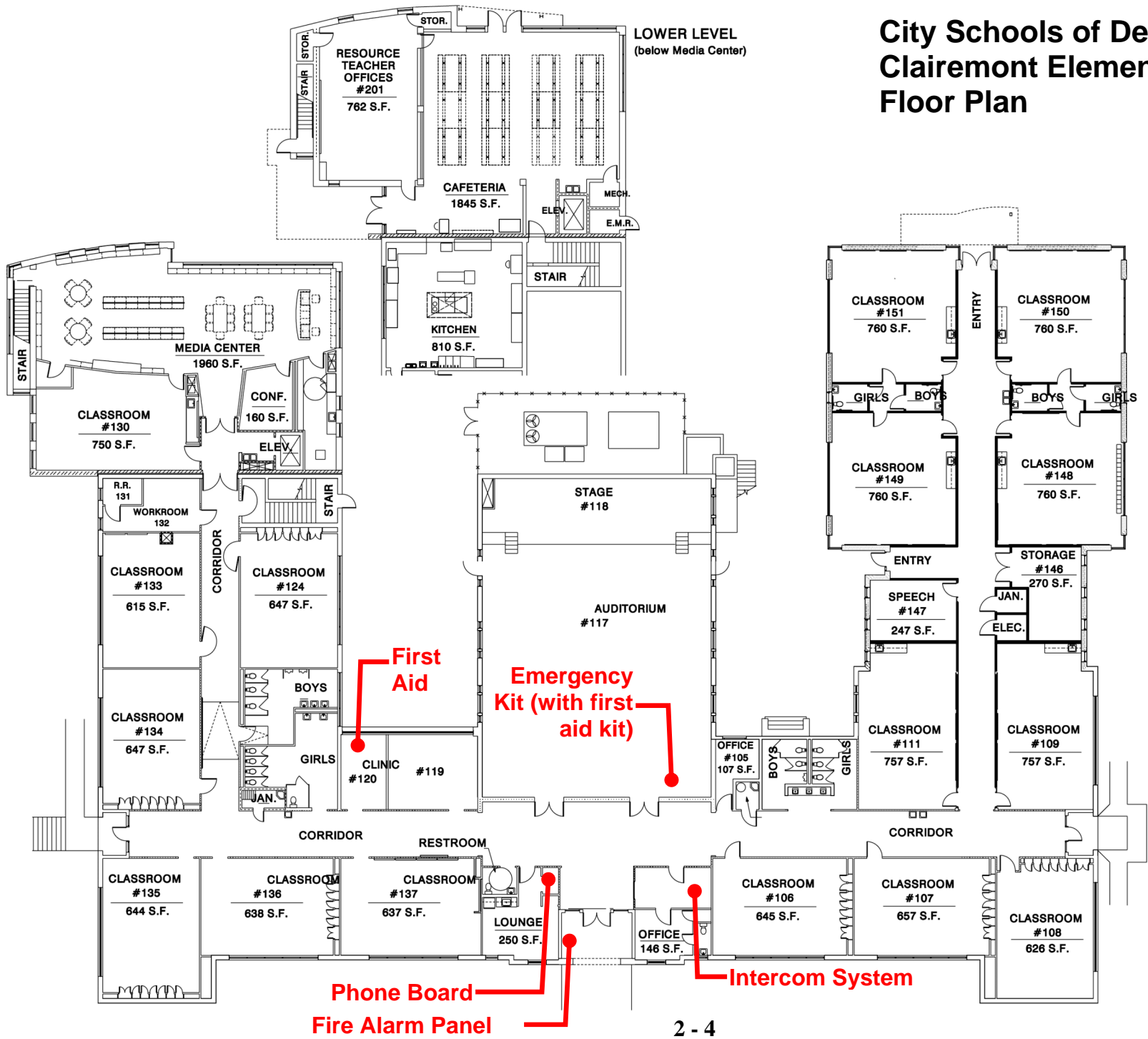
<u>Name of Chemical</u>	<u>Quantity</u>	<u>Location</u>
None		

**H. Maps**

Vicinity Map:	attached
Floor Plan:	attached
Site Plan:	attached
Communication Equipment Locations:	loudspeaker in office
Emergency Equipment Locations:	auditorium under fire extinguisher
Medical Equipment Locations:	first aid kit in clinic
Hazardous Materials Locations:	none

# City Schools of Decatur Clairemont Elementary Floor Plan

LOWER LEVEL  
(below Media Center)



### 3 - Safety Committee Composition

Definition: Includes information regarding the school's safety committee who oversees the safety concerns for each respective school.

Topics: Safety Committee Members, Meeting Dates, Employees Trained for CPR/First Aid, Location of First Aid Kits, Location of To Go Kits

In the continued pursuit to ensure the highest safety possible for students and staff, a Safety committee has been established for each respective school. Committee members work together to review and evaluate the safety concerns affecting the school environment. Members hold their positions on an annual school- year basis and have a minimum of four meetings per school year.

#### **A. Safety Committee Members**

Jan Goodloe  
Karen Hearn  
Susan Castle  
Celeste Tibbets

#### **B. Safety Committee Meeting Schedule**

First Meeting	September
Second Meeting	November
Third Meeting	January
Fourth Meeting	April

#### **C. Safety Plan Evaluation**

The school safety committee will evaluate the plan annually.  
Projected review timeline is September/October of each school year.



**D. Safety Committee Meeting Agenda**

Agenda Item	Notes
1. List meeting participants	
2. Confirm safety committee membership	
3. Confirm the schedule for quarterly meetings	
4. Confirm emergency management team members	
5. Review the plan to determine the accuracy of the information and required updates, including contact information for all individuals;	
6. Inform all individuals listed in the plan of their role	
7. Update list of employees trained in CPR/First Aid, including phone numbers;	
8. Update hazardous material list and location;	
9. Contact representative of emergency relocation site(s) to confirm contact information and site availability;	
10. Confirm distribution of safety plan to school staff	
11. Plan and execute staff training	
12. Review fire drill schedule and reporting procedures	
13. Determine a plan for a lockdown drill as soon as possible	
14. Confirm posting of current evacuation plans in each room	
15. Post "Bomb Threat Call Checklist" at each school phone;	
16. Inventory and update emergency kits including to go kits and clinic first aid kits;	
17. Inspect the building for potential safety issues using attached Site Assessment Checklist	

## **E. Emergency Evacuation Kit Checklist**

The Safety Committee will confirm the contents of the emergency evacuation kits annually.

All schools should develop an emergency evacuation kit to be taken from the school by an administrator or designated staff member when they exit the building during a crisis. This kit will become the portable “command center” for the lead school administrator during the first critical minutes of any emergency. The information in the kit also will enable school officials to integrate into the public safety response structure and provide critical information to responding agencies. The kit should be kept in the administrator’s office, and a duplicate kit should be taken by an administrator or designated staff person to the family reunification site during the evacuation, if this procedure is implemented. This kit should also be taken during drills for consistency with response protocols. Remember to store your kits out of sight and update them regularly.

### **Emergency Evacuation Kit Contents (GEMA 2006):**

1. A copy of the school emergency operations plan
2. Student release/sign-out sheets
3. Facility tactical site survey
4. Building floor plan with utility shut-offs and detailed instructions on disablement
5. Site plan information highlighting mobile units, fenced areas, fuel storage tanks, etc.
6. Bus routes and driver contact information
7. Emergency telephone numbers of assistance agencies
8. Photographs of the facility (exterior and interior photo album tour)
9. Video/CD with photos depicting exterior and interior of the building
10. Copies of all student and staff emergency contact/release cards
11. Emergency medical information for students and staff
12. School or district personnel directory with phone contact information
13. Most recent school yearbook
14. Student/staff photo sheet (check with yearbook photographer)
15. Special needs students’ information
16. Flashlight and extra batteries
17. Bullhorn and appropriate batteries
18. School response team vests
19. Cell phone and/or portable radio
20. AM/FM radio with extra batteries
21. Extra laptop (as available)
22. Current county phone book
23. City/county maps
24. First aid kit
25. Light sticks

**F. Site Assessment Checklist**

The safety committee will perform an updated site assessment annually.

School: \_\_\_\_\_ Date: \_\_\_\_\_

Assessors: \_\_\_\_\_

**Access**

- |  |     |    |
|--|-----|----|
| 1. Is there a primary entrance for visitors?   | Yes | No |
| 2. Is this requirement prominently posted?   | Yes | No |
| 3. Are visitors required to sign in at the office?   | Yes | No |
| 4. Are visitors required to wear "visitor badges?"   | Yes | No |
| 5. Are staff trained and required to stop non-student or staff who do not possess the visitor badge?                                 | Yes | No |
| 6. Is a record kept of visitors?   | Yes | No |
| 7. Are non-authorized visitors reported to the Police?   | Yes | No |
| 8. Is access to building limited during school hours by keeping all exterior doors (with the exception of the main entrance) locked? | Yes | No |
| 9. If the answer to #8 is no, how many exterior doors are left unlocked during school hours and where are they located?              | Yes | No |
| _____  |     |    |
| _____  |     |    |
| 10. Do all exterior door locks and latches work properly?  | Yes | No |
| 11. Is a specific person responsible for locking all of the exterior doors at the end of the day?                                    | Yes | No |
| 12. Do all staff members have exterior door keys?  | Yes | No |
| 13. Is there a record of possession for keys?  | Yes | No |
| 14. Are windows required to be kept shut and locked?   | Yes | No |
| 15. Are teachers responsible for locking the windows in their classrooms at the end of the day?                                      | Yes | No |
| 16. Can windows be unlatched from the exterior?  | Yes | No |
| 17. Does landscaping obstruct the view of windows from the exterior of the building?   | Yes | No |
| 18. Are parking lots, common areas, athletic fields, etc., monitored by staff?   | Yes | No |
| 19. Is the campus utilized as a "shortcut" by the community?   | Yes | No |

## Alarms

1. Does the school have an alarm system? Silent? Audible?	Yes	Yes
2. Does the alarm provide security for:		
Exterior doors (if yes, how many)	Yes	Yes
Office	Yes	Yes
Media Center	Yes	Yes
Computer Lab	Yes	Yes
Cafeteria	Yes	Yes
Classrooms	Yes	Yes
3. Does this alary system have a "panic" feature?	Yes	No
4. Is the alarm system functioning properly?	Yes	No
5. Is the fire alarm functioning properly?	Yes	No
6. Do you have surveillance cameras?	Yes	No

## Interior Security Factors

1. Can classroom doors be secured from inside?	Yes	No
2. Can windows (outside and interior) be covered when needed?	Yes	No
3. Are libraries, computer labs, offices, etc., keyed different from classrooms?	Yes	No
4. Are spare keys secured?	Yes	No
5. Do classrooms have telephones?	Yes	No
6. Do classrooms have two-way intercoms?	Yes	No
7. Does staff use portable two-way radios or cellular telephones?	Yes	No
8. Do you have a system of codes or alerts for emergencies?	Yes	No
9. If the answer to #8 is yes, who has been informed or trained in its use:		
Police	Yes	Yes
Fire	Yes	Yes
Administrative Staff	Yes	Yes
Faculty	Yes	Yes
Students	Yes	Yes
10. Do you have a "lock down" procedure for emergencies?	Yes	No
11. If the answer to #10 is yes, when was the last time it was practiced?		
12. When was the last time it was reviewed or modified?		

**Evacuations:**

- |    |   |     |    |
|----|---|-----|----|
| 1. | Are there designated evacuation routes from all parts of the facility?                        | Yes | No |
| 2. | Are these routes posted?  | Yes | No |
| 3. | Are there specified areas for students and staff to respond to in the event of an evacuation? | Yes | No |

## 4 - Emergency Management Team and Crisis Management

Definition: Information regarding the emergency management team members and crisis management issues in responding to a crisis that affects a school.

Topics: Emergency Management Team Members, Chain of Command, Dissemination of Information, Identification of Injured and Deceased, Identification Badges, Dates Drills Conducted, Dates Plan Evaluated

### A. Emergency Management Team Members

System Coordinator: Mike Breunig; office 404-370-4408 x18;  
cell 404-319-7951; nextel 155\*26938\*38  
cell 404-405-3921; home 770-270-0148

Assistant Coordinator: Tony Burnette; office 404-370-4408 x17;  
cell 404-550-5705; nextel 155\*26938\*2;  
home 770-719-8647

Other Members: Jan Goodloe; office 404-370-4450;  
cell 404-408-0989; nextel 155\*26938\*9  
Karen Hearn; cell 404-275-4011

### B. Chain of Command

System Level: Dr. Phyllis Edwards, Superintendent:  
cell 404-925-9150; Nextel 155\*30626\*1  
Julie Freeman, Associate Superintendent:  
cell 404-488-1001; Nextel 155\*26838\*20  
Dr. Thomas Van Soelen, Assistant Superintendent of Instruction:  
cell 404-592-7151 155\*26938\*30

School Level: Associate Superintendent Julie Freeman  
cell 404-488-1001; nextel 155\*26938\*20

### C. Dissemination of Information

Location of system's News Media Area: Central Office at Westchester  
758 Scott Blvd, Decatur, GA 30030

Designated News Media Spokesperson: Maria Lewis:  
office 404-370-4400 dial 9 + ext. 27;  
cell 404-488-0997; nextel:155\*26938\*17

Means of Communication: Primary Means: land telephone lines  
Alternate Means: cellular telephone

## D. Crisis Response Resources

The school system has a crisis response plan to address the emotional needs of victims or witnesses of a catastrophic incident. If crisis team support is needed, the principal, principal designee or incident commander should contact either Vickie Wingard or Trojanel Wilson, who will then coordinate the crisis team support for that incident.

For crisis response, contact:

Vickie Wingard, School Psychologist  
office 404-370-4400 x944  
cell 404-583-5433

Trojanel Wilson, School Psychologist  
office 404-370-4400 x943  
cell 404-314-1568

## E. Identification of Injured and Deceased

The following individuals will be responsible for identifying injuries and fatalities. They will be assigned by other teachers, as needed. These people will form the triage team, which will identify, classify and group the injured people according to the need for attention (injured or deceased):

Dianna Watson; cell 404-216-9277

## F. Identification Badges

All persons assisting with the on-site emergency will be required to wear identification badges. Teachers will be responsible for issuing ID Badges.

## G. Dates Drills Conducted

Fire Drills: State regulations require monthly fire drills and a report to the Office of Insurance and Safety Fire Commissioner for each drill.  
School reports can be filed at  
<http://www.gainsurance.org/publiceducation/Home.aspx>.  
See <http://www.gainsurance.org/firemarshal/schoolfiredrill.aspx> for reporting statistics..

Tornado: February  
Georgia Sever Weather Awareness Week (last full week of February includes a state wide tornado drill)

Emergency Evacuation: September

Lockdown: \_\_\_\_\_

## H. Employees Trained in CPR/First Aid

Is the principal familiar with first-aid techniques? No

Other members: Susan Castle, Nurse; cell ???-???-???  
Karen Hearn, cell 404-275-4011

**I. Location of First Aid Kits**

Clinic and emergency Kit in auditorium

**J. Location of Automated External Defibrillator**

---

**K. Location of Emergency Evacuation kits**

School kit is located in auditorium under fire extinguisher.

Each teacher has a backpack including colored status cards, a drill form, class list, student pictures, pens and labels.

**L. National Incident Management System (NIMS) Training**

Emergency response agencies will rely on NIMS guidelines to establish command and control procedures at emergency event sites and evacuation locations. School staff must be prepared to accept the command and control structure established by emergency responders. An on-line training course, Introduction to the Incident Command System (ICS 100), is available at: <http://www.training.fema.gov/emiweb/IS/is100.asp>



## 5 - Relocation sites/Staging areas

**Note: Because of safety concerns in relocating occupants and/or setting up staging areas, the following information should be held in strict confidence and be provided only to authorized personnel**

Definition: Outlines information regarding staging areas in the event a crisis affects a school and/or if the school's occupants have to be relocated.

Topics: Emergency Relocation Sites, Incident Command Center, Family Reunification, Staging Area, Media Staging Area, Public Safety Staging Area, Bus Evacuation Staging Area, Misc. Staging Areas

### A. Emergency Relocation Sites

Primary Site: The Lutheran Church of the Messiah, 465 Clairemont Ave  
Dink Laughlin, Secretary; phone 404-373-1682

Secondary Site: Decatur First Baptist Church Activity Center, 308 Clairemont Ave.  
Kurt Varney, phone 404-373-2442, cell 404-219-3920

Individuals responsible for the Emergency Relocation sites:

<u>Individual's Name</u>	<u>Responsible For</u>
Celeste Tibbets phone	Students and staff

### B. Incident Command Center

Jan Goodloe will serve as the incident commander and will be in charge of coordinating the response operations among all of the responding agencies. The public assistance agencies listed below represent a unified command structure:

Primary Site: Lutheran Church of the Messiah

Secondary Site: Decatur First Baptist Church Activity Center

<u>Agency Person in Charge</u>	<u>Agency Name</u>
Dink Laughlin	Lutheran Church of the Messiah

### C. Family Reunification Staging Area

In the event of an emergency, all concerned parents, guardians, relatives, and loved ones will be directed to the family Reunification Area.

Primary Site: Lutheran Church of the Messiah

Secondary Site: Decatur First Baptist Church Activity Center

Individuals responsible for the family Reunification Staging Area:

<u>Individual's Name</u>	<u>Responsible For:</u>
Nancy Luckey phone 404-234-0344	Reuniting families

**D. Media Staging Area**

All media will be required to report to and remain in the media staging area. They will not be permitted into their other areas and/or to roam freely through the facility.

Primary Site: Sidewalk across from the school on Erie Ave.

Secondary Site: none

Individuals responsible for the media staging area:

<u>Individual's Name</u>	<u>Responsible For</u>
Maria Lewis office 404-370-4400 dial 9 + ext. 27; cell 404-488-0997; nextel:155*26938*17	Communication with media

**E. Public Safety Staging Area**

Primary Site: Lutheran Church of the Messiah - parking lot

Secondary Site: n/a

Individuals responsible for the public Safety Staging Area:

<u>Individual's Name</u>	<u>Responsible For</u>
Susan Castle cell	Injured students and staff

**F. Bus Evacuation Staging Area**

Primary Site: Clairemont Elementary

Secondary Site: n/a

*Describe destination for bus evacuation.*

Individuals responsible for the bus evacuation staging area:

<u>Individual's Name</u>	<u>Responsible For</u>
Simone Elder office 404-370-4408 x14; cell 404-425-8717; nextel 155*30626*2 emergency 404-379-8937	Bus occupants

**G. Misc. Staging Areas**

(i.e., Helopads, rehab, and etc)

n/a

## 6. Family Reunification Protocol

In certain school crisis incidents, it will become necessary to evacuate students and school staff away from the crisis site. During some incidents, large numbers of parents, guardians and relatives will rush to the site of the incident to check on the well-being of students and employees. These actions may result in the blockage of streets in all directions near the schools and the efforts of school officials and emergency response agencies to deal with the crisis may be severely hampered by these persons and their vehicles.

The most effective way to prevent such chaos is to redirect all of the concerned parties to a site that is removed from the school and to evacuate students and school staff to that site. This site is to be known as the Family Reunification Site. There should also be alternate or back up sites that can be used in the event that the primary site is not suitable. The location of these sites should not be publicly announced before an event occurs for security reasons; however, parents should be made aware of the existence of these sites so that when an emergency arises they can obtain the name of the site, either from the media or emergency response agencies and quickly move to that location.

The Family Reunification Site Protocol should be used under the following circumstances:

- a. Shooting on school property, with injuries.
- b. Detonation of an explosive device on school property.
- c. Explosive device is found on school property.
- d. A hostage situation occurs on campus.
- e. An armed, barricaded subject on campus.
- f. A severe weather crisis where damage to the facility has occurred.
- g. A weapon of mass destruction or hazardous materials incident occurs on or near the campus.
- h. Whenever the facility or grounds is considered unsafe and evacuation to a remote site is required.

The following is the Family Reunification Site Protocol:

1. The incident commander will advise the Reunification Site Coordinator that the decision to implement the protocol has been reached and to begin setting up the bus evacuation staging area. If buses are unavailable, walking routes must be established.
2. The school system liaison shall advise the transportation director via phone or radio to begin routing school buses to the evacuation staging area.
3. The designated persons should notify the local emergency management agency (EMA) and other designated personnel to proceed to the identified site and establish the site.
4. The local EMA Director should notify the emergency/911 communications center to have law enforcement mutual aid implement its protocol for routing traffic to the site and managing traffic control functions at the site.
5. The school system liaison shall request that available school system personnel proceed to the Family Reunification Site. All schools should institute the code yellow protocol if the situation involves a violent weapons incident.

## City Schools of Decatur Safety Plan

6. The designated persons will provide the media with detailed instructions via fax to be read to the public in order to direct concerned relatives to the Family Reunification Site. The designated persons will provide periodic updates to the media as available and as needed. A media staging area will be established as soon as possible.
7. Upon the arrival of buses at the incident evacuation staging area, emergency response personnel shall begin loading groups of students and school staff on each bus for evacuation to the Family Reunification Site. While en route to the site, a school staff member shall prepare a list of all evacuees on the bus, which will be delivered to the Family Reunification Site Coordinator upon arrival. When possible, buses should be escorted by law enforcement.
8. Upon arrival at the Family Reunification Site, designated persons shall perform the duties listed below. These duties should be coordinated with law enforcement before an incident to avoid misunderstanding of responsibilities during an incident. Law enforcement will not normally be in charge at Family Reunification Site. The school system should designate an individual to serve as the Family Reunification Site Commander.
  - a. Establish a command post.
  - b. Organize the numerous emergency response and mental health personnel who will be responding to the site.
  - c. Check identification of all non-uniformed personnel who arrive to provide assistance.
  - d. Secure an area for arriving students and staff, away from waiting family members. Yellow emergency tape may be used to section off an area.
  - e. Set up the sign out area. All arriving family must sign in.
  - f. Set up a media staging area. (This will probably require law enforcement assistance.)
  - g. Keep evacuees on buses until they can be moved to the secure waiting area to meet with parents or guardians.
  - h. Only release students to authorized persons using the sign out procedure.
  - i. Ensure that each parent/guardian receive an information sheet regarding traumatic stress reactions. These should be provided from school mental health personnel.
  - j. Instruct parents or guardians to leave the site to make room for others once they have signed out their student.
  - k. Students who do not have a parent/guardian waiting to pick them up will be taken to a secure area until an authorized person arrives to pick them up.
  - l. Every effort will be made to maintain an orderly reunification process. Responding law enforcement and mental health personnel should be utilized to calm those who are waiting and to explain to them that an orderly process is required for the safety of the evacuees.

## 7 - Incident Response Procedures

A public school must provide a safe and orderly environment for its staff and students. Even in the face of emergency, the need to maintain this environment is essential. Although it is not possible to include every type of school disturbance that could threaten the safety of staff and students, these procedures will assist school personnel in resolving major emergencies.

In an emergency, the principal or designee will provide leadership, give directions, and serve as the primary communicator. It is the principal's duty to communicate with the police and notify school personnel of any emergency by code, bell rings, or intercom. Teachers must keep students calm, out of harm's way, and in a secure place, which may mean moving students to an alternative site.

During an emergency situation, it is necessary to keep the public informed, control rumors, and disseminate accurate information in a timely manner while maintaining the educational process and student privacy. All media representatives should be referred to the superintendent, who will issue all press releases. Reporters and photographers will not be allowed on any school campus during an emergency situation.

## ***After Hours Building Emergency***

### **Definition:**

Any emergency occurring before or after school hours

### **Signal:**

Use appropriate emergency alert signal or announce over intercom system if after school groups are still in the building.

### **Steps of Action:**

Follow procedure for specific emergencies

Contact school principal (see Emergency Management Team contact information)

Contact Director of Facilities or Assistant director (see Emergency Management Team contact information)

### **Roles:**

Custodian: Contact emergency people and perform the following acts:

Follow appropriate procedure

Contact school administrator at home

If after-school groups are present, alert staff and students of emergency and follow steps of action for that emergency.

## ***Bomb or Bomb Threat***

### **Definition:**

The threat of an explosion, or an actual explosive device present on the premises which may or may not have exploded.

### **Signals:**

Designate an emergency alert signal for every school. This signal will indicate a bomb threat, and the principal will evacuate the building. When the building is evacuated, students should be moved at least **1000** feet away from the building. School emergency code is **Yellow or Orange**.

### **Steps of Action:**

If phone threat is made, keep the caller on the line as long as possible and ask caller to repeat the message.

When the principal requests that the building be evacuated, move to emergency relocation site.

Staff should observe for unusual or suspicious noises, devices, or disturbances while evacuating

### **Roles:**

- Principal: Evacuate the building and notify staff  
Gather information from staff on anything suspicious  
Assess injuries, if any  
Assign qualified staff to first aid  
Assist at evacuation site  
Account for every student
- Teacher: Secure room before leaving  
Report any suspicious noises, devices, or disturbances to the principal  
Take roll before evacuation  
Assist with evacuation, if needed  
Take roll when students have reached evacuation point  
Report any missing students to the principal's office
- Secretary: Take First Aid Kit to evacuation site  
Take Evacuation Kit with class rolls and after school telephone numbers
- Custodian: Report to principal

### **Phone Numbers:**

Emergency: 911

Decatur Police: (404) 373-6551



Department of the Treasury  
Bureau of Alcohol, Tobacco & Firearms  
BOMB THREAT CHECKLIST



1. When is the bomb going to explode?
2. Where is the bomb right now?
3. What does the bomb look like?
4. What kind of bomb is it?
5. What will cause the bomb to explode?
6. Did you place the bomb?
7. Why?
8. What is address?
9. What is your name?

EXACT WORDING OF BOMB THREAT:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sex of caller: \_\_\_\_\_ Race: \_\_\_\_\_

Age: \_\_\_\_\_ Length of call: \_\_\_\_\_

Telephone number at which call is received: \_\_\_\_\_

Time call received: \_\_\_\_\_

Date call received: \_\_\_\_\_

CALLER'S VOICE

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> Calm     | <input type="checkbox"/> Nasal    |
| <input type="checkbox"/> Soft     | <input type="checkbox"/> Angry    |
| <input type="checkbox"/> Stutter  | <input type="checkbox"/> Loud     |
| <input type="checkbox"/> Excited  | <input type="checkbox"/> Lisp     |
| <input type="checkbox"/> Laughter | <input type="checkbox"/> Slow     |
| <input type="checkbox"/> Rasp     | <input type="checkbox"/> Crying   |
| <input type="checkbox"/> Rapid    | <input type="checkbox"/> Deep     |
| <input type="checkbox"/> Normal   | <input type="checkbox"/> Distinct |

- |  |  |
|--|--|
| <input type="checkbox"/> Slurred   | <input type="checkbox"/> Whispered       |
| <input type="checkbox"/> Ragged  | <input type="checkbox"/> Clearing Throat |
| <input type="checkbox"/> Deep Breathing  | <input type="checkbox"/> Cracking Voice  |
| <input type="checkbox"/> Disguised   | <input type="checkbox"/> Accent          |
| <input type="checkbox"/> Familiar (If voice is familiar, who did it sound like?) _____ |  |

BACKGROUND SOUNDS:

- |  |   |
|--|---|
| <input type="checkbox"/> Street noises | <input type="checkbox"/> Factory machinery      |
| <input type="checkbox"/> Voices        | <input type="checkbox"/> Crockery               |
| <input type="checkbox"/> Animal noises | <input type="checkbox"/> Clear                  |
| <input type="checkbox"/> PA System     | <input type="checkbox"/> Static                 |
| <input type="checkbox"/> Music         | <input type="checkbox"/> House noises           |
| <input type="checkbox"/> Long distance | <input type="checkbox"/> Local                  |
| <input type="checkbox"/> Motor         | <input type="checkbox"/> Office machinery       |
| <input type="checkbox"/> Booth         | <input type="checkbox"/> Other (Please specify) |

BOMB THREAT LANGUAGE:

- |  |   |
|--|---|
| <input type="checkbox"/> Well spoken (education) | <input type="checkbox"/> Incoherent                   |
| <input type="checkbox"/> Foul                    | <input type="checkbox"/> Message read by threat maker |
| <input type="checkbox"/> Taped                   | <input type="checkbox"/> Irrational                   |

REMARKS:

\_\_\_\_\_

Your name:

\_\_\_\_\_

Your position:

\_\_\_\_\_

Your telephone number:

\_\_\_\_\_

Date checklist completed: \_\_\_\_\_



## **Fire**

### **Definition:**

A fire requiring evacuation from the building

### **Signals:**

Ringling of the fire alarm

### **Steps of Action:**

Report fire to the office, pull alarm/intercom, if available

Evacuate building to assigned places at least 500 feet away from building

Close all windows and doors to confine the fire

Take class roll

In case of inclement weather move to

---

### **Roles:**

- |            |   |
|------------|---|
| Principal: | Keep access roads open<br>Supervise evacuation and check for injuries<br>Assign roles to auxiliary persons as needed<br>Administer first aid<br>Account for every student |
| Secretary: | Phone 911 and superintendent's office   |
| Teachers:  | Evacuate building<br>Take roll when students have reached evacuation point<br>Report any missing students to principal's office   |
| Staff:     | Report to principal when area is clear for students and faculty   |

### **Phone Numbers**

Emergency: 911

Decatur Fire Department: (404) 373-0600

## ***Late Transportation or Overnight Housing***

### **Definition:**

Any situation that would necessitate that students spend the night at school

### **Signals:**

Notification from transportation or emergency services that this action is needed

### **Steps of Action:**

Contact the school principal

Attempt to contact students' parents or guardians

Keep students in safest area of building

Assign shifts in order for faculty members to maintain duty of answering the office telephones

Keep accurate records of students who are picked up, by whom, and at what time. Use appropriate check-out procedures.

### **Roles:**

Principal:           Assign the procedures to the appropriate staff members  
                          Assign responsibilities to staff as situation necessitates

## ***Accident or Serious Injury***

### **Definition:**

Emergency where a person may be injured

### **Signals:**

None

### **Steps of Action:**

1. Stay with the injured person and send messenger to notify the building principal
2. Disperse the crowd, if necessary
3. Offer to contact or spouse
4. Contact emergency services, if needed
5. Utilize aid
6. Inform staff and students, as needed

### **Roles:**

**Principal:** Supervise care of persons  
Establish immediate communication with superintendent's office  
Communicate with parents, as necessary

**Secretary:** Aid in communication with emergency services

**Custodians:** Aid staff and others in first aid  
Attend to building mechanical problems, if necessary

**Teachers:** Stay with and assess first aid needs  
Take roll and contact main office, if necessary

**Other Staff:** Assist with aid  
Help with communication to parents, if necessary

### **Phone Numbers**

Emergency: 911

Decatur Police: (404) 373-6551

## ***Bus Accident***

### **Definition:**

An accident involving a school bus with City of Decatur students

### **Roles:**

**Staff Member or Principal's Designee:** Perform duties of principal until principal arrives at scene of accident

**Principal:** Proceed to the accident scene  
Notify the school and the superintendent's office  
Refrain from discussing the accident with anyone on the scene except the law enforcement officers and appropriate school personnel  
Assist in injured students and documenting accident scene activity  
Assign an administrator to go to the hospital, if necessary  
Advise the superintendent's office of the hospitals to be utilized, and uninjured students will be transported from the accident scene to the school  
Designate persons to receive uninjured students when they arrive at school and continue to evaluate their needs  
Contact parents or guardians

### **Phone Numbers**

Emergency: 911

Decatur Police: (404) 373-6551

## ***Closing of School***

### **Definition:**

Snow, ice, or extremely cold weather, closing of school buildings

### **Signal:**

None

### **Steps of Action:**

#### **During the school day**

A telephone message will be made to the building principal  
Other schools will be contacted  
Students will remain in rooms until buses arrive  
School personnel will depart as necessary

#### **Before the school day**

Director of maintenance gets reports on road conditions from the Police and Transportation Coordinator

Director of maintenance briefs the superintendent, who then briefs the associate superintendent

If the superintendent makes the decision to close schools, informs the publicity coordinator to notify specified media outlets. The publicity coordinator will know the appropriate codes and telephone numbers for making the necessary media contacts

After being informed of the decision by the superintendent to close schools, the associate superintendent activates the school system communication chart

Each supervisor/principal is responsible for the notification of those employees under supervision, as well as any indicated on the school system communication chart

Each supervisor/principal is responsible for notifying staff, students, and/or parents of the specified media outlets that will be used to announce emergency school closings. The publicity coordinator will provide this to each administrator.

### **Roles:**

#### **Principal:**

Notify staff as needed  
Utilize telephone tree if needed  
Check on building as weather permits  
Call emergency numbers, if necessary

#### **Custodians:**

Come in early on the first day back and check steps, stairs, and sidewalks  
Place caution signs as needed  
Utilize salt and sand as needed.

## ***Custody Procedures or Incidents***

In order to properly manage the difficulties inherent in these sensitive volatile issues, the principal of designee should consider the following precautions:

- a. Insist on accuracy of the student record card information pertaining to custody, court orders, and student releases.
- b. Comply with information provided in the students' permanent records.
- c. Maintain a current file of legal documents pertaining to appropriate students.
- d. Direct school secretary to have at his/her desk a list of students who are not to be released to anyone except a particular parent or guardian.
- e. Direct secretary to tag appropriate Student Record Cards.
- f. When a parent telephones a request that a child be released from school, the identity of the caller by a separate call to the parent or guardian, if needed, before the child is permitted to leave. In the event of any doubt, the message and phone number should be written down and a return call should be made after cross-checking the phone number with those on file in the child's folder or on the emergency card.

### **Phone Numbers**

Emergency: 911

Decatur Police: (404) 373-6551

## ***Death or Serious Illness to Student or Employee***

### **Definition:**

Death or serious illness to a student, staff member, or visitor while at school

### **Signals:**

None

### **Steps of Action:**

**Principal:** Activate the school telephone tree to inform other staff members of the death or serious illness  
Prepare statement to be sent home with students

### **Roles:**

**Principal:** Activate telephone tree and crisis team  
Convene emergency staff meeting

**Secretary:** Follow principal's instructions

**Teachers:** Follow principal's instructions

**Social Worker/  
Psychologist:** Coordinate crisis intervention team activities

### **Phone Numbers:**

Emergency: 911

Decatur Police: (404) 373-6551

## ***Disruptions or Civil Disturbances***

### **Definition:**

An incident that disrupts or has the potential to disrupt the orderly functions of the school

### **Signal:**

Use intercom to signal level and location of the disruption. Specific instructions should follow. If staff person reports a disruption in the main office, send a messenger to the office indicating description and location of disruption.

### **Steps of Action:**

Isolate disruption. Keep students in classroom. Initiate building lock-down, if necessary, by locking classroom doors, offices, and entrances.

Clear the immediate area, including restrooms and hallways. Use megaphone for crowd control.

Use intercom to signal level, location, and specific instructions.

Teachers should not leave the students unsupervised.

Staff members not supervising students should move to the area of disruption to assist, unless otherwise instructed.

Use intercom to signal that disruption is over.

### **Roles:**

**Principal:** Assess level of disruption  
Supervise response to disruption  
Give intercom signals and give directions using megaphone, if necessary  
Communicate with staff and parents

**Secretary:** Contact emergency services

**Teachers:** Stay with students. Those not supervising students should move to the area of disruption, unless otherwise instructed.

### **Follow-Up:**

Activate crisis intervention team, if necessary

Hold staff meeting to discuss disruption

Communicate with staff and parents to control rumors

### **Phone Numbers:**

Emergency: 911

Decatur Police: (404) 373-6551



## ***Hazardous Materials Incident Off Campus***

### **Use of School Building**

#### **Definition:**

Hazardous materials in community incidents where organizations, businesses, or schools are required to use school facilities

#### **Steps Of Action:**

Inform staff and students of the emergency and give specific instructions

Provide space, telephone, pencil and writing pads, and first aid kits, if necessary

#### **Roles:**

**Principal:** Act as liaison with head of business or other school principals

**Secretary:** Coordinate communication

**Teachers:** Maintain normal routine, unless otherwise instructed

**Custodian:** Assist in traffic control into and out of school site.

#### **Nuclear Emergencies:**

The civil defense warning system will provide notice to the school system when the possibility of a nuclear emergency arises. All reasonable precautions and steps will be taken in each school to ensure the safety of students. Schools will be asked to stay tuned into the civil defense warning system for instructions.

## ***Hazardous Materials Incident On School Campus***

### **General Information:**

All schools are at risk from the effects of hazardous or toxic material accidents. Such accidents may result in the need to take immediate action. The action to be taken will depend on the proximity of the accident to the school, the wind velocity, and the weather.

There are two basic actions, (1)evacuate students to a safe location at right angles to and from the accident site, and (2) seal the building (windows and doors), shut off air handling equipment if it ingests outside air, and remain inside the building until the emergency has been resolved. The principal must decide the most appropriate action.

### **Roles:**

**Principal:**      Contact emergency services  
                         Contact the superintendent's office  
                         Alert teaching staff to close windows and prepare for emergency action  
                         Appoint a designee to stay by the telephone until the emergency action is determined  
                         Meet with incoming emergency response units to receive instructions and relay information  
                         Assume the prerogative to take whatever action is necessary including immediate evacuation of students at right angles to the toxic chemical vapor cloud  
                         Arrange for buses to intercept as quickly as possible to take students to a pre-arranged destination and assist with loading buses  
                         Take follow-up actions as are deemed necessary

**Teachers:**      Take roll before evacuation  
                         Assist with evacuation, if needed  
                         Take roll when students have reached evacuation point  
                         Report any missing students to principal's office  
                         Handle no hazardous materials

### **Phone Numbers:**

Emergency:      911  
Decatur Police: (404) 373-6551

## ***Hostage or Terrorist***

### **Definition:**

A person who enters the building, apprehends a school person, and threatens violence

### **Signals:**

Use appropriate emergency alert signal

### **Steps Of Action:**

Dial 911 and Police (404) 373-6551

Initiate appropriate emergency alert signal

Secure immediate area to confine problem

Secure building by locking appropriate doors (classrooms, office, and entrances)

Await assistance

### **Roles:**

**Principal:** Call 911

**Secretary:** Follow principal's instructions. Turn off bells.

**Custodians:** Aid in evacuation, if necessary

**Teachers:** Stay in classrooms, protect students, and take roll.  
Inform office if there are missing students

## ***Intruder***

### **Definition:**

Unauthorized person(s) on the premises

### **Signals:**

Use emergency alert signal

If the intruder is in the hall, the staff will call the office or escort the stranger to the office. If the intruder is in a classroom, the staff member should use the intercom. If the intruder presents a threat, the intercom system will be used to evacuate students to a safe position away from the intruder.

### **Steps of Action:**

The staff member who spots an intruder will inquire as to his business and will report the situation to the principal

The principal will assess the situation

If required, the principal will give the appropriate emergency alert signal to initiate a lockdown. All classroom doors, office, and doors to the building should be locked.

Follow police instructions

### **Roles:**

**Principal:** Take charge of the situation and call police, if necessary  
Give the Clear signal at appropriate time  
Aid in communication with police and superintendent's office

**Teachers:** Take roll, lock doors, and await further instructions

**Custodians:** Aid as needed, if evacuation is required.

### **Phone Numbers:**

Emergency: 911

Decatur Police: (404) 373-6551

## ***Weapon on Campus***

### **Definition:**

A student is observed with a weapon or is reported in possession of a weapon. A weapon is any firearm, knife, or other object capable of inflicting serious injury or death when used against another person.

### **Roles:**

#### **Principal:**

Call 911

Call Police 373-6551 if a student is suspected of having a weapon at school, even if no weapon has been seen

Locate student with the weapon. Encourage student to come to the office, but do not confront the student if the weapon is believed to be on the student's person

If the weapon is on campus, ask the student for the location. Seal off the location of the weapon but do not move or handle the weapon until police arrive

Escort police to the area where the student and/or weapon are located

Provide student information, including parent contact information

#### **Teacher:**

Clear hallway around classroom and bring in any students found in the immediate area.

Keep students in classrooms

Close and lock door, especially if the student with the weapon or the location of the weapon is in the immediate area

Take roll

Release lock-down only after all clear is given.

## ***Student Runaway, Abduction, Or Kidnapping***

### **Definition:**

A student who has left campus without permission during school hours, or a student who has been kidnapped by a stranger or family member on the school premises

### **Signals:**

None

### **Steps Of Action:**

Notify principal

Call911

Contact parent(s)

If student is running away, follow if possible

Notify classroom teacher of student's absence

If possible, have description of student ready to give to police

### **Roles:**

**Principal:** Follow, if possible, or designate someone to do so  
Give directions to other staff members

**Secretary:** Notify emergency services and at direction from principal

**Teachers:** Keep other students in classrooms  
If possible, provide a description of missing student, including clothing he/she was wearing when last seen, distinguishing features, etc.

### **Phone Numbers:**

Emergency: 911

Decatur Police: (404) 373-6551

## ***Suicide at School***

### **Definition:**

Student, staff member, or visitor terminating own life at school

### **Signals:**

Office will be contacted by intercom or in person

### **Steps Of Action:**

Report incident to main office

Call 911

Keep students away from the area

Send note to staff informing them that a medical emergency has occurred and that they should remain calm

Include any additional instructions

Refer to the Counseling Crisis Intervention Plan

### **Roles:**

**Principal:** Assume role as spokesperson and give instructions to staff  
Initiate lock-down (all classroom doors, offices, and entrances), if necessary

**Secretary:** Follow principal's instructions. Operate telephones.

**Teachers:** Keep students in class and await further instructions  
If student suicide occurred in classroom, the teacher should evacuate the room and take roll.

**Counselor /  
Social Worker  
/ Psychologist** Assist in contacting or family members, if necessary  
Go to classes and explain situation

### **Follow-Up:**

See Crisis Response Plan

### **Phone Numbers**

Emergency: 911

Decatur Police: (404) 373-6551

## ***Tornado, Thunderstorms, or Natural Disasters***

### **Definition:**

- Tornado Watch:** Conditions are favorable for a tornado or severe weather. Make staff aware, but take no action.
- Tornado Warning:** Tornado has been sighted. Take shelter immediately.

### **Signals:**

- Upon the forecast of severe, inclement weather, the secretary will turn on the radio to monitor the situation.
- Schools will be alerted of a tornado watch and warning.
- If a warning is issued, a series of short rings will signal the warning, and a tornado drill will occur.
- One long ring of the bell system will indicate an end to the

### **Steps Of Action:**

- A series of rings on the school bell system will signal that a drill will begin.
- Students should proceed to their designated position against the wall and assume a kneeling position, head down, hands covering head.
- Students in unsafe locations at the time of the drill will go to a pre-designated location when directed to the teacher.
- Students should not be permitted to leave the school (field trip or other events) during a watch or warning. If students are on a field trip at the time inclement weather occurs, bus drivers will be alerted to get students back on the bus and return to school.
- Teachers are to close windows and doors upon leaving with their students.
- Teachers should keep their class rosters with them during the drill and kneel behind their classes to be sure that the students are following the drill procedure. Teachers should verify student classroom count.
- The signal will be one long ring of the school bell system.
- If City Schools of students are in a mobile unit, they should be moved to a safe area.
- Windows should be closed.

### **Roles:**

- Principal:** Maintain contact with student body and staff  
Sound alarm or give order for drill  
Give the all clear signal
- Secretary:** Answer phones and monitor weather radios
- Teacher:** Supervise students  
Take roll
- Custodian:** Serve as weather spotter during watch and assure outside exits are closed.

If there is a tornado warning at the end of the day, the school should hold the children in the building until the warning is lifted. Bus drivers should wait inside the school with the children. Be aware that if drivers are already in route and a tornado warning is issued, they should proceed to the nearest school, take the children inside, and wait until the warning has been lifted.



## ***Utility Emergency***

### **Definition:**

Electrical power failure, gas line break, water main or sewer break, or electrical power break

### **Signals:**

Should any school building need to be evacuated, follow fire drill procedure with a verbal announcement on the school public address system; follow by manually tripping the fire alarm. In the event of electrical failure and need to evacuate, verbal notification should be given on a class-by-class basis. A visual check of all school should be conducted by the principal or other designated

### **Steps of Action:**

Call school maintenance office during school hours (404) 370-4408

Call Police (404) 373-6551 after school hours or if maintenance staff cannot be located.

### **Roles:**

**Principal:** Communicate appropriate procedures to staff and students

**Secretary:** Make necessary phone contacts

**Custodian:** Assist principal in the inspection of the building

**Teacher:** Take roll

**School Nutrition Program:** For freezer outage, communicate with maintenance. Notify warehouse to be on standby to make decisions regarding food storage.

## ***Vandalism or Graffiti***

### **Definition:**

Destruction or defamation of school property. Gang graffiti and related vandalism have a negative impact on students, parents, school staff, and the community.

### **Role:**

**Principal:** Call Decatur Police (404) 373-6551. Police will photograph all graffiti. No clean-up should begin until photographs or videos are taken.

- Contact superintendent
- Contact maintenance for removal of graffiti
- Utilize custodians to assist in clean up
- Utilize paper and tape to obstruct viewing by students, staff, and the public until appropriate clear-up can begin

### **Phone Numbers:**

School maintenance: (404) 370-4408  
Decatur Police: (404) 373-6551

## ***Weapon on Campus***

### **Definition:**

A student is observed with a weapon or is reported in possession of a weapon. A weapon is any firearm, knife, or other object capable of inflicting serious injury or death when used against another person.

### **Roles:**

#### **Principal:**

Call 911

Call Police 373-6551 if a student is suspected of having a weapon at school, even if no weapon has been seen

Locate student with the weapon. Encourage student to come to the office, but do not confront the student if the weapon is believed to be on the student's person

If the weapon is on campus, ask the student for the location. Seal off the location of the weapon but do not move or handle the weapon until police arrive

Escort police to the area where the student and/or weapon are located

Provide student information, including parent contact information

#### **Teacher:**

Clear hallway around classroom and bring in any students found in the immediate area.

Keep students in classrooms

Close and lock door, especially if the student with the weapon or the location of the weapon is in the immediate area

Take roll

Release lock-down only after all clear is given.

## Emergency Telephone Numbers

City Schools of Decatur Crisis Management .....	404-583-5433 or 404-314-1568
City Schools of Decatur Public Information Officer .....	404-488-0997
City Schools of Decatur Maintenance .....	(404) 370-4408
Decatur Police Department .....	911 or (404) 373-6551
Decatur Fire Department .....	911 or (404) 373-0600
Emergency Medical Services .....	911
American Red Cross .....	(404) 881-9800 or (404) 296-0505
Decatur City Hall .....	(404) 377-9911
Decatur Cooperative Ministry .....	(404) 377-5365
Decatur Hospital .....	(404) 377-0221
Decatur Housing Authority .....	(404) 373-4460
DeKalb Child Protection (DFACS) .....	(404) 370-5066
DeKalb Medical Center .....	(404) 501-1000
Emergency Mental Health .....	(404) 892-4646
Emory University Hospital .....	(404) 325-6000
Georgia Emergency Management Agency .....	(404) 635-7222
Georgia Disaster Information .....	<a href="http://georgia911.org/">http://georgia911.org/</a>
Georgia Power Emergency Number .....	1-800-850-4551
Bus Service - Dekalb County Transportation: .....	(404) 425-8717 or (678) 410-4925
Poison Control Center .....	(404) 616-9000
Oil and Chemical Spills .....	1-800-424-8802
Weather Stations .....	45.56 MHZ 162.55 MHZ (NOAA)

# City Schools of Decatur Oakhurst Elementary Safety Plan

## Table of Contents

<b>1 Quick Reference</b> .....	<b>1 - 1</b>
<b>Emergency Management Team</b> .....	<b>1 - 2</b>
<b>Incident Management Sites</b> .....	<b>1 - 2</b>
<b>Vicinity Map</b> .....	<b>1 - 3</b>
<b>Incident Response Steps</b> .....	<b>1 - 4</b>
Central Office Contacts.....	1 - 4
Emergency Contacts.....	1 - 4
<b>Emergency Response Protocols and Codes</b> .....	<b>1 - 5</b>
Code Yellow (Heightened State of Security/Lockdown Protocol).....	1 - 5
Code Orange (Heightened State of Security Requiring Evacuation).....	1 - 5
Code Red (Actual Crisis Response Protocol).....	1 - 5
Code Grey (Impending Severe Weather).....	1 - 6
Code Green (Return to Normal Operations).....	1 - 6
Emergency Status Cards.....	1 - 6
Evacuation Protocol.....	1 - 6
<b>Incident Response Procedures</b> .....	<b>1 - 7</b>
Bomb or Bomb Threat.....	1 - 7
Disruptions or Civil Disturbances.....	1 - 7
Hostage or Terrorist.....	1 - 7
Intruder.....	1 - 8
Weapon on Campus.....	1 - 8
<b>2 - School Demographics</b> .....	<b>2 - 1</b>
<b>Location and Contact Information</b> .....	<b>2 - 1</b>
<b>Administrator’s Name and Position</b> .....	<b>2 - 1</b>
<b>Building Size and Type</b> .....	<b>2 - 1</b>
<b>Number of Students and Staff</b> .....	<b>2 - 2</b>
<b>Number of Rooms</b> .....	<b>2 - 2</b>
<b>Shelter Information</b> .....	<b>2 - 2</b>
<b>List of Hazardous Materials (none)</b> .....	<b>2 - 2</b>
<b>Maps and Floor Plans</b> .....	<b>2 - 3</b>
<b>Basement Plan</b> .....	<b>2 - 4</b>
<b>First Floor Plan</b> .....	<b>2 - 5</b>
<b>Second Floor Plan</b> .....	<b>2 - 6</b>
<b>3 - Safety Committee Composition</b> .....	<b>3 - 1</b>
<b>Safety Committee Members</b> .....	<b>3 - 1</b>
<b>Safety Committee Meeting Schedule</b> .....	<b>3 - 1</b>
<b>Safety Plan Evaluation</b> .....	<b>3 - 1</b>
<b>Safety Committee Meeting Agenda</b> .....	<b>3 - 2</b>

Emergency Evacuation Kit Checklist ..... 3 - 3

Site Assessment Checklist..... 3 - 4

**4 - Emergency Management Team and Crisis Management..... 4 - 1**

Emergency Management Team Members..... 4 - 1

Change of Command ..... 4 - 1

Dissemination of Information ..... 4 - 1

Crisis Response Resources ..... 4 - 2

Identification of Injured and Deceased..... 4 - 2

Identification Badges ..... 4 - 2

Dates Drills Conducted..... 4 - 2

Employees Trained in CPR/First Aid ..... 4 - 3

Location of First Aid Kits..... 4 - 3

Location of Automated External Defibrillator..... 4 - 3

Location of Emergency Evacuation Kits ..... 4 - 3

National Incident Management System (NIMS) Training..... 4 - 3

**5 - Relocation sites/Staging areas ..... 5 - 1**

Emergency Relocation Sites..... 5 - 1

Incident Command Center..... 5 - 1

Family Reunification Staging Area ..... 5 - 1

Media Staging Area ..... 5 - 2

Public Safety Staging Area..... 5 - 2

Bus Evacuation Staging Area ..... 5 - 2

**6 - Family Reunification Protocol ..... 6 - 1**

**7 - Incident Response Procedures ..... 7 - 1**

After Hours Building Emergency..... 7 - 2

Bomb or Bomb Threat..... 7 - 3

Bomb Threat Call Checklist ..... 7 - 4

Fire ..... 7 - 5

Late Transportation or Overnight Housing ..... 7 - 6

Accident or Serious Injury ..... 7 - 7

Bus Accident ..... 7 - 8

Closing of School ..... 7 - 9

Custody Procedures or Incidents ..... 7 - 10

Death or Serious Illness to Student or Employee ..... 7 - 11

Disruptions or Civil Disturbances ..... 7 - 12

Hazardous Materials Incident Off Campus ..... 7 - 13

Hazardous Materials Incident On School Campus ..... 7 - 14

Hostage or Terrorist ..... 7 - 15

**Intruder ..... 7 -16**  
**Student Runaway, Abduction, Or Kidnapping ..... 7 -17**  
**Suicide at School ..... 7 -18**  
**Tornado, Thunderstorms, or Natural Disasters ..... 7 -19**  
**Utility Emergency ..... 7 -20**  
**Vandalism or Graffiti ..... 7 -21**  
**Weapon on Campus ..... 7 -22**

**Emergency Telephone Numbers**

# 1 - Quick Reference

Section one is intended to inform staff of basic safety procedures and to guide the initial response to an incident. All staff should keep this document, class roster and emergency status cards readily available for response to an emergency.

**Emergency Management Team..... 1 - 2**

A list of school administrators with emergency management responsibilities with their contact information.

**Incident Management Sites..... 1 - 2**

Locations of emergency relocation site location, assembly areas and incident response locations.

**Vicinity Map..... 1 - 3**

Route to emergency relocation site.

**Incident Response Steps ..... 1 - 4**

A low chart showing steps to be taken by school staff, school administrators and central office administrators.

**Central Office Contacts..... 1 - 4**

Cell phone numbers for central office administrators to be contacted after initial life safety threats are addressed.

**Emergency Contacts ..... 1 - 4**

Emergency and non-emergency phone numbers for agencies that can provide assistance with an incident.

**Emergency Response Protocols and Codes ..... 1 - 5**

- Code Yellow: Heightened state of security/lockdown protocol
- Code Orange: Heightened state of security requiring evacuation
- Code Red: Actual crisis response protocol
  
- Code Grey: Impending severe weather
- Code Green: Return to normal operations
- Emergency Status Cards: Red, Yellow and Green signal cards
- Evacuation Protocol

**Incident Response Procedures..... 1 - 7**

- |                                    |                                   |                  |
|------------------------------------|-----------------------------------|------------------|
| <b>What to do if there is a...</b> | Bomb Threat                       | Intruder         |
|                                    | Disruptions or Civil Disturbances | Weapon on Campus |
|                                    | Hostage or Terrorist              |                  |



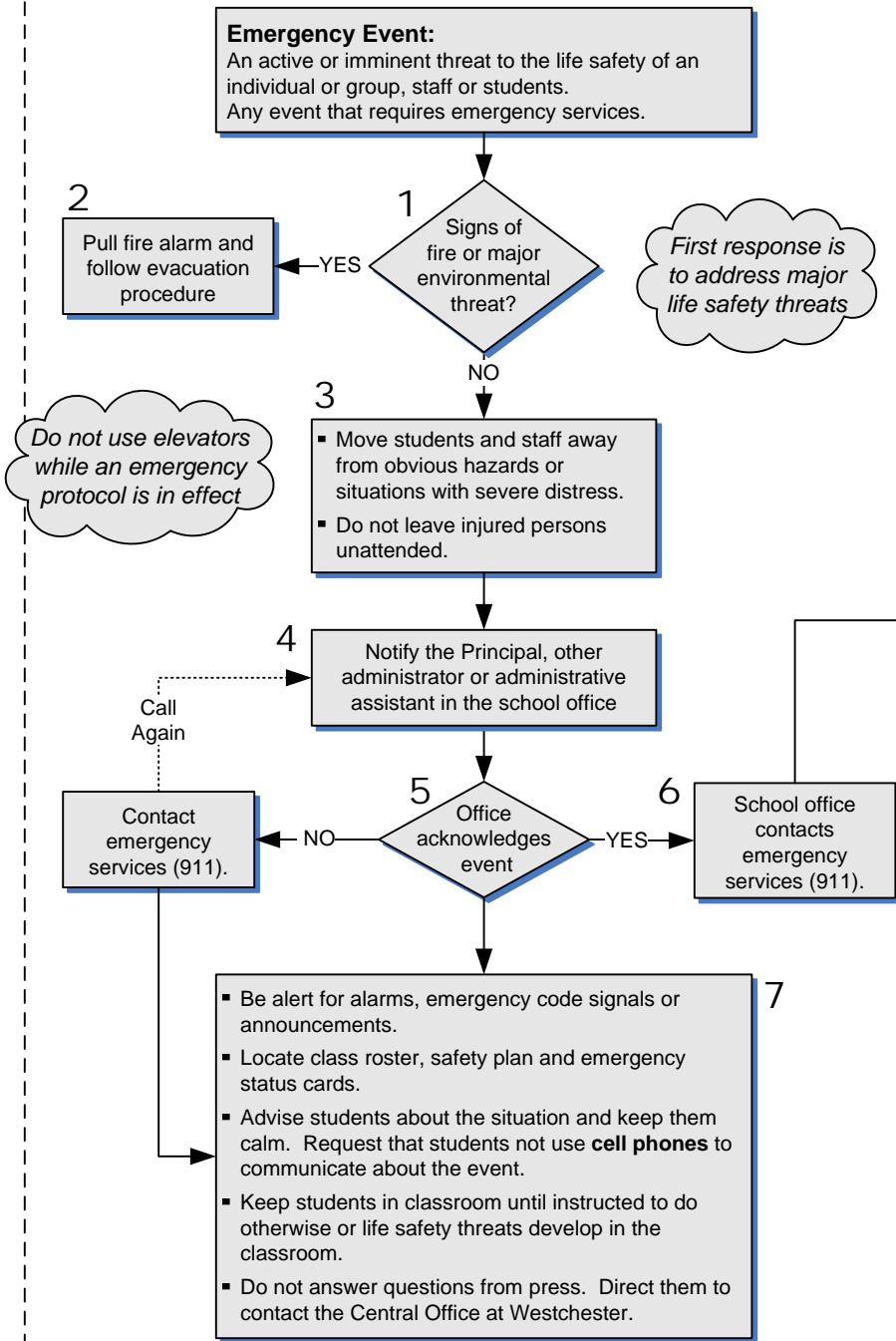
## Oakhurst Elementary Safety Plan

<b>Emergency Management Team</b>		<b>Contact Information</b>
System Coordinator	Mike Breunig	school cell 404-319-7951; Nextel 155*26938*38; personal cell 404-405-3921; home 770-270-0148
Assistant Coordinator	Tony Burnette	cell 404-550-5705; Nextel 155*26938*2; home: 770-719-8647
School Coordinator & Incident Commander	Mary Mack	cell 404-488-0988; Nextel 155*26938*8
Emergency Relocation Site Security	Cassandra Hall	Cell 770-323-5688
News Media Spokesperson	Maria Lewis	office 404-370-4400 dial 9 + ext. 27; cell 404-488-0997; Nextel 155*26938*17
Student and Staff Family Reunification Staging Area	Erin Eliasen Suzanne Jerrol Hamilton Edwards	cell 404-579-1727 cell 404-373-5676
Public Safety Equipment Staging Area - Injured Students and Staff	Vicki Brasfield	cell 404-497-9725
Bus Evacuation Staging Area	Simone Elder	office 404-370-4408 ext. 14; cell 404-425-8717; Nextel 155*30626*2; emergency 404-379-8937

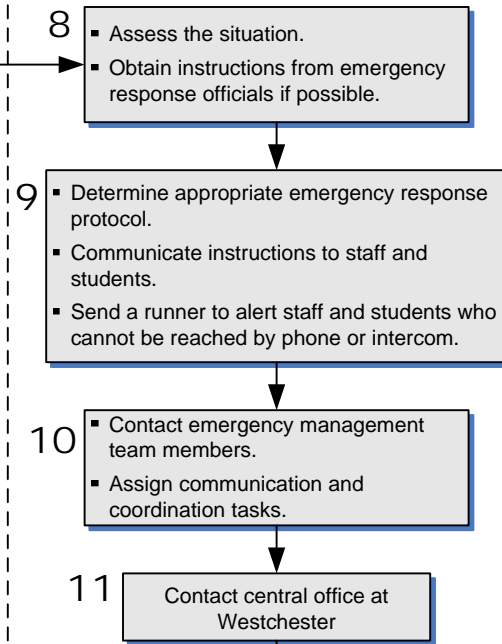
<b>Incident Management Sites</b>	<b>Primary Site</b>	<b>Secondary Site(s)</b>
Emergency Relocation Site	Oakhurst Park	Samuel L. Jones Boys & Girls Club 450 East Lake Drive Pat Jackson (404) 378-8814
Incident Command Center	Oakhurst Park	Samuel L. Jones Boys & Girls Club
Family Reunification Staging Area	Samuel L. Jones Boys & Girls Club	Oakhurst Park
Media Staging Area	Oakhurst Park	Central Office at Westchester, 758 Scott Blvd.
Public Safety Equipment Staging Area	Mead Road at Oakhurst Park	<i>none</i>
Bus Evacuation Staging Area	Oakhurst Elementary	Samuel L. Jones Boys & Girls Club



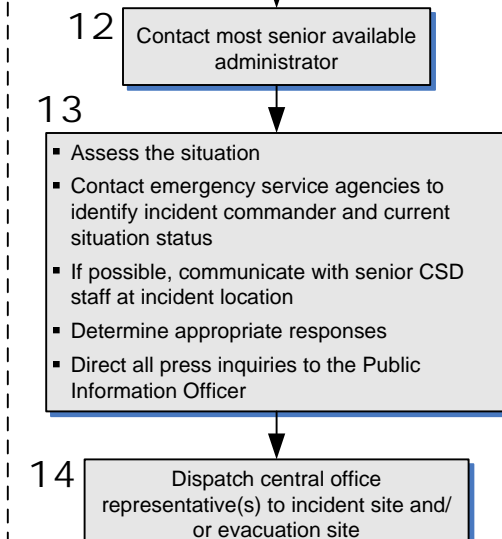
## First Response – On Site Staff or Administrator



## Second Response – School Office, Principal or Administrator



## Third Response – Central Office



# Incident Response Steps

Updated 03/28/2007

## Central Office Contacts

### Initial Contacts:

Dr. Phyllis Edwards	404-925-9150
Julie Freeman	404-488-1001
Theresa Ball	404-488-0996
Caroline Wood	404-488-1000
Mike Breunig	404-319-7951
Main Number	404-370-4400

### Secondary Contacts:

Maintenance Office	404-370-4408
Transportation	404-379-7582
Crisis Management	
Vickie Wingard	404-583-5433
Trojanel Wilson	404-314-1568
Public Information Officer	
Maria Lewis	404-488-0997

## Emergency Contacts

Primary	911
Decatur Police	404-373-6551
Decatur Fire	404-373-0600
Decatur Public Works	404-377-5571
Emergency Medical	911
American Red Cross	404-881-9800
Decatur City Hall	404-377-9911
Decatur Coop Ministry	404-377-5365
Decatur Hospital	404-377-0221
Decatur Housing Auth.	404-373-4460
Dekalb Board of Health	404-508-7835
DeKalb DFACS	404-370-5066
DeKalb Medical Center	404-501-1000
Mental Health	404-892-4646
Emory Univ. Hospital	404-325-6000
GEMA	404-635-7222
Georgia Power	1-800-850-4551
Transportation:	404-425-8717
Poison Control Center	404-616-9000
Oil & Chemical Spills	1-800-424-8802

## Emergency Response Protocols & Codes

**An authorized person will announce over the intercom that an emergency response protocol is in effect. Runners may be sent if the intercom is not operational or to ensure that personnel in outlying buildings and outside areas are notified. Do not use elevators while an emergency protocol is in effect. Ask students to refrain from using cell phones during an emergency.**

### Code Yellow

#### Heightened State of Security/Lockdown Protocol

Code yellow protocol may be initiated for: weapons on campus, unconfirmed bomb threats, fights that involve numerous individuals, weapons or is gang-related, a major crime or police chase near the school, and civil disturbance that pose a threat to students and staff.

1. If a bomb threat has been verified, all radios and cell phones should be turned off until clearance has been given.
2. All students shall be kept in the classroom with the door locked during each class period while the protocol is in effect. If students are not in class should proceed to their assigned class. Teachers will lock their classroom doors once the hallways near their rooms are clear of students. Students will not be allowed to leave classrooms unless the teacher obtains authorization from the main office.
3. If teachers observe imminent danger near their room, they should immediately secure their room and notify the main office of the danger.
4. Brief students on the heightened security status called as a precautionary measure and that no imminent danger has been detected. School staff not assigned to classroom duties should follow the school's procedures for limiting access to their workplace. Staff should also report any suspicious activity to the main office immediately.
5. All personnel and activities outside the building should be moved to an indoor, secured area unless otherwise instructed by the building administrator.
6. While the Code yellow is in effect, teachers should only open classroom doors for school staff members unless clearance is obtained from the main

### Code Orange

#### Heightened State of Security Requiring Evacuation

Examples of situations where Code Orange protocol may be initiated: a bomb threat has been deemed as real, release of chemicals that adversely affect the health and safety of students or staff; and any other event that requires the evacuation of the building.

1. The building administrator will inform all school staff that the Code Orange protocol is being implemented by use of the classroom teacher phone or the intercom.
2. If a bomb threat has been verified, all radios and cell phones should be turned off until clearance has been given.
3. All students and staff shall evacuate the building immediately and proceed to their assembly areas.
4. If students are not in class at the time the code is announced they should proceed to their assembly area.
5. All personnel and activities outside the building should be moved to an outside assembly area unless otherwise instructed by the building administrator.
6. School staff not assigned to classroom duties should follow the school's procedures for evacuating the building. They should also report any suspicious activity to the main office immediately.
7. Administrators shall direct a staff member to carry the emergency evacuation kit the assembly areas. All teachers will carry a current student roster and emergency contact information to the assembly area.
8. Once at their assembly areas, teachers should report the status of their students and staff to the building administrator. Runners, color code signs, and verbal communication may be utilized.
9. Students will not be allowed to leave their assembly areas unless the teacher obtains authorization from the main office.
10. Teachers should brief students that the school as been placed on a Code Orange.
11. While the Code Orange is in effect, teachers should only return to their classroom when clearance is obtained from the main office.

### Code Red

#### Actual Crisis Response Protocol

Examples of situations where Code Red protocol may be initiated: shots being fired on or immediately adjacent to the campus, a stabbing on campus, an explosion near but not on campus, a hostage situation or armed barricaded subject on or immediately adjacent to the campus, natural disasters, hazardous materials incidents, or threats involving weapons of mass destruction which indicate immediate danger, and a civil disturbance that is out of control.

1. Teachers will immediately advise students to move away from doors and windows, and sit on the floor. Teachers will lock their doors once the hallways near their classroom are clear of students. If teachers observe imminent danger near their room, they should immediately secure their room and notify the main office of the danger.
2. If they are not in class at the time the protocol is announced, students should proceed to their assigned class. If it appears unsafe to proceed to their classroom, students should proceed to the nearest classroom.
3. School staff not assigned to classroom duties should follow their assigned duties.
4. Personnel who are engaged in outdoor activities when the protocol is announced will need to make a prompt determination as to whether it is safer to attempt to enter the building, to take shelter, or to leave the campus to seek shelter in the safest place available. If the decision is made to leave the campus, school employees and students present should move as quickly as possible. A list of all who are evacuated should be made by the staff member present as soon as it is safe to do so.
5. Teachers should brief students that the school as been placed on a heightened security status as a response to an apparent crisis situation. They should advise students to remain quiet until more can be learned about the situation. Teachers should then begin calmly and quietly reviewing emergency evacuation procedures with students to prepare them for possible evacuation.
6. Students should not be allowed to leave the classroom unless the teacher receives instructions from the main office.
7. Teachers should not open the door to any classrooms unless they are instructed to do so by a staff member that they recognize by sight or voice. A code word is recommended to ensure that only authorized personnel are allowed in the room. Emergency response personnel may enter the room by using a master key.
8. Teachers should quickly select an appropriate emergency status card from their classroom roster book and slide it under the door. A card should also be placed in the outside window.

---

## Code Grey

### Impending Severe Weather

Code Grey protocol may be initiated: thunderstorm watch and warnings, tornado watch, hail storms, high winds, winter weather events, flashfloods, etc.

1. Review applicable emergency procedures with staff and students.
2. Monitor weather bulletins including weather radios, radio news broadcasts.
3. Keep staff informed concerning the weather situation.
4. Move students from portable classrooms to safe areas.
5. Activate "spotters" when appropriate.
6. Remove all students and staff from portable classrooms during all "warning" alerts.

---

## Code Green

### Return to Normal Operations

Once danger has passed, the building administrator may be able to put the school back to normal.

---

## Emergency Status Cards

Teachers should display their emergency status card to communicate needs when an emergency response protocol is in effect. During a lockdown, a card can be slipped under a door so that it is visible in the corridor. If an intruder is in the building, and there is concern about attracting attention, the card can be displayed in a window. At an evacuation site or assembly area, a card can be held up to communicate the status of a group or individual. The cards should be displayed as follows:

- Red**      Display if a teacher has an immediate need, such as a person with a medical emergency or if a teacher has immediate knowledge about the incident at hand.
- Yellow**    Display if a teacher needs to receive or communicate information or concerns. This may also include a student who is unaccounted for.
- Green**     Display if the teacher has all persons assigned to them present and has no needs or concerns.

---

## Evacuation Protocol

When it is necessary to evacuate a school building, the evacuation will be signaled by either a fire alarm, Code Orange or other coded phrase using the public address system. The phrase Code Orange will be used to notify the staff of a bomb threat or explosion. The administration team will use the information to do a team search or evacuate the building.

1. Maps indicating primary and secondary evacuation routes should be posted in all classrooms. (For security reasons, holding areas and assembly areas should only be known to school staff members).
2. Provide the evacuation of special needs individuals.
3. Teachers should bring their class record books with them.
4. Teachers should ensure that all students are out of their classrooms and adjoining restrooms and workrooms.
5. Teachers should close the doors after following their students out of the building.
6. The first student in line should be instructed to hold open the exit door(s) until all persons in the class have evacuated. (This procedure is to be continued until the building is cleared).
7. Classes will proceed to the designated holding areas/assembly areas. Once there, teachers should make note of students who are not present and furnish those names to school administrators as soon as possible.
8. Teachers should display an emergency status card to communicate current status or needs
9. Teachers should remain with their class until administrator sounds an "all clear" signal.
10. Establish and assign personnel to a management post at the off site evacuation point to assist in the collection of critical information and management of students and staff.
11. Administrators should gather lists of unaccounted for students from staff members to provide to lead administrator and emergency response personnel.
12. Identify the location of classes in the holding area/assembly area to facilitate the orderly location of students for parents wishing to pick up their children.
13. Direct parents to the family reunification site to pick up students.
14. Maintain contact with police/fire departments to stay informed about conditions at the school site.
15. When an off-campus evacuation is called, teachers should follow the same basic steps as outlined in evacuating the school building.

## What to do if there is a...

### Bomb or Bomb Threat

**Definition:** The threat of an explosion, or an actual explosive device present on the premises which may or may not have exploded.

**Signals:** Designate an emergency alert signal for every school. This signal will indicate a bomb threat, and the principal will evacuate the building. When the building is evacuated, students should be moved at least 1000 feet away from the building. School emergency code is Yellow or Orange.

**Steps of Action:**

If phone threat is made, keep the caller on the line as long as possible and ask caller to repeat the message.

When the principal requests that the building be evacuated, move to Emergency Relocation Site.

Staff should observe for unusual or suspicious noises, devices, or disturbances while evacuating

**Roles:**

**Principal:**

- Evacuate the building and notify staff
- Gather information from staff on anything suspicious.
- Assess injuries, if any
- Assign qualified staff to first aid
- Assist at evacuation site
- Account for every student

**Teacher:**

- Secure room before leaving
- Report any suspicious noises, devices, or disturbances to the principal
- Take roll before evacuation
- Assist with evacuation, if needed
- Take roll when students have reached evacuation point
- Report any missing students to the principal's office

**Secretary:**

- Take First Aid Kit to evacuation site
- Take Evacuation Kit with class rolls and after school telephone numbers

**Custodian:**

- Report to principal

### Disruptions or Civil Disturbances

**Definition:** An incident that disrupts or has the potential to disrupt the orderly functions of the school

**Signals:** Use intercom to signal level and location of the disruption. Specific instructions should follow. If staff person reports a disruption in the main office, send a messenger to the office indicating description and location of disruption.

**Steps of Action:**

Isolate disruption. Keep students in classroom. Initiate building lock-down, if necessary, by locking classroom doors, offices, and entrances.

Clear the immediate area, including restrooms and hallways. Use megaphone for crowd control.

Use intercom to signal level, location, and specific instructions.

Teachers should not leave the students unsupervised.

Staff members not supervising students should move to the area of disruption to assist, unless otherwise instructed.

Use intercom to signal that disruption is over.

**Roles:**

**Principal:**

- Assess level of disruption
- Supervise response to disruption
- Give intercom signals and give directions using megaphone, if necessary
- Communicate with staff and parents

**Secretary:**

- Contact emergency services

**Teachers:**

- Stay with students. Those not supervising students should move to the area of disruption, unless otherwise instructed.

### Hostage or Terrorist

**Definition:** A person who enters the building, apprehends a school person, and threatens violence

**Signals:** Use appropriate emergency alert signal

**Steps of Action:**

Dial 911 and Police (404) 373-6551

Initiate appropriate emergency alert signal

Secure immediate area to confine problem

Secure building by locking appropriate doors (classrooms, office, and entrances)

Await assistance

**Roles:**

**Principal:**

- Call 911

**Secretary:**

- Follow principal's instructions. Turn off bells.

**Custodians:**

- Aid in evacuation, if necessary

**Teachers:**

- Stay in classrooms, protect students, and take roll.
- Inform office if there are missing students

## What to do if there is a...

---

### Intruder

**Definition:** Unauthorized person(s) on the premises

**Signals:** If the intruder is in the hall, the staff will call the office or escort the stranger to the office. If the intruder is in a classroom, the staff member should use the intercom. If the intruder presents a threat, the intercom system will be used to evacuate students to a safe position away from the intruder.

**Steps of Action:**

Use appropriate emergency alert signal.

The staff member who spots an intruder will inquire as to his business and will report the situation to the principal.

The principal will assess the situation.

If required, the principal will give the appropriate emergency alert signal to initiate a lockdown. All classroom doors, office, and doors to the building should be locked.

Follow police instructions

**Roles:**

**Principal:**

Take charge of the situation and call police, if necessary

Give the Clear signal at appropriate time

Aid in communication with police and superintendent's office

**Teachers:**

Take roll, lock doors, and await further instructions

**Custodians:**

Aid as needed, if evacuation is required.

---

### Weapon on Campus

**Definition:** A student is observed with a weapon or is reported in possession of a weapon. A weapon is any firearm, knife, or other object capable of inflicting serious injury or death when used against another person.

**Roles:**

**Principal:**

Call 911

Call Police 373-6551 if a student is suspected of having weapon at school, even if no weapon has been seen

Locate student with the weapon. Encourage student to come to the office, but do not confront the student if the weapon is believed to be on the student's person

If the weapon is on campus, ask the student for the location. Seal off the location of the weapon but do not move or handle the weapon until police arrive

Escort police to the area where the student and/or weapon are located

Provide student information, including parent contact information

**Teacher:**

Clear hallway around classroom and bring in any students found in the immediate area.

Keep students in classrooms

Close and lock door, especially if the student with the weapon or the location of the weapon is in the immediate area

Take roll

Release lock-down only after all clear is given.

## 2 - School Demographics

Definition: Outlines the specific characteristics and details of individual schools within the school system.

Topics: Name and Location- Administrator's Name and Positions, Size and Type, Number of Students and Staff, Number of Rooms, Shelter Information, List of Hazardous materials, \* Maps

### A. Name and Location

Name of school: Oakhurst Elementary  
Address: 175 Mead Rd, Decatur GA 30030  
Telephone Number: 404 370 4470  
Email Address: mmack@csdecatur.org  
Mary Mack, Principal  
After hour Contacts: Mike Breunig: school cell 404-319-7951;  
Nextel 155\*26938\*38; personal cell 404-405-3921;  
home 770-270-0148  
Tony Burnette: cell 404-550-5705; Nextel 155\*26938\*2;  
home: 770719-8647  
Directions to the School: Traveling East on College Ave. from McDonough St. take a left on Mead Road. School is approximately .25 miles on right

### B. Administrator's Name and Positions

Superintendent: Dr. Phyllis Edwards: cell 404-925-9150; Nextel 155\*30626\*1  
Associate Superintendent: Julie Freeman: cell 404-488-1001; Nextel 155\*26838\*20  
Principal: Mary Mack: cell 404-488-0988; Nextel 155\*26938\*8  
home 770-484-0234

### C. Size and Type

Size (sq ft): 35,134  
Number of Floors: 3  
Number of Exits: 13  
Exterior Construction: Wood frame or block walls with brick veneer  
Interior Construction: Wood or steel framed partitions with drywall



**D. Number of Students and Staff (2005-2006)**

Students:	Kindergarten	68
	Grade 1	55
	Grade 2	58
	Grade 3	42
	Special Needs	16
	Total	239
Staff:	Administrators:	1
	Clerical:	1
	Teachers:	50
	Lunchroom:	3
	Maintenance:	3
	Bus Drivers:	4
	Total Staff:	62
Total number of individuals:		301

**E. Number of rooms**

Interior Classrooms:	18
Portable Classrooms:	0
Misc. Rooms (offices, gym, lunchroom):	8 (excluding storage and mechanical closets)
Total number of Rooms:	26

**F. Shelter Information**

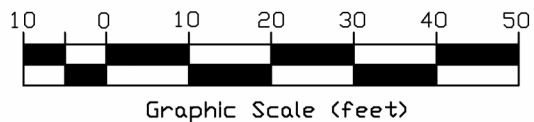
Is this school a designated shelter?	No
Is this school an approved American Red Cross shelter?	No
Does this school have special needs capability?	Yes
Does this school shelter pets if needed or requested?	No
What is the shelter capacity at this school?	n/a

**G. List of hazardous materials**

<u>Name of Chemical</u>	<u>Quantity</u>	<u>Location</u>
None		

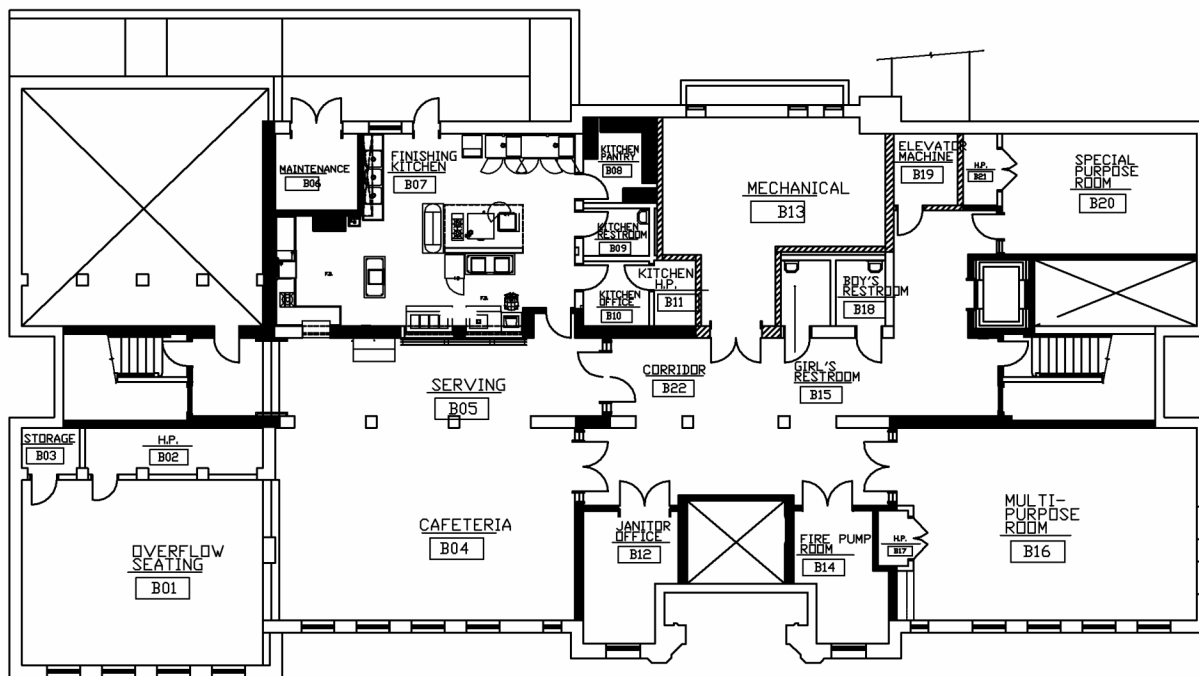
**H. Maps**

Vicinity Map	attached (Quick Reference section)
Floor Plans	attached
Fire Exit Routes and Evacuation Assembly Areas:	All rooms
Communication Equipment Locations:	Office
Emergency Evacuation Kit:	Office
Medical Equipment Locations:	Clinic
Hazardous Materials Locations:	none

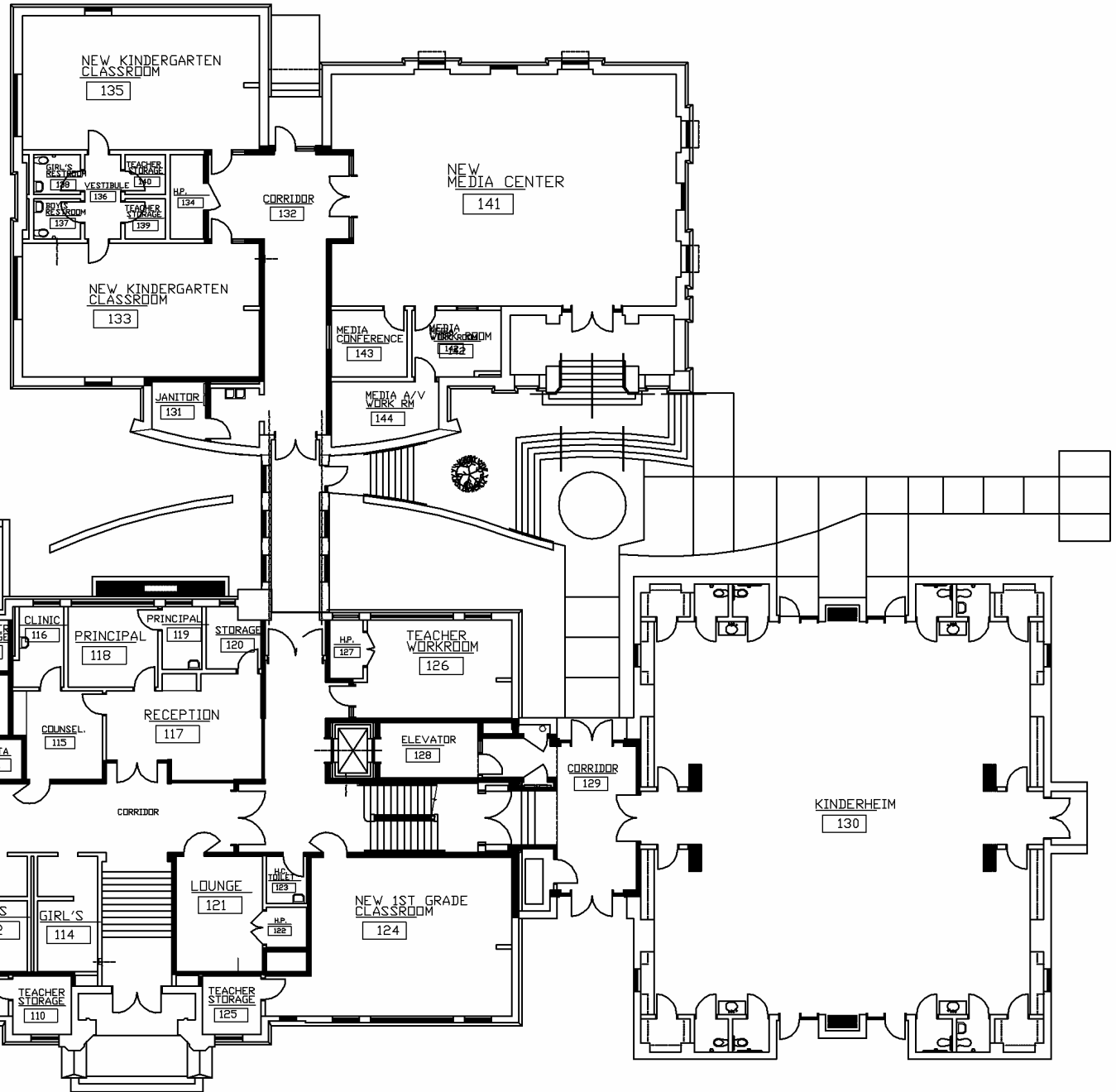
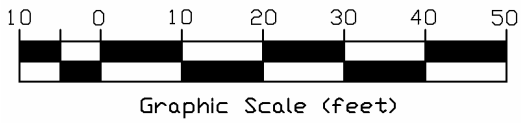


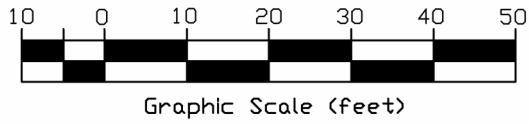
# Oakhurst Elementary - Basement

175 Mead Rd., Decatur, GA

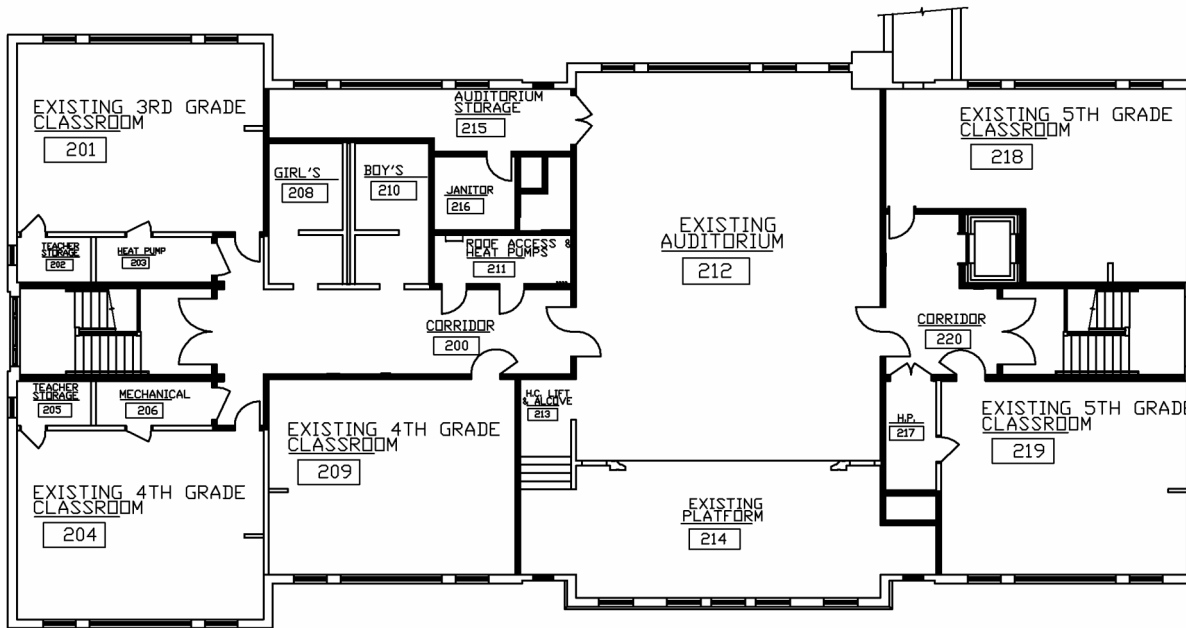


Oakhurst Elementary  
 1st Floor  
 175 Mead Rd., Decatur, GA





## Oakhurst Elementary - 2nd Floor 175 Mead Rd., Decatur, GA



## 3 - Safety Committee Composition

Definition: Includes information regarding the school's safety committee who oversees the safety concerns for each respective school.

Topics: Safety Committee Members, Meeting Dates, Employees Trained for CPR/First Aid, Location of First Aid Kits, Location of To Go Kits

In the continued pursuit to ensure the highest safety possible for students and staff, a Safety committee has been established for each respective school. Committee members work together to review and evaluate the safety concerns affecting the school environment. Members hold their positions on an annual school- year basis and have a minimum of four meetings per school year.

### A. Safety Committee Members

Mary Mack, Principal  
Vicki Brasfield  
Cassandra Hall  
Erin Eliason  
Suzanne Jerol  
Hamilton Edwards

### B. Safety Committee Meeting Schedule

Meetings are held on the first Monday of the following months at 8:30am:

First Meeting	September
Second Meeting	November
Third Meeting	January
Fourth Meeting	April

### C. Safety Plan Evaluation

The school safety committee will evaluate the plan annually:  
Projected review timeline is September/October of each school year.

**A. Safety Committee Meeting Agenda**

Agenda Item	Notes
1. List meeting participants	
2. Confirm safety committee membership	
3. Confirm the schedule for quarterly meetings	
4. Confirm emergency management team members	
5. Review the plan to determine the accuracy of the information and required updates, including contact information for all individuals;	
6. Inform all individuals listed in the plan of their role	
7. Update list of employees trained in CPR/First Aid, including phone numbers;	
8. Update hazardous material list and location;	
9. Contact representative of emergency relocation site(s) to confirm contact information and site availability;	
10. Confirm distribution of safety plan to school staff	
11. Plan and execute staff training	
12. Review fire drill schedule and reporting procedures	
13. Determine a plan for a lockdown drill as soon as possible	
14. Confirm posting of current evacuation plans in each room	
15. Post "Bomb Threat Call Checklist" at each school phone;	
16. Inventory and update emergency kits including to go kits and clinic first aid kits;	
17. Inspect the building for potential safety issues using attached Site Assessment Checklist	

## **B. Emergency Evacuation Kit Checklist**

The Safety Committee will confirm the contents of the emergency evacuation kits annually.

All schools should develop an emergency evacuation kit to be taken from the school by an administrator or designated staff member when they exit the building during a crisis. This kit will become the portable “command center” for the lead school administrator during the first critical minutes of any emergency. The information in the kit also will enable school officials to integrate into the public safety response structure and provide critical information to responding agencies. The kit should be kept in the administrator’s office, and a duplicate kit should be taken by an administrator or designated staff person to the family reunification site during the evacuation, if this procedure is implemented. This kit should also be taken during drills for consistency with response protocols. Remember to store your kits out of sight and update them regularly.

### **Emergency Evacuation Kit Contents (GEMA 2006):**

1. A copy of the school emergency operations plan
2. Student release/sign-out sheets
3. Facility tactical site survey
4. Building floor plan with utility shut-offs and detailed instructions on disablement
5. Site plan information highlighting mobile units, fenced areas, fuel storage tanks, etc.
6. Bus routes and driver contact information
7. Emergency telephone numbers of assistance agencies
8. Photographs of the facility (exterior and interior photo album tour)
9. Video/CD with photos depicting exterior and interior of the building
10. Copies of all student and staff emergency contact/release cards
11. Emergency medical information for students and staff
12. School or district personnel directory with phone contact information
13. Most recent school yearbook
14. Student/staff photo sheet (check with yearbook photographer)
15. Special needs students’ information
16. Flashlight and extra batteries
17. Bullhorn and appropriate batteries
18. School response team vests
19. Cell phone and/or portable radio
20. AM/FM radio with extra batteries
21. Extra laptop (as available)
22. Current county phone book
23. City/county maps
24. First aid kit
25. Light sticks



**C. Site Assessment Checklist**

The safety committee will perform an updated site assessment annually.

School: \_\_\_\_\_ Date: \_\_\_\_\_

Assessors: \_\_\_\_\_

**Access**

- |  |     |    |
|--|-----|----|
| 1. Is there a primary entrance for visitors?   | Yes | No |
| 2. Is this requirement prominently posted?   | Yes | No |
| 3. Are visitors required to sign in at the office?   | Yes | No |
| 4. Are visitors required to wear "visitor badges?"   | Yes | No |
| 5. Are staff trained and required to stop non-student or staff who do not possess the visitor badge?                                 | Yes | No |
| 6. Is a record kept of visitors?   | Yes | No |
| 7. Are non-authorized visitors reported to the Police?   | Yes | No |
| 8. Is access to building limited during school hours by keeping all exterior doors (with the exception of the main entrance) locked? | Yes | No |
| 9. If the answer to #8 is no, how many exterior doors are left unlocked during school hours and where are they located?              | Yes | No |

\_\_\_\_\_  
\_\_\_\_\_

- |   |     |    |
|---|-----|----|
| 10. Do all exterior door locks and latches work properly?   | Yes | No |
| 11. Is a specific person responsible for locking all of the exterior doors at the end of the day? | Yes | No |
| 12. Do all staff members have exterior door keys?   | Yes | No |
| 13. Is there a record of possession for keys?   | Yes | No |
| 14. Are windows required to be kept shut and locked?  | Yes | No |
| 15. Are teachers responsible for locking the windows in their classrooms at the end of the day?   | Yes | No |
| 16. Can windows be unlatched from the exterior?   | Yes | No |
| 17. Does landscaping obstruct the view of windows from the exterior of the building?              | Yes | No |
| 18. Are parking lots, common areas, athletic fields, etc., monitored by staff?                    | Yes | No |
| 19. Is the campus utilized as a "shortcut" by the community?                                      | Yes | No |

## Alarms

1. Does the school have an alarm system? Silent? Audible?	Yes	Yes
2. Does the alarm provide security for:		
Exterior doors (if yes, how many)	Yes	Yes
Office	Yes	Yes
Media Center	Yes	Yes
Computer Lab	Yes	Yes
Cafeteria	Yes	Yes
Classrooms	Yes	Yes
3. Does this alary system have a "panic" feature?	Yes	No
4. Is the alarm system functioning properly?	Yes	No
5. Is the fire alarm functioning properly?	Yes	No
6. Do you have surveillance cameras?	Yes	No

## Interior Security Factors

1. Can classroom doors be secured from inside?	Yes	No
2. Can windows (outside and interior) be covered when needed?	Yes	No
3. Are libraries, computer labs, offices, etc., keyed different from classrooms?	Yes	No
4. Are spare keys secured?	Yes	No
5. Do classrooms have telephones?	Yes	No
6. Do classrooms have two-way intercoms?	Yes	No
7. Does staff use portable two-way radios or cellular telephones?	Yes	No
8. Do you have a system of codes or alerts for emergencies?	Yes	No
9. If the answer to #8 is yes, who has been informed or trained in its use:		
Police	Yes	Yes
Fire	Yes	Yes
Administrative Staff	Yes	Yes
Faculty	Yes	Yes
Students	Yes	Yes
10. Do you have a "lock down" procedure for emergencies?	Yes	No
11. If the answer to #10 is yes, when was the last time it was practiced?		
12. When was the last time it was reviewed or modified?		

**Evacuations:**

- |    |   |     |    |
|----|---|-----|----|
| 1. | Are there designated evacuation routes from all parts of the facility?                        | Yes | No |
| 2. | Are these routes posted?  | Yes | No |
| 3. | Are there specified areas for students and staff to respond to in the event of an evacuation? | Yes | No |

## 4 - Emergency Management Team and Crisis Management

Definition: Information regarding the emergency management team members and crisis management issues in responding to a crisis that affects a school.

Topics: Emergency Management Team Members, Chain of Command, Dissemination of Information, Identification of Injured and Deceased, Identification Badges, Dates Drills Conducted, Dates Plan Evaluated

### A. Emergency Management Team Members

System Coordinator: Mike Breunig: school cell 404-319-7951;  
Nextel 155\*26938\*38; personal cell 404-405-3921;  
home 770-270-0148

Assistant Coordinator: Tony Burnette: cell 404-550-5705; Nextel 155\*26938\*2;  
home: 770-719-8647

Other Members: Mary Mack: cell 404-488-0988; Nextel 155\*26938\*8;  
home 770-484-0234

### B. Chain of Command

System Level: Dr. Phyllis Edwards, Superintendent:  
cell 404-925-9150; Nextel 155\*30626\*1

Julie Freeman, Associate Superintendent:  
cell 404-488-1001; Nextel 155\*26838\*20

Dr. Thomas Van Soelen, Assistant Superintendent of Instruction:  
cell 404-592-7151; Nextel 155\*26938\*30

If the above staff are unavailable during an emergency, contact one of the following persons, or call the main office at 404-370-4400 and request any available administrator:

Theresa Ball, Director of Finance  
cell 404-488-0996; Nextel 155\*26938\*16

Caroline Wood, Director of Human Resources  
cell 404-488-1000; Nextel 155\*26938\*19

School Level: Mary Mack, Principal  
cell 404-488-0988; Nextel 155\*26938\*8; home 770-484-0234

### C. Dissemination of Information

Location of system's News Media Area: Central Office, 758 Scott Blvd Decatur 30030

Designated News Media Spokesperson: Maria Lewis, Public Information Officer  
office 404-370-4400 dial 9 + ext. 27;  
cell 404-488-0997; Nextel 155\*26938\*17

## D. Crisis Response Resources

The school system has a crisis response plan to address the emotional needs of victims or witnesses of a catastrophic incident. If crisis team support is needed, the principal, principal designee or incident commander should contact either Vickie Wingard or Trojanel Wilson, who will then coordinate the crisis team support for that incident.

For crisis response, contact:

Vickie Wingard, School Psychologist  
office 404-370-4400 x944  
cell 404-583-5433

Trojanel Wilson, School Psychologist  
office 404-370-4400 x943  
cell 404-314-1568

## E. Identification of Injured and Deceased

The following individuals will be responsible for identifying injuries and fatalities. They will be assigned by other teachers, as needed. These people will form the triage team, which will identify, classify and group the injured people according to the need for attention (injured or deceased):

Ana Bailey, Nurse: cell?????

Mary Mack, Principal: cell 404-488-0988

Casandra Hall, Administrative Assistant: cell 770-323-5688

## F. Identification Badges

All persons assisting with the on-site emergency will be required to wear identification badges. Teachers will be responsible for issuing ID Badges.

## G. Dates Drills Conducted

Fire Drills: State regulations require monthly fire drills and a report to the Office of Insurance and Safety Fire Commissioner for each drill. School reports can be filed at <http://www.gainsurance.org/publiceducation/Home.aspx>. See <http://www.gainsurance.org/firemarshal/schoolfiredrill.aspx> for reporting statistics..

Tornado: February  
Georgia Sever Weather Awareness Week (last full week of February includes a state wide tornado drill)

Emergency Evacuation: September

Lockdown: \_\_\_\_\_

**H. Employees Trained in CPR/First Aid/AED Operation**

Is the principal familiar with first-aid techniques? No

Other staff with first aid training: Ana Bailey: cell ??????

Staff with AED training: ??????

**I. Location of First Aid Kits**

Office (emergency evacuation kit), Clinic

**J. Location of Automated External Defibrillator**

---

**K. Location of Emergency Evacuation Kits**

Office storage area (closet where file cabinets are)

**L. National Incident Management System (NIMS) Training**

Emergency response agencies will rely on NIMS guidelines to establish command and control procedures at emergency event sites and evacuation locations. School staff must be prepared to accept the command and control structure established by emergency responders. An on-line training course, Introduction to the Incident Command System (ICS 100), is available at: <http://www.training.fema.gov/emiweb/IS/is100.asp>

## 5 - Relocation sites/Staging areas

**Note: Because of safety concerns in relocating occupants and/or setting up staging areas, the following information should be held in strict confidence and be provided only to authorized personnel**

Definition: Outlines information regarding staging areas in the event a crisis affects a school and/or if the school's occupants have to be relocated.

Topics: Emergency Relocation Sites, Incident Command Center, Family Reunification, Staging Area, Media Staging Area, Public Safety Staging Area, Bus Evacuation Staging Area, Misc. Staging Areas

### A. Emergency Relocation Sites

Primary Site: Oakhurst Park (*describe location*)

Secondary Site: Samuel L. Jones Boys & Girls Club  
450 East Lake Drive, Decatur, GA 30030  
Pat Jackson (404) 378-8814

Secondary Site: Oakhurst Baptist Church  
(*enter address, contact name and phone number*)

Individuals responsible for the Emergency Relocation sites:

<u>Individual's Name</u>	<u>Responsible For</u>	<u>Phone</u>
Mary Mack	Students & Staff	cell 404-488-0988; Nextel 155*26938*8
Cassandra Hall	Students & Staff	cell 770-323-5688

### B. Incident Command Center

Mary Mack will serve as the incident commander and will be in charge of coordinating the response operations among all of the responding agencies. The public assistance agencies listed below represent a unified command structure.

Primary Site: Oakhurst Park

Secondary Site: Oakhurst Baptist Church

<u>Agency Person in Charge</u>	<u>Agency Name</u>
Mrs. Pat Jackson phone: (404) 378-8814	Samuel L. Jones Boys & Girls Club

### C. Family Reunification Staging Area

In the event of an emergency, all concerned parents, guardians, relatives, and loved ones will be directed to the family Reunification Area.

Primary Site: Samuel L. Jones Boys & Girls Club

Secondary Site: Oakhurst Baptist Church

Individuals responsible for the family Reunification Staging Area:

<u>Individual's Name</u>	<u>Responsible For</u>	<u>Phone</u>
Cassandra Hall	Reuniting Families	cell 770-323-5688
Erin Eliassen		cell 404-579-1727
Suzanne Jerrol		cell 404-373-5676
Hamilton Edwards		cell 404-297-9464

#### **D. Media Staging Area**

All media will be required to report to and remain in the media staging area. They will not be permitted into their other areas and/or to roam freely through the facility.

Primary Site: Oakhurst Park

Secondary Site: Central Office at Westchester, 758 Scott Blvd.

Individuals responsible for the media staging area:

<u>Individual's Name</u>	<u>Responsible For</u>
Sherrri Breunig office 404-370-4400 dial 9 + ext. 28; cell 404-488-0995; nextel 155*26938*15	Communication & News Media

#### **E. Public Safety Staging Area**

Primary Site: Mead Road at Oakhurst Park

Secondary Site: n/a

Individuals responsible for the public Safety Staging Area:

<u>Individual's Name</u>	<u>Responsible For</u>
Vicki Brasfield cell 404-497-9725	Injured students and staff

#### **F. Bus Evacuation Staging Area**

Primary Site: Oakhurst Elementary

Secondary Site: Samuel L. Jones Boys & Girls Club

*Describe destination for bus evacuation.*

Individuals responsible for the bus evacuation staging area:

<u>Individual's Name</u>	<u>Responsible For</u>
Simone Elder office 404-370-4408 ext. 14; cell 404-425-8717; Nextel 155*30626*2; emergency 404-379-8937	Bus Occupants

#### **G. Misc. Staging Areas**

(i.e., Helopads, rehab, and etc)

n/a



## 6. Family Reunification Protocol

In certain school crisis incidents, it will become necessary to evacuate students and school staff away from the crisis site. During some incidents, large numbers of parents, guardians and relatives will rush to the site of the incident to check on the well-being of students and employees. These actions may result in the blockage of streets in all directions near the schools and the efforts of school officials and emergency response agencies to deal with the crisis may be severely hampered by these persons and their vehicles.

The most effective way to prevent such chaos is to redirect all of the concerned parties to a site that is removed from the school and to evacuate students and school staff to that site. This site is to be known as the Family Reunification Site. There should also be alternate or back up sites that can be used in the event that the primary site is not suitable. The location of these sites should not be publicly announced before an event occurs for security reasons; however, parents should be made aware of the existence of these sites so that when an emergency arises they can obtain the name of the site, either from the media or emergency response agencies and quickly move to that location.

The Family Reunification Site Protocol should be used under the following circumstances:

- a. Shooting on school property, with injuries.
- b. Detonation of an explosive device on school property.
- c. Explosive device is found on school property.
- d. A hostage situation occurs on campus.
- e. An armed, barricaded subject on campus.
- f. A severe weather crisis where damage to the facility has occurred.
- g. A weapon of mass destruction or hazardous materials incident occurs on or near the campus.
- h. Whenever the facility or grounds is considered unsafe and evacuation to a remote site is required.

The following is the Family Reunification Site Protocol:

1. The incident commander will advise the Reunification Site Coordinator that the decision to implement the protocol has been reached and to begin setting up the bus evacuation staging area. If buses are unavailable, walking routes must be established.
2. The school system liaison shall advise the transportation director via phone or radio to begin routing school buses to the evacuation staging area.
3. The designated persons should notify the local emergency management agency (EMA) and other designated personnel to proceed to the identified site and establish the site.
4. The local EMA Director should notify the emergency/911 communications center to have law enforcement mutual aid implement its protocol for routing traffic to the site and managing traffic control functions at the site.
5. The school system liaison shall request that available school system personnel proceed to the Family Reunification Site. All schools should institute the code yellow protocol if the situation involves a violent weapons incident.

## City Schools of Decatur Safety Plan

6. The designated persons will provide the media with detailed instructions via fax to be read to the public in order to direct concerned relatives to the Family Reunification Site. The designated persons will provide periodic updates to the media as available and as needed. A media staging area will be established as soon as possible.
7. Upon the arrival of buses at the incident evacuation staging area, emergency response personnel shall begin loading groups of students and school staff on each bus for evacuation to the Family Reunification Site. While en route to the site, a school staff member shall prepare a list of all evacuees on the bus, which will be delivered to the Family Reunification Site Coordinator upon arrival. When possible, buses should be escorted by law enforcement.
8. Upon arrival at the Family Reunification Site, designated persons shall perform the duties listed below. These duties should be coordinated with law enforcement before an incident to avoid misunderstanding of responsibilities during an incident. Law enforcement will not normally be in charge at Family Reunification Site. The school system should designate an individual to serve as the Family Reunification Site Commander.
  - a. Establish a command post.
  - b. Organize the numerous emergency response and mental health personnel who will be responding to the site.
  - c. Check identification of all non-uniformed personnel who arrive to provide assistance.
  - d. Secure an area for arriving students and staff, away from waiting family members. Yellow emergency tape may be used to section off an area.
  - e. Set up the sign out area. All arriving family must sign in.
  - f. Set up a media staging area. (This will probably require law enforcement assistance.)
  - g. Keep evacuees on buses until they can be moved to the secure waiting area to meet with parents or guardians.
  - h. Only release students to authorized persons using the sign out procedure.
  - i. Ensure that each parent/guardian receive an information sheet regarding traumatic stress reactions. These should be provided from school mental health personnel.
  - j. Instruct parents or guardians to leave the site to make room for others once they have signed out their student.
  - k. Students who do not have a parent/guardian waiting to pick them up will be taken to a secure area until an authorized person arrives to pick them up.
  - l. Every effort will be made to maintain an orderly reunification process. Responding law enforcement and mental health personnel should be utilized to calm those who are waiting and to explain to them that an orderly process is required for the safety of the evacuees.

## 7 - Incident Response Procedures

A public school must provide a safe and orderly environment for its staff and students. Even in the face of emergency, the need to maintain this environment is essential. Although it is not possible to include every type of school disturbance that could threaten the safety of staff and students, these procedures will assist school personnel in resolving major emergencies.

In an emergency, the principal or designee will provide leadership, give directions, and serve as the primary communicator. It is the principal's duty to communicate with the police and notify school personnel of any emergency by code, bell rings, or intercom. Teachers must keep students calm, out of harm's way, and in a secure place, which may mean moving students to an alternative site.

During an emergency situation, it is necessary to keep the public informed, control rumors, and disseminate accurate information in a timely manner while maintaining the educational process and student privacy. All media representatives should be referred to the superintendent, who will issue all press releases. Reporters and photographers will not be allowed on any school campus during an emergency situation.

## ***After Hours Building Emergency***

### **Definition:**

Any emergency occurring before or after school hours

### **Signal:**

Use appropriate emergency alert signal or announce over intercom system if after school groups are still in the building.

### **Steps of Action:**

Follow procedure for specific emergencies

Contact school principal (see Emergency Management Team contact information)

Contact Director of Facilities or Assistant director (see Emergency Management Team contact information)

### **Roles:**

Custodian: Contact emergency people and perform the following acts:

Follow appropriate procedure

Contact school administrator at home

If after-school groups are present, alert staff and students of emergency and follow steps of action for that emergency.

## ***Bomb or Bomb Threat***

### **Definition:**

The threat of an explosion, or an actual explosive device present on the premises which may or may not have exploded.

### **Signals:**

Designate an emergency alert signal for every school. This signal will indicate a bomb threat, and the principal will evacuate the building. When the building is evacuated, students should be moved at least **1000** feet away from the building. School emergency code is **Yellow or Orange**.

### **Steps of Action:**

If phone threat is made, keep the caller on the line as long as possible and ask caller to repeat the message.

When the principal requests that the building be evacuated, move to emergency relocation site.

Staff should observe for unusual or suspicious noises, devices, or disturbances while evacuating

### **Roles:**

- Principal: Evacuate the building and notify staff  
Gather information from staff on anything suspicious  
Assess injuries, if any  
Assign qualified staff to first aid  
Assist at evacuation site  
Account for every student
- Teacher: Secure room before leaving  
Report any suspicious noises, devices, or disturbances to the principal  
Take roll before evacuation  
Assist with evacuation, if needed  
Take roll when students have reached evacuation point  
Report any missing students to the principal's office
- Secretary: Take First Aid Kit to evacuation site  
Take Evacuation Kit with class rolls and after school telephone numbers
- Custodian: Report to principal

### **Phone Numbers:**

Emergency: 911

Decatur Police: (404) 373-6551



Department of the Treasury  
Bureau of Alcohol, Tobacco & Firearms  
BOMB THREAT CHECKLIST



1. When is the bomb going to explode?
2. Where is the bomb right now?
3. What does the bomb look like?
4. What kind of bomb is it?
5. What will cause the bomb to explode?
6. Did you place the bomb?
7. Why?
8. What is address?
9. What is your name?

EXACT WORDING OF BOMB THREAT:

---



---



---



---



---

Sex of caller: \_\_\_\_\_ Race: \_\_\_\_\_  
 Age: \_\_\_\_\_ Length of call: \_\_\_\_\_  
 Telephone number at which call is received: \_\_\_\_\_  
 Time call received: \_\_\_\_\_  
 Date call received: \_\_\_\_\_

CALLER'S VOICE

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> Calm     | <input type="checkbox"/> Nasal    |
| <input type="checkbox"/> Soft     | <input type="checkbox"/> Angry    |
| <input type="checkbox"/> Stutter  | <input type="checkbox"/> Loud     |
| <input type="checkbox"/> Excited  | <input type="checkbox"/> Lisp     |
| <input type="checkbox"/> Laughter | <input type="checkbox"/> Slow     |
| <input type="checkbox"/> Rasp     | <input type="checkbox"/> Crying   |
| <input type="checkbox"/> Rapid    | <input type="checkbox"/> Deep     |
| <input type="checkbox"/> Normal   | <input type="checkbox"/> Distinct |

- |  |  |
|--|--|
| <input type="checkbox"/> Slurred   | <input type="checkbox"/> Whispered       |
| <input type="checkbox"/> Ragged  | <input type="checkbox"/> Clearing Throat |
| <input type="checkbox"/> Deep Breathing  | <input type="checkbox"/> Cracking Voice  |
| <input type="checkbox"/> Disguised   | <input type="checkbox"/> Accent          |
| <input type="checkbox"/> Familiar (If voice is familiar, who did it sound like?) _____ |  |

BACKGROUND SOUNDS:

- |  |   |
|--|---|
| <input type="checkbox"/> Street noises | <input type="checkbox"/> Factory machinery      |
| <input type="checkbox"/> Voices        | <input type="checkbox"/> Crockery               |
| <input type="checkbox"/> Animal noises | <input type="checkbox"/> Clear                  |
| <input type="checkbox"/> PA System     | <input type="checkbox"/> Static                 |
| <input type="checkbox"/> Music         | <input type="checkbox"/> House noises           |
| <input type="checkbox"/> Long distance | <input type="checkbox"/> Local                  |
| <input type="checkbox"/> Motor         | <input type="checkbox"/> Office machinery       |
| <input type="checkbox"/> Booth         | <input type="checkbox"/> Other (Please specify) |

BOMB THREAT LANGUAGE:

- |  |   |
|--|---|
| <input type="checkbox"/> Well spoken (education) | <input type="checkbox"/> Incoherent                   |
| <input type="checkbox"/> Foul                    | <input type="checkbox"/> Message read by threat maker |
| <input type="checkbox"/> Taped                   | <input type="checkbox"/> Irrational                   |

REMARKS:

---



---

Your name:

---

Your position:

---

Your telephone number:

---

Date checklist completed: \_\_\_\_\_

## **Fire**

### **Definition:**

A fire requiring evacuation from the building

### **Signals:**

Ringling of the fire alarm

### **Steps of Action:**

Report fire to the office, pull alarm/intercom, if available

Evacuate building to assigned places at least 500 feet away from building

Close all windows and doors to confine the fire

Take class roll

In case of inclement weather move to

---

### **Roles:**

- |            |   |
|------------|---|
| Principal: | Keep access roads open<br>Supervise evacuation and check for injuries<br>Assign roles to auxiliary persons as needed<br>Administer first aid<br>Account for every student |
| Secretary: | Phone 911 and superintendent's office   |
| Teachers:  | Evacuate building<br>Take roll when students have reached evacuation point<br>Report any missing students to principal's office   |
| Staff:     | Report to principal when area is clear for students and faculty   |

### **Phone Numbers**

Emergency: 911

Decatur Fire Department: (404) 373-0600

## ***Late Transportation or Overnight Housing***

### **Definition:**

Any situation that would necessitate that students spend the night at school

### **Signals:**

Notification from transportation or emergency services that this action is needed

### **Steps of Action:**

Contact the school principal

Attempt to contact students' parents or guardians

Keep students in safest area of building

Assign shifts in order for faculty members to maintain duty of answering the office telephones

Keep accurate records of students who are picked up, by whom, and at what time. Use appropriate check-out procedures.

### **Roles:**

Principal:           Assign the procedures to the appropriate staff members  
                          Assign responsibilities to staff as situation necessitates



## ***Accident or Serious Injury***

### **Definition:**

Emergency where a person may be injured

### **Signals:**

None

### **Steps of Action:**

1. Stay with the injured person and send messenger to notify the building principal
2. Disperse the crowd, if necessary
3. Offer to contact or spouse
4. Contact emergency services, if needed
5. Utilize aid
6. Inform staff and students, as needed

### **Roles:**

**Principal:** Supervise care of persons  
Establish immediate communication with superintendent's office  
Communicate with parents, as necessary

**Secretary:** Aid in communication with emergency services

**Custodians:** Aid staff and others in first aid  
Attend to building mechanical problems, if necessary

**Teachers:** Stay with and assess first aid needs  
Take roll and contact main office, if necessary

**Other Staff:** Assist with aid  
Help with communication to parents, if necessary

### **Phone Numbers**

Emergency: 911

Decatur Police: (404) 373-6551

## ***Bus Accident***

### **Definition:**

An accident involving a school bus with City of Decatur students

### **Roles:**

**Staff Member or Principal's Designee:** Perform duties of principal until principal arrives at scene of accident

**Principal:** Proceed to the accident scene  
Notify the school and the superintendent's office  
Refrain from discussing the accident with anyone on the scene except the law enforcement officers and appropriate school personnel  
Assist in injured students and documenting accident scene activity  
Assign an administrator to go to the hospital, if necessary  
Advise the superintendent's office of the hospitals to be utilized, and uninjured students will be transported from the accident scene to the school  
Designate persons to receive uninjured students when they arrive at school and continue to evaluate their needs  
Contact parents or guardians

### **Phone Numbers**

Emergency: 911

Decatur Police: (404) 373-6551

## ***Closing of School***

### **Definition:**

Snow, ice, or extremely cold weather, closing of school buildings

### **Signal:**

None

### **Steps of Action:**

#### **During the school day**

A telephone message will be made to the building principal  
Other schools will be contacted  
Students will remain in rooms until buses arrive  
School personnel will depart as necessary

#### **Before the school day**

Director of maintenance gets reports on road conditions from the Police and Transportation Coordinator

Director of maintenance briefs the superintendent, who then briefs the associate superintendent

If the superintendent makes the decision to close schools, informs the publicity coordinator to notify specified media outlets. The publicity coordinator will know the appropriate codes and telephone numbers for making the necessary media contacts

After being informed of the decision by the superintendent to close schools, the associate superintendent activates the school system communication chart

Each supervisor/principal is responsible for the notification of those employees under supervision, as well as any indicated on the school system communication chart

Each supervisor/principal is responsible for notifying staff, students, and/or parents of the specified media outlets that will be used to announce emergency school closings. The publicity coordinator will provide this to each administrator.

### **Roles:**

#### **Principal:**

Notify staff as needed  
Utilize telephone tree if needed  
Check on building as weather permits  
Call emergency numbers, if necessary

#### **Custodians:**

Come in early on the first day back and check steps, stairs, and sidewalks  
Place caution signs as needed  
Utilize salt and sand as needed.

## ***Custody Procedures or Incidents***

In order to properly manage the difficulties inherent in these sensitive volatile issues, the principal of designee should consider the following precautions:

- a. Insist on accuracy of the student record card information pertaining to custody, court orders, and student releases.
- b. Comply with information provided in the students' permanent records.
- c. Maintain a current file of legal documents pertaining to appropriate students.
- d. Direct school secretary to have at his/her desk a list of students who are not to be released to anyone except a particular parent or guardian.
- e. Direct secretary to tag appropriate Student Record Cards.
- f. When a parent telephones a request that a child be released from school, the identity of the caller by a separate call to the parent or guardian, if needed, before the child is permitted to leave. In the event of any doubt, the message and phone number should be written down and a return call should be made after cross-checking the phone number with those on file in the child's folder or on the emergency card.

### **Phone Numbers**

Emergency: 911

Decatur Police: (404) 373-6551

## ***Death or Serious Illness to Student or Employee***

### **Definition:**

Death or serious illness to a student, staff member, or visitor while at school

### **Signals:**

None

### **Steps of Action:**

**Principal:** Activate the school telephone tree to inform other staff members of the death or serious illness  
Prepare statement to be sent home with students

### **Roles:**

**Principal:** Activate telephone tree and crisis team  
Convene emergency staff meeting

**Secretary:** Follow principal's instructions

**Teachers:** Follow principal's instructions

**Social Worker/  
Psychologist:** Coordinate crisis intervention team activities

### **Phone Numbers:**

Emergency: 911

Decatur Police: (404) 373-6551

## ***Disruptions or Civil Disturbances***

### **Definition:**

An incident that disrupts or has the potential to disrupt the orderly functions of the school

### **Signal:**

Use intercom to signal level and location of the disruption. Specific instructions should follow. If staff person reports a disruption in the main office, send a messenger to the office indicating description and location of disruption.

### **Steps of Action:**

Isolate disruption. Keep students in classroom. Initiate building lock-down, if necessary, by locking classroom doors, offices, and entrances.

Clear the immediate area, including restrooms and hallways. Use megaphone for crowd control.

Use intercom to signal level, location, and specific instructions.

Teachers should not leave the students unsupervised.

Staff members not supervising students should move to the area of disruption to assist, unless otherwise instructed.

Use intercom to signal that disruption is over.

### **Roles:**

**Principal:** Assess level of disruption  
Supervise response to disruption  
Give intercom signals and give directions using megaphone, if necessary  
Communicate with staff and parents

**Secretary:** Contact emergency services

**Teachers:** Stay with students. Those not supervising students should move to the area of disruption, unless otherwise instructed.

### **Follow-Up:**

Activate crisis intervention team, if necessary

Hold staff meeting to discuss disruption

Communicate with staff and parents to control rumors

### **Phone Numbers:**

Emergency: 911

Decatur Police: (404) 373-6551

## ***Hazardous Materials Incident Off Campus***

### **Use of School Building**

#### **Definition:**

Hazardous materials in community incidents where organizations, businesses, or schools are required to use school facilities

#### **Steps Of Action:**

Inform staff and students of the emergency and give specific instructions

Provide space, telephone, pencil and writing pads, and first aid kits, if necessary

#### **Roles:**

**Principal:** Act as liaison with head of business or other school principals

**Secretary:** Coordinate communication

**Teachers:** Maintain normal routine, unless otherwise instructed

**Custodian:** Assist in traffic control into and out of school site.

#### **Nuclear Emergencies:**

The civil defense warning system will provide notice to the school system when the possibility of a nuclear emergency arises. All reasonable precautions and steps will be taken in each school to ensure the safety of students. Schools will be asked to stay tuned into the civil defense warning system for instructions.

## ***Hazardous Materials Incident On School Campus***

### **General Information:**

All schools are at risk from the effects of hazardous or toxic material accidents. Such accidents may result in the need to take immediate action. The action to be taken will depend on the proximity of the accident to the school, the wind velocity, and the weather.

There are two basic actions, (1)evacuate students to a safe location at right angles to and from the accident site, and (2) seal the building (windows and doors), shut off air handling equipment if it ingests outside air, and remain inside the building until the emergency has been resolved. The principal must decide the most appropriate action.

### **Roles:**

**Principal:**      Contact emergency services  
                         Contact the superintendent's office  
                         Alert teaching staff to close windows and prepare for emergency action  
                         Appoint a designee to stay by the telephone until the emergency action is determined  
                         Meet with incoming emergency response units to receive instructions and relay information  
                         Assume the prerogative to take whatever action is necessary including immediate evacuation of students at right angles to the toxic chemical vapor cloud  
                         Arrange for buses to intercept as quickly as possible to take students to a pre-arranged destination and assist with loading buses  
                         Take follow-up actions as are deemed necessary

**Teachers:**      Take roll before evacuation  
                         Assist with evacuation, if needed  
                         Take roll when students have reached evacuation point  
                         Report any missing students to principal's office  
                         Handle no hazardous materials

### **Phone Numbers:**

Emergency:      911  
Decatur Police: (404) 373-6551



## ***Hostage or Terrorist***

### **Definition:**

A person who enters the building, apprehends a school person, and threatens violence

### **Signals:**

Use appropriate emergency alert signal

### **Steps Of Action:**

Dial 911 and Police (404) 373-6551

Initiate appropriate emergency alert signal

Secure immediate area to confine problem

Secure building by locking appropriate doors (classrooms, office, and entrances)

Await assistance

### **Roles:**

**Principal:** Call 911

**Secretary:** Follow principal's instructions. Turn off bells.

**Custodians:** Aid in evacuation, if necessary

**Teachers:** Stay in classrooms, protect students, and take roll.  
Inform office if there are missing students

## ***Intruder***

### **Definition:**

Unauthorized person(s) on the premises

### **Signals:**

Use emergency alert signal

If the intruder is in the hall, the staff will call the office or escort the stranger to the office. If the intruder is in a classroom, the staff member should use the intercom. If the intruder presents a threat, the intercom system will be used to evacuate students to a safe position away from the intruder.

### **Steps of Action:**

The staff member who spots an intruder will inquire as to his business and will report the situation to the principal

The principal will assess the situation

If required, the principal will give the appropriate emergency alert signal to initiate a lockdown. All classroom doors, office, and doors to the building should be locked.

Follow police instructions

### **Roles:**

**Principal:** Take charge of the situation and call police, if necessary  
Give the Clear signal at appropriate time  
Aid in communication with police and superintendent's office

**Teachers:** Take roll, lock doors, and await further instructions

**Custodians:** Aid as needed, if evacuation is required.

### **Phone Numbers:**

Emergency: 911

Decatur Police: (404) 373-6551

## ***Weapon on Campus***

### **Definition:**

A student is observed with a weapon or is reported in possession of a weapon. A weapon is any firearm, knife, or other object capable of inflicting serious injury or death when used against another person.

### **Roles:**

#### **Principal:**

Call 911

Call Police 373-6551 if a student is suspected of having a weapon at school, even if no weapon has been seen

Locate student with the weapon. Encourage student to come to the office, but do not confront the student if the weapon is believed to be on the student's person

If the weapon is on campus, ask the student for the location. Seal off the location of the weapon but do not move or handle the weapon until police arrive

Escort police to the area where the student and/or weapon are located

Provide student information, including parent contact information

#### **Teacher:**

Clear hallway around classroom and bring in any students found in the immediate area.

Keep students in classrooms

Close and lock door, especially if the student with the weapon or the location of the weapon is in the immediate area

Take roll

Release lock-down only after all clear is given.

## ***Student Runaway, Abduction, Or Kidnapping***

### **Definition:**

A student who has left campus without permission during school hours, or a student who has been kidnapped by a stranger or family member on the school premises

### **Signals:**

None

### **Steps Of Action:**

Notify principal

Call911

Contact parent(s)

If student is running away, follow if possible

Notify classroom teacher of student's absence

If possible, have description of student ready to give to police

### **Roles:**

**Principal:** Follow, if possible, or designate someone to do so  
Give directions to other staff members

**Secretary:** Notify emergency services and at direction from principal

**Teachers:** Keep other students in classrooms  
If possible, provide a description of missing student, including clothing he/she was wearing when last seen, distinguishing features, etc.

### **Phone Numbers:**

Emergency: 911

Decatur Police: (404) 373-6551

## ***Suicide at School***

### **Definition:**

Student, staff member, or visitor terminating own life at school

### **Signals:**

Office will be contacted by intercom or in person

### **Steps Of Action:**

Report incident to main office

Call 911

Keep students away from the area

Send note to staff informing them that a medical emergency has occurred and that they should remain calm

Include any additional instructions

Refer to the Counseling Crisis Intervention Plan

### **Roles:**

**Principal:** Assume role as spokesperson and give instructions to staff  
Initiate lock-down (all classroom doors, offices, and entrances), if necessary

**Secretary:** Follow principal's instructions. Operate telephones.

**Teachers:** Keep students in class and await further instructions  
If student suicide occurred in classroom, the teacher should evacuate the room and take roll.

**Counselor /  
Social Worker  
/ Psychologist** Assist in contacting or family members, if necessary  
Go to classes and explain situation

### **Follow-Up:**

See Crisis Response Plan

### **Phone Numbers**

Emergency: 911

Decatur Police: (404) 373-6551

## ***Tornado, Thunderstorms, or Natural Disasters***

### **Definition:**

**Tornado Watch:** Conditions are favorable for a tornado or severe weather. Make staff aware, but take no action.

**Tornado Warning:** Tornado has been sighted. Take shelter immediately.

### **Signals:**

Upon the forecast of severe, inclement weather, the secretary will turn on the radio to monitor the situation.

Schools will be alerted of a tornado watch and warning.

If a warning is issued, a series of short rings will signal the warning, and a tornado drill will occur.

One long ring of the bell system will indicate an end to the

### **Steps Of Action:**

A series of rings on the school bell system will signal that a drill will begin.

Students should proceed to their designated position against the wall and assume a kneeling position, head down, hands covering head.

Students in unsafe locations at the time of the drill will go to a pre-designated location when directed to the teacher.

Students should not be permitted to leave the school (field trip or other events) during a watch or warning. If students are on a field trip at the time inclement weather occurs, bus drivers will be alerted to get students back on the bus and return to school.

Teachers are to close windows and doors upon leaving with their students.

Teachers should keep their class rosters with them during the drill and kneel behind their classes to be sure that the students are following the drill procedure. Teachers should verify student classroom count.

The signal will be one long ring of the school bell system.

If City Schools of students are in a mobile unit, they should be moved to a safe area.

Windows should be closed.

### **Roles:**

**Principal:** Maintain contact with student body and staff  
Sound alarm or give order for drill  
Give the all clear signal

**Secretary:** Answer phones and monitor weather radios

**Teacher:** Supervise students  
Take roll

**Custodian:** Serve as weather spotter during watch and assure outside exits are closed.

If there is a tornado warning at the end of the day, the school should hold the children in the building until the warning is lifted. Bus drivers should wait inside the school with the children. Be aware that if drivers are already in route and a tornado warning is issued, they should proceed to the nearest school, take the children inside, and wait until the warning has been lifted.

## ***Utility Emergency***

### **Definition:**

Electrical power failure, gas line break, water main or sewer break, or electrical power break

### **Signals:**

Should any school building need to be evacuated, follow fire drill procedure with a verbal announcement on the school public address system; follow by manually tripping the fire alarm. In the event of electrical failure and need to evacuate, verbal notification should be given on a class-by-class basis. A visual check of all school should be conducted by the principal or other designated

### **Steps of Action:**

Call school maintenance office during school hours (404) 370-4408

Call Police (404) 373-6551 after school hours or if maintenance staff cannot be located.

### **Roles:**

**Principal:** Communicate appropriate procedures to staff and students

**Secretary:** Make necessary phone contacts

**Custodian:** Assist principal in the inspection of the building

**Teacher:** Take roll

**School Nutrition Program:** For freezer outage, communicate with maintenance. Notify warehouse to be on standby to make decisions regarding food storage.

## ***Vandalism or Graffiti***

### **Definition:**

Destruction or defamation of school property. Gang graffiti and related vandalism have a negative impact on students, parents, school staff, and the community.

### **Role:**

**Principal:** Call Decatur Police (404) 373-6551. Police will photograph all graffiti. No clean-up should begin until photographs or videos are taken.

- Contact superintendent
- Contact maintenance for removal of graffiti
- Utilize custodians to assist in clean up
- Utilize paper and tape to obstruct viewing by students, staff, and the public until appropriate clear-up can begin

### **Phone Numbers:**

School maintenance: (404) 370-4408  
Decatur Police: (404) 373-6551



## ***Weapon on Campus***

### **Definition:**

A student is observed with a weapon or is reported in possession of a weapon. A weapon is any firearm, knife, or other object capable of inflicting serious injury or death when used against another person.

### **Roles:**

#### **Principal:**

Call 911

Call Police 373-6551 if a student is suspected of having a weapon at school, even if no weapon has been seen

Locate student with the weapon. Encourage student to come to the office, but do not confront the student if the weapon is believed to be on the student's person

If the weapon is on campus, ask the student for the location. Seal off the location of the weapon but do not move or handle the weapon until police arrive

Escort police to the area where the student and/or weapon are located

Provide student information, including parent contact information

#### **Teacher:**

Clear hallway around classroom and bring in any students found in the immediate area.

Keep students in classrooms

Close and lock door, especially if the student with the weapon or the location of the weapon is in the immediate area

Take roll

Release lock-down only after all clear is given.

## Emergency Telephone Numbers

City Schools of Decatur Crisis Management .....	404-583-5433 or 404-314-1568
City Schools of Decatur Public Information Officer .....	404-488-0997
City Schools of Decatur Maintenance .....	(404) 370-4408
Decatur Police Department .....	911 or (404) 373-6551
Decatur Fire Department .....	911 or (404) 373-0600
Emergency Medical Services .....	911
American Red Cross .....	(404) 881-9800 or (404) 296-0505
Decatur City Hall .....	(404) 377-9911
Decatur Cooperative Ministry .....	(404) 377-5365
Decatur Hospital .....	(404) 377-0221
Decatur Housing Authority .....	(404) 373-4460
DeKalb Child Protection (DFACS) .....	(404) 370-5066
DeKalb Medical Center .....	(404) 501-1000
Emergency Mental Health .....	(404) 892-4646
Emory University Hospital .....	(404) 325-6000
Georgia Emergency Management Agency .....	(404) 635-7222
Georgia Disaster Information .....	<a href="http://georgia911.org/">http://georgia911.org/</a>
Georgia Power Emergency Number .....	1-800-850-4551
Bus Service - Dekalb County Transportation: .....	(404) 425-8717 or (678) 410-4925
Poison Control Center .....	(404) 616-9000
Oil and Chemical Spills .....	1-800-424-8802
Weather Stations .....	45.56 MHZ 162.55 MHZ (NOAA)